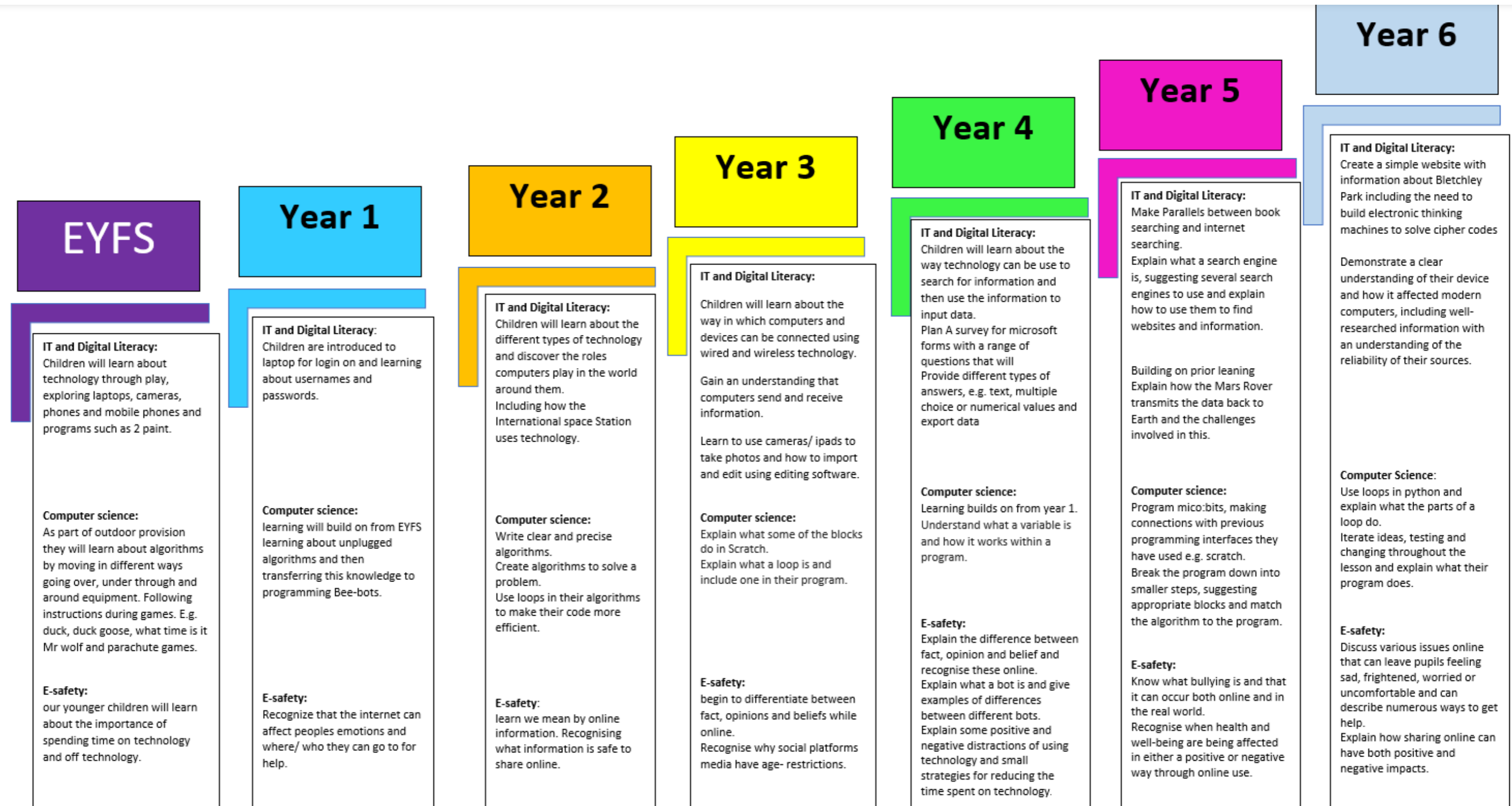


COMPUTER SCIENTIST

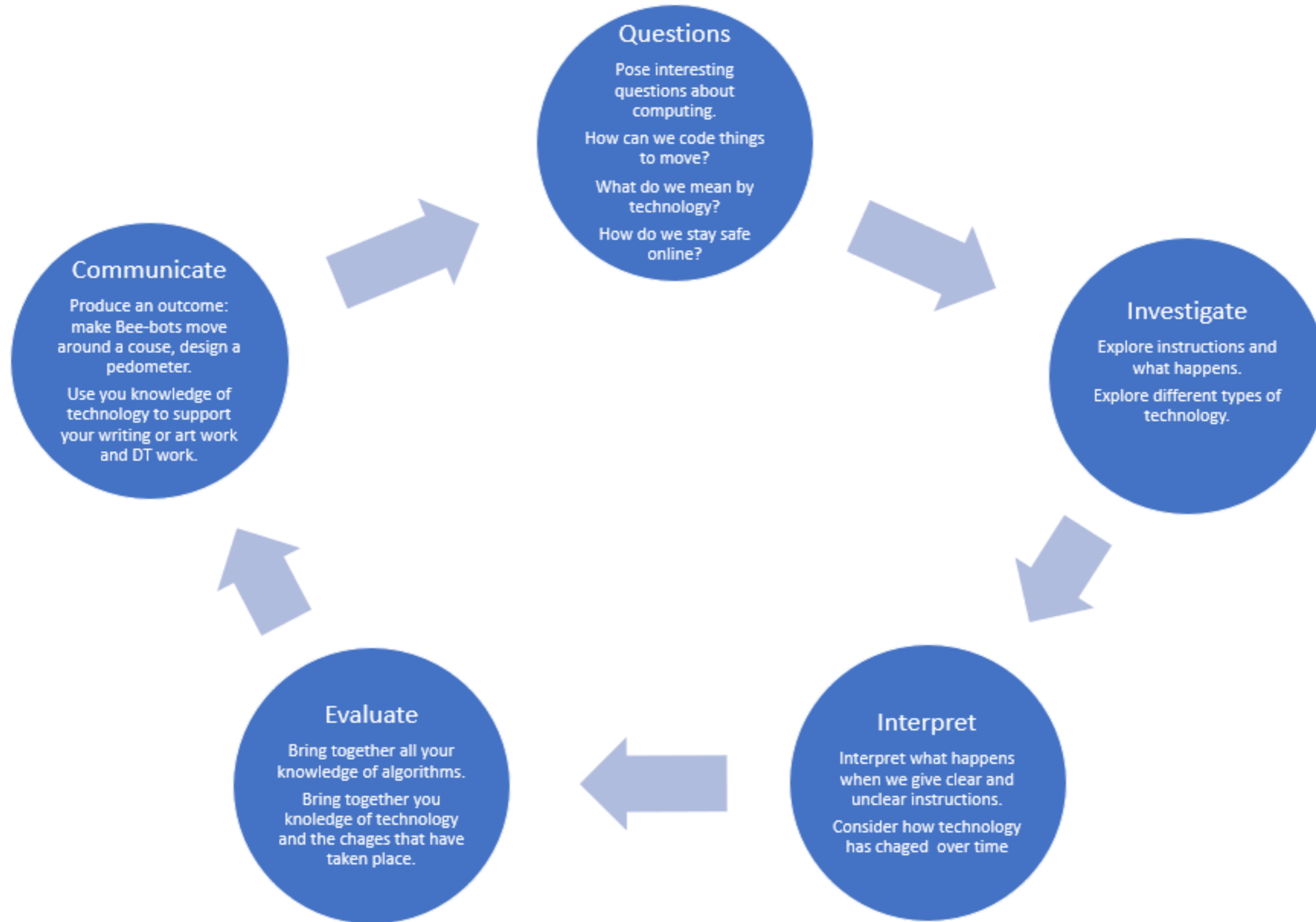


Kapow
Primary™

Our computing curriculum road map



Computing enquiry cycle



Progression of knowledge and skills

Skills – Information Technology						
EYFS	Year one	Year two	Year three	Year four	Year five	Year six
<p>Nursery- curriculum link Physical Development:</p> <ul style="list-style-type: none"> Match their physical skills to tasks and activities in the setting. <p>Reception - curriculum link Physical Development:</p> <ul style="list-style-type: none"> Develop their fine motor skills so that they can use a range of tools safely and confidently. Using a simple online paint tool to create digital art. - use the program 2 paint 	<ul style="list-style-type: none"> Using a basic range of tools within graphic editing software. Taking and editing photographs. Developing control of the mouse through dragging, clicking and resizing of images to create different effects. Developing understanding of different software tools. Recognising devices that are connected to the internet. Understanding that technology can be used to represent data in different ways: pictograms, tables, pie charts, bar charts, block graphs etc. Using data representations to answer questions about data. Using software to explore and create pictograms and branching database. 	<ul style="list-style-type: none"> Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts. Using word processing software to type and reformat text. Creating and labelling images. Collecting and inputting data into a spreadsheet. Interpreting data from a spreadsheet. Learning how computers are used in the wider world. 	<ul style="list-style-type: none"> Taking photographs and recording video to tell a story. Using software to edit and enhance their video adding music, sounds and text on screen with transitions. Recognising how social media platforms are used to interact. 	