

**ICT Progression: EYFS to KS3**

**Application of ICT skills and processes:**

**Provide clear progressive ideas to teach all aspects of Computing from EYFS to Upper KS2**

● **Provide guidance on the standards of Computing capability that are appropriate for children in each phase and suggestions of assessment criteria.**

● **Provide practical examples of how the ICT skills, knowledge and understanding can be integrated into planning across the curriculum as well as providing suggested resources.**

Nursery	Reception	KS1	Year 3	Year 4	Year 5	Year 6	Year 7
<b>Digital Literacy</b>							
<p><b>Communicating and Language (in the Digital World)</b></p> <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity</p> <p><b>Being Imaginative</b> Children represent their own ideas, thoughts and feelings through design and technology, art, <b>www.2simple.com</b> music, dance, role play and stories.</p> <p><b>Understanding</b> Children follow instructions involving several ideas or actions and answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><b>Speaking</b> Children express themselves effectively, showing awareness of listeners' needs. They develop their own narratives and explanations by connecting ideas or events</p>	<p><b>Communicating in the Digital World</b></p> <p><b>Understanding</b> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><b>Being Imaginative</b> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p> <p><b>ICT Skills</b> <b>Text Processing and Multimedia</b> Develop mouse control - moving, clicking, dragging etc. Use simple drag and drop matching software - first with pictures or sounds moving to letters and text.</p> <p><b>Electronic Communication (e.g. Learning Platform (Purple Mash) and other devices</b></p>	<p><b>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</b></p> <p>Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.</p> <p><b>Recognise common uses of information technology beyond school.</b></p> <p>Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair.</p> <p>Children can logout of their platform (Purple Mash) when they have finished using it and know why that is important</p> <p><b>ICT Skills</b> Develop mouse control - moving, clicking, dragging etc. Use simple drag and drop matching software - first with pictures or sounds moving to letters and text.</p> <p><b>Electronic Communication (e.g. email, Learning Platform, messaging, blogging)</b></p> <p><b>Transferability of skills</b></p> <p>Children are beginning to develop an understanding of ownership of work online.</p> <p>They can save work into the My Work folder in Purple Mash and understand that this is a private saving space just for their work.</p> <p>Children will be confident with the functionality of the icons in the topic templates.</p> <p>Children will know how to use the different icons and writing cues to add pictures and text to their work.</p> <p><b>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</b></p> <p>Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of using email safely by using 2Respond activities on Purple Mash and know ways of reporting inappropriate behaviours and content to a trusted adult.</p> <p><b>Recognise common uses of information technology beyond school.</b></p> <p>Children can effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom. They can share this knowledge, e.g. 2Publish example template.</p>	<p><b>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.</b></p> <p>Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. They know more than one way to report unacceptable content and contact.</p> <p><b>ICT Skills</b> <b>Text Processing and Multimedia</b> Children can select and import graphics from digital cameras, graphics packages and the Internet.</p> <p>Children can select suitable sounds (including recording with a microphone) and visual effects. e.g Purple Mash, J2e5 (accessible via my.uso.im) Ks2 'Creative Toolkit' J2e5 - Create slides and add pictures, text, WordArt, Video. Word processing Packages: - Microsoft Word</p> <p><b>Transferability of skills</b></p>	<p><b>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.</b></p> <p>Children can explore key concepts relating to online safety using concept mapping such as 2Connect. They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact.</p> <p><b>ICT Skills</b> <b>Text Processing and Multimedia</b> Children can use sketching on Purple Mash or any other platform to design a program and reflect upon their design</p> <p>Children can create code that conforms to their design.</p> <p><b>Transferability of skills</b></p> <p>Children are able to take more informed ownership of the way that they choose to use their free time. They recognise a need to find</p>	<p><b>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.</b></p> <p>Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.</p> <p><b>ICT Skills</b> <b>Text Processing and Multimedia</b> Children can evaluate a range of electronic multimedia, and understand the implications appropriate to a given task. (e.g. key features of layout and design). <b>E.g</b> (Powerpoint - Create slides and add pictures, text, WordArt, Video. Word processing Packages: - Microsoft Word) Create vector drawings using shapes on google drive.</p> <p><b>Transferability of skills</b></p> <p>Children think critically about what they share online, even when asked by a usually reliable person to share something.</p>	<p><b>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.</b></p> <p>Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet inappropriate behaviours through developing critical thinking, e.g. 2Respond activities. They recognise the value in preserving their privacy when online for their own and other people's safety.</p> <p><b>ICT Skills</b> <b>Text Processing and Multimedia</b></p> <p>Children can use a spreadsheet to model a real-life situation and come up with solutions.</p> <p>Children can develop a simple website page (information about their school).</p>	<p><b>Impact of technology- Collaborating online respectfully; recognise and report, cyberbullying, account security, use presentation tools and create a presentation</b></p> <p>Children demonstrate the right attitude collaborating online with each other to accomplish a given task. They also demonstrate a smart way of collaborating with each other when using different software tools/ devices (for presentation). Know when to identify / report an inappropriate behaviour online. Keeping their account safe</p>