<ul style="list-style-type: none"> Building a web page and creating content for it. Use online software for documents, presentations, forms and spreadsheets. Using software to work collaboratively with others. Understanding that information found by searching the internet is not all grounded in fact Understanding that software can be used collaboratively online to work as a team 	<ul style="list-style-type: none"> Using logical thinking to explore software more independently, making predictions based on their previous experience. Identify ways to improve and edit programs, videos, images etc. Developing searching skills to help find relevant information on the internet. Learning how to use search engines effectively to find information, focussing on keyword searches and evaluating search returns. Understanding how data is collected in remote or dangerous places. Understanding how data might be used to tell us about a location. Learn about different forms of communication that have developed with the use of technology. 	<ul style="list-style-type: none"> Using logical thinking to explore software independently, iterating ideas and testing continuously. Using search and word processing skills to create a presentation. Planning, recording and editing a radio play. Creating and editing sound recordings for a specific purpose. Understanding how barcodes, QR codes and RFID work. Gathering and analysing data in real time. Creating formulas and sorting data within spreadsheets Learning how 'big data' can be used to solve a problem or improve efficiency.

Knowledge – Information Technology

EYFS	Year one	Year two	Year three	Year four	Year five	Year six
<ul style="list-style-type: none"> • To be able to understand what a computer keyboard is and recognise some letters and numbers. • To know that to use a computer you need to log in to it and then log out at the end of your session. 	<ul style="list-style-type: none"> • To know that a computer and mouse can be used to click, drag, fill and select and also add backgrounds, text, layers, shapes and clip art. • To know how that charts and pictograms can be created using a computer. • To understand that a branching database is a way of classifying a group of objects. • To know that computers understand different types of 'input'. • To know that you can use a camera/tablet to make simple videos. 	<ul style="list-style-type: none"> • To know the difference between a desktop and laptop computer. • To know that people control technology. • To know some input devices that give a computer an instruction about what to do (output). • To know that computers often work together. • To understand that you can enter simple data into a spreadsheet. • To understand what steps you need to take to create an algorithm. • To know what data to use to answer certain questions. • To know that computers can be used to monitor supplies. 	<ul style="list-style-type: none"> • To know that different types of camera shots can make my photos or videos look more effective. • To know that I can edit photos and videos using film editing software. • To understand that I can add transitions and text to my video. 	<ul style="list-style-type: none"> • To understand that software can be used collaboratively online to work as a team. • To know what type of comments and suggestions on a collaborative document can be helpful. • To know that you can use images, text, transitions and animation in presentation slides. • To understand and identify examples of HTML tags. • To understand what changing the HTML and CSS does to alter the appearance of an object on the web. • To understand that copyright means that those images are protected and to understand that we should do a "creative commons" image search if we wish to use images from the internet. • To know what the "inspect" elements tool is and ways of using it to explore and alter text and images. 	<ul style="list-style-type: none"> • To know how search engines work. • To understand that anyone can create a website and therefore we should take steps to check the validity of websites. • To know that web crawlers are computer programs that crawl through the internet. • To understand what copyright is. 	<ul style="list-style-type: none"> • To understand what techniques are required to create a presentation using appropriate software. • To know that data contained within barcodes and QR codes can be used by computers. • To know that sound clips can be edited and trimmed.