<p>2Create A Story (Mini Mash &amp; Purple Mash) 2Create A Story provides an opportunity for story writing through the use of multimedia tools. The children can add clip art and their own images, their own voice recording and their own musical sounds, as well as adding movement to their picture and finally playing their pages like a book and listening to all the sounds added.</p> <p>Children could then go on to create their own stories based on their topic using 2Create a Story, with the opportunity to voice record their own simple sentences.</p> <p>Simple City resources to talk about what is happening in the photographs.</p> <p>With adult help (at home and in school) use our Learning Platform (Purple Mash).</p> <p>Use mobile phones/walkie-talkies etc. in role play</p> <p><b>Transferability of skills</b> Start to develop confidence in different applications and contexts.</p> <p><b>Digital Literacy</b> Online identities</p> <ul style="list-style-type: none"> <li>• Are able to identify the characters they represent on a game platform or in Purple Mash Avata</li> </ul> <p>With support children will know how to use the different icons and writing cues to add pictures and text to their work.</p>	<p>Children make links between technology they see around them, coding and multimedia work they do in school e.g. animations, interactive code and programs. online</p> <p><b>ICT Skills</b> <b>Text Processing and Multimedia</b> Develop mouse control - moving, clicking, dragging etc. Use simple drag and drop matching software - first with pictures or sounds moving to letters and text.</p> <p>Children can use 2Paint a Picture(or other online platform) to create art based upon his style</p> <p>Children can add images from the image toolbox and allocate them a value</p> <p><b>Transferability of skills</b> Children will know how to refine searches using the Search tool on online platforms (Purple Mash).</p> <p>Children will know how to share work electronically using the display boards.</p> <p>Children will use digital technology to share work on Purple Mash to communicate and connect with others locally.</p> <p>Children will have some knowledge and understanding about sharing more globally on the Internet</p>	<p>Children can save files to a specific location using an appropriate file name</p> <p>Children understand simple rules for sharing images and data, e.g. understand that photographs cannot be taken of others or shared online without seeking permission first</p> <p>Children can list a range of different ways to communicate.</p> <p>Children can attach work to an email.</p>	<p>a balance between being active and digital activities.</p> <p>Children can give reasons for limiting screen time.</p> <p>Children are able to determine whether activities that they undertake online, infringe another's' copyright. They know the difference between researching and using information and copying it.</p>	<p>Children show an understanding of the advantages and disadvantages of different forms of communication and when it is appropriate to use each.</p> <p><b>Transferability of skills</b> Children can work collaboratively to plan a blog.</p> <p>Children can create a blog with a specific purpose.</p> <p>Children can use the full functionality of 2Create a Story Adventure mode to create, test and debug using their plan.</p>
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**Information Technology**

<p><b>Personal, Social and Emotional Development</b></p> <p><b>Self-confidence and self-awareness</b> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p>	<p><b>Personal, Social and Emotional Development</b></p> <p><b>Self-confidence and self-awareness</b> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><b>Exploring the Digital World</b></p> <ul style="list-style-type: none"> <li>• Collecting Real World Data/Problem Solving</li> </ul> <p><b>Research</b> Compose music using icons to represent musical phrases (e.g.</p>	<p><b>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</b></p> <p>Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count.</p> <p><b>Recognise common uses of information technology beyond school</b></p> <p><b>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</b></p> <p>Children demonstrate an ability to organise data using, for example, a database such as 2Investigate and can retrieve specific data for conducting simple searches. Children are able to edit more complex digital data such as music compositions within 2Sequence. Children are confident when creating, naming, saving and retrieving content. Children use a range of media in their digital content including photos, text and sound</p> <p><b>Recognise common uses of information technology beyond school</b></p>	<p><b>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</b></p> <p>Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a search engine such as Purple Mash search or internet-wide search engines.</p> <p><b>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</b></p>	<p><b>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</b></p> <p>Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level.</p> <p><b>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and</b></p>	<p><b>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</b></p> <p>Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains.</p> <p><b>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,</b></p>	<p><b>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</b></p> <p>Children readily apply filters when searching for digital content. They are able to explain in detail how credible a webpage is and the information it contains. They compare a range of digital content sources and are able to rate them in terms of content quality and accuracy. Children use critical thinking skills in everyday use of online communication.</p> <p><b>Select, use and combine a variety of software (including internet</b></p>	<p><b>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</b></p> <p>Children are able to verify the credibility of sources whilst undergoing a research project for a topic task or any other subject. Children are able to identify appropriate images licensed and use them for specific task</p>
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<p>Compose World 2, 2Simple Music Toolkit).</p> <p><b>Data Handling/Problem solving</b></p> <p>Experiment with light and images using OHPs, torches, fairy lights etc. Use a digital camera to record the result.</p>			<p>Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph. Children can consider what software is most appropriate for a given task. They can create purposeful content to attach to emails, e.g. 2Respond.</p>	<p><b>presenting data and information.</b></p> <p>Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software such as 2Connect and 2Publish+. Children share digital content within their community, i.e. using Virtual Display Boards.</p> <p><b>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</b></p>	<p><b>evaluating and presenting data and information.</b></p> <p>Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. e.g. creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email.</p>	<p><b>services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</b></p> <p>Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the internet, e.g. 2Blog. They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements.</p> <p><b>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</b></p>	
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**Computer Science**

<p><b>Shaping the Digital World Physical Development</b></p> <p>Moving and Handling Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<ul style="list-style-type: none"> <li> <p><b>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</b></p> <p>Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that a computer program turns an algorithm into code that the computer can understand</p> <p><b>Create and debug simple programs.</b></p> <p>Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in 2Code.</p> <p><b>Use logical reasoning to predict the behaviour of simple programs.</b></p> <p>When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program.</p> <p><b>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</b></p> <p>Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code.</p> <p><b>Create and debug simple programs.</b></p> <p>Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors, e.g. Debug Challenges: Chimp. Children's program designs display a growing awareness of the need for logical, programmable steps.</p> </li> </ul>	<p><b>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</b></p> <p>Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Their design shows that they are thinking of the desired task and how this translates into code. Children can identify an error within their program that prevents it following the desired algorithm and then fix it.</p> <p><b>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</b></p> <p>Children demonstrate the ability to design and code a program that follows a simple sequence. They experiment with timers to achieve repetition effects in their programs. Children are beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects.</p> <p><b>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</b></p>	<p><b>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</b></p> <p>When turning a real-life situation into an algorithm, the children's design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Children make more intuitive attempts to debug their own programs.</p> <p><b>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</b></p> <p>Children's use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. They understand 'IF statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. As well as understanding how variables can be used to store information while a program is executing, they are able to use and manipulate the value of variables. Children can make use of user inputs and</p>	<p><b>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</b></p> <p>Children may attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts. Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code.</p> <p><b>Use sequence, selection and repetition in programs; work with variables and various forms of input and output</b></p> <p>Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design.</p> <p><b>Use logical reasoning to explain how some simple algorithms</b></p>	<p><b>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</b></p> <p>Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs. Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem.</p> <p><b>Use sequence, selection and repetition in programs; work with variables and various forms of input and output</b></p> <p>Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures,</p>	<p><b>Design, write and debug programs that accomplish specific goals, including count controlled iteration, problem solving, Selection, sequencing, variables and operators</b></p> <p>Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs such as (scratch, Lego Robotics, Minecraft and how to Code with them. Children are able to use logical methods to identify an issue in their design program and fix it by debugging the program.</p>	
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		<p><b>Use logical reasoning to predict the behaviour of simple programs.</b> Children can identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence of what will happen in a program.</p>	<p>Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, repetition and use of timers. They make good attempts to 'step through' more complex code in order to identify errors in algorithms and can correct this. e.g. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.</p>	<p>outputs such as 'print to screen'. e.g. 2Code.</p> <p><b>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</b></p> <p>Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'IF' statements, repetition and variables. They can trace code and use step-through methods to identify errors in code and make logical attempts to correct this. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.</p> <p><b>Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</b></p> <p>Children recognise the main component parts of hardware which allow computers to join and form a network. Their ability to understand the online safety implications associated with the ways the Internet can be used to provide different methods of communication is improving.</p>	<p><b>work and to detect and correct errors in algorithms and programs.</b></p> <p>When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables.</p> <p><b>Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</b></p> <p>Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal information is and can explain how this can be kept safe. Children can select the most appropriate form of online communications contingent on audience and digital content, e.g. 2Blog, 2Email, Display Boards.</p> <p><b>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</b></p>	<p>including nesting structures within each other. Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions.</p> <p><b>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</b></p> <p>Children are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole.</p> <p><b>Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</b></p> <p>Children understand and can explain in some depth the difference between the internet and the World Wide Web. Children know what a WAN and LAN are and can describe how they access the internet in school. Children then go further to learn how the school network is wired and how both sites communicate with each other e.g. printers, telephones, emails, sever etc.</p>	<p><b>Understand computer networks and protocols, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</b></p> <p>Children can explain the difference between internet and World Wide Web. They can differentiate wired and wireless networks and most hardware for networking a system or an environment. Children develop their understanding on how data is transmitted between different devices in the same network and how each device communicate with each other regardless of any difference in their internal processes, structure or design.</p>
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**Key Vocabulary**

<p><b>Explore, Shape, Sequence, Measure, Listen, Respond, Question, Movement, Instruction, Object, Retelling, Occur, Change</b></p>	<p><b>Online Safety</b> Log in, Username, Password, Log out, My Work, Topics, Avatar, Tools, Save, Notification</p> <p><b>Online Safety</b> Choices, Internet, Website</p> <p><b>Programming</b> Equipment, Button, Movement</p> <p><b>Multimedia</b> Screen, Mouse, Images, Keyboard, Pain</p> <p><b>Technology in Our Lives</b> Share, Create, Internet, Technology</p> <p><b>Data Handling</b> Collect, Set of Photos, Count, Organise</p>	<p><b>Online Safety</b> Log in, Username, Password, Log out, My Work, Topics, Avatar, Tools, Save, Notification</p> <p><b>Coding</b> Action, Algorithm, Code, Command, Object, Input, Output, Run, Scale, Sound, Debug/Debugging, When clicked, Scene</p> <p><b>Spreadsheets</b> Cells, Rows, Clipart, Cursor, Speak Tool, Lock tool, Columns, Arrow keys, Backspace key, Image toolbox</p> <p><b>Grouping and Sorting</b> Sort, Criteria</p> <p><b>Pictograms</b> Pictogram, Data, Collate</p> <p><b>Lego Builders</b> Instruction, Algorithm, Computer, Program, Debug</p> <p><b>Animated Story Books</b> Animation, E-Book, Font, File, Sound Effect, Display Board</p>	<p><b>Online Safety</b> Password, Internet, Blog, Website, Username, Webpage, Concept map, Website, PEGI rating</p> <p><b>Spreadsheet</b> Delete key, Spreadsheet, Rows, Cells, Columns, Copy and Paste, Move cell tool,</p> <p><b>Email</b> Communication, Email, Send, Password, CC, Attachment, Formatting, Address book, Compose</p> <p><b>Branching Databases</b> Data, Question, Database, Branching database</p> <p><b>Presenting with Microsoft Power point/ Google Slides</b> Animation, Audio, Font, Slide, Text box, Presentation, Design Templates, Text Formatting, Transition</p> <p><b>Others</b></p>	<p><b>Online Safety</b> Computer Virus, Cookies, Copyright, Email, Malware, Plagiarism, Phishing, Identity theft, Spam, Cookies</p> <p><b>Spreadsheets</b> Average, Cells, Columns, Rows, Timer, Spreadsheet, Copy and Paste, Move cell tool, Equals tool, Formula</p> <p><b>Coding</b> Action, Alert, Background, Button, Command, Code Block, Timer, Variable, Selection, Repeat, Number Variable, Variable Value, If/Else, Debug/ Debugging, Execute, Flowchart, If, Properties,</p> <p><b>Animation</b> Animation, Background, Frame, Play, Sound, Video clip, Stop motion, Onion skinning, Flipbook</p> <p><b>Effective Searching</b></p>	<p><b>Online Safety</b> Reputable, Plagiarism, Reference, Encryption, Smart rules, Password, Online Safety, Citations, Identity theft</p> <p><b>Spreadsheets</b> Cell, Average, Columns, Equal tool, Moving cell tool, Rows, Charts, Timer, Spreadsheet,</p> <p><b>Coding</b> Action, Abstraction, Algorithm, Button, Called, Event, If, Function, Object, Nesting, Decomposition, Repeat, Properties, sequence, Score, Run, Simulation, Timer, Variable, Simplifies/Simplify, Sequence, Co-ordinates</p> <p><b>Databases</b> Avatar, Charts, Data, Collaborative, Database, Sort, Group and Arrange, Find, Record, Table</p> <p><b>Game Creator</b></p>	<p><b>Online Safety</b> PEGI rating, Password, Digital footprint, Phishing, Screen time, Spoof website</p> <p><b>Spreadsheets</b> Cell, Columns, Charts, Copy and Paste, Average function, Rows, Formula, Move cell tool, Spreadsheet</p> <p><b>Coding</b> Action, Alert, Algorithm, Command, Prompt, Debug/Debugging, Developer, Event, Function, Object, If/Else, Number Variable, Decomposition, Flowchart, Procedure, Simulation, Tab, String, Timer, Selection, Scene, Repeat, Run, Properties, Variable, User Input</p> <p><b>Databases</b> Blog, Icon, Blog page, Collaborative, Blog post, Audience</p>	<p><b>Online Safety</b> PEGI rating, Password, Digital footprint, Phishing, Screen time, Spoof website, cyberbullying, security, account, communication,</p> <p><b>Spreadsheets</b> Cell, Columns, Charts, Copy and Paste, Average function, Rows, Formula, Move cell tool, Spreadsheet, calculation, data, collection, for matting</p> <p><b>Coding</b> Action, Alert, Algorithm, Command, Prompt, Debug/Debugging, Developer, Event, Function, Object, If/Else, Number Variable, Decomposition, Flowchart, Procedure, Simulation, Tab, String, Timer, Selection, Scene, Repeat, Run, Properties, Variable, User Input,</p>
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