Skills – Digital Literacy						
EYFS	Year one	Year two	Year three	Year four	Year five	Year six
<p>Nursery - curriculum link PSED:</p> <ul style="list-style-type: none"> Remember rules and routines without needing an adult to remind them. <p>Nursery - Curriculum link Understanding the World:</p> <ul style="list-style-type: none"> Explore how things work. <p>Reception - curriculum links PSED:</p> <ul style="list-style-type: none"> Show reliance and perseverance in the face of a challenge. <p>Reception - curriculum link Expressive Art and Design:</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. <ul style="list-style-type: none"> Learning to log in and log out.- with support from an adult. In the summer term. Recognising that a range of technology is used in places such as homes and schools. 	<ul style="list-style-type: none"> Logging in and out and saving work on their own account. 	<ul style="list-style-type: none"> Identifying whether information is safe or unsafe to be shared online. Learning how to create a strong password. Learning to be respectful of others when sharing online and ask for their permission before sharing content. Learning strategies for checking if something they read online is true. Understanding how to stay safe when talking to people online and what to do if they see or hear something online that makes them feel upset or uncomfortable. 	<ul style="list-style-type: none"> Recognising that different information is shared online including facts, beliefs and opinions. Learning how to identify reliable information when searching online Learning how to stay safe on social media. Considering the impact technology can have on mood 	<ul style="list-style-type: none"> Learning to make judgements about the accuracy of online searches. identifying forms of advertising online. Recognising what appropriate behaviour is when collaborating with others online. Reflecting on the positives and negatives of time online Identifying respectful and disrespectful online behaviour. Recognising that information on the Internet might not be true or correct and that some sources are more trustworthy than others. 	<ul style="list-style-type: none"> Recognising that information on the Internet might not be true or correct and learning ways of checking validity. 	<ul style="list-style-type: none"> Understanding the importance of secure passwords and how to create them. Using search engines safely and effectively.
Knowledge – Digital Literacy						
EYFS	Year one	Year two	Year three	Year four	Year five	Year six
<ul style="list-style-type: none"> To know that different types of technology can be found at home and in school. 	<ul style="list-style-type: none"> To know that passwords are important for security. 	<p>See – Online Safety</p>	<p>See – Online Safety</p>	<ul style="list-style-type: none"> To know what "fake news" is and ways to spot websites that carry this type of misinformation. 	<p>See – Online Safety</p>	<ul style="list-style-type: none"> To understand the importance of having a secure password and what "brute force hacking" is. To know that data is often encrypted so that even if it is stolen it is not useful to the thief.

Skills – Computer Science

EYFS	Year one	Year two	Year three	Year four	Year five	Year six
<p>Nursery- curriculum link Physical Development:</p> <ul style="list-style-type: none"> Match their physical skills to tasks and activities in the setting. <p>Reception - curriculum link Physical Development:</p> <ul style="list-style-type: none"> Develop their fine motor skills so that they can use a range of tools safely and confidently. Recognising and identifying familiar letters and numbers on a keyboard. - in provision areas and/ or with an adult. Using logical reasoning to understand simple instructions and predict the outcome. - in practical games, through routines. Following instructions as part of practical activities and games. Learning to give simple instructions. - in provision 	<ul style="list-style-type: none"> Learning how to explore and tinker with hardware to find out how it works. Recognising that some devices are input devices and others are output devices. Learning where keys are located on the keyboard. Learning how to operate a camera to take photos and videos Learning that decomposition means breaking a problem down into smaller parts. Using decomposition to solve unplugged challenges. Using logical reasoning to predict the behaviour of simple programs. Developing the skills associated with sequencing in unplugged activities. Following a basic set of instructions. Assembling instructions into a simple algorithm. Programming a floor robot to follow a planned route. Learning to debug instructions when things go wrong. 	<ul style="list-style-type: none"> Understanding what a computer is and that it's made up of different components. Recognising that buttons cause effects and that technology follows instructions. Learning how we know that technology is doing what we want it to do via its output. Using greater control when taking photos with cameras, tablets or computers Developing confidence with the keyboard and the basics of touch typing. Articulating what decomposition is. Decomposing a game to predict the algorithms used to create it. Decomposing a game to predict the algorithms used to create it. Explaining what an algorithm is. Following an algorithm. Creating a clear and precise algorithm. Learning that programs execute by following precise instructions. 	<ul style="list-style-type: none"> Understanding what the different components of a computer do and how they work together. Learning about the purpose of routers. Understanding the role of the key components of a network. Understanding that websites & videos are files that are shared from one computer to another. Learning about the role of packets. Understanding how networks work and their purpose. Identifying the key components within a network, including whether they are wired or wireless. Drawing comparisons across different types of computers. Recognising links between networks and the internet. Learning how data is transferred. <p>Using decomposition to explain the parts of a laptop computer.</p>	<ul style="list-style-type: none"> Understanding that computer networks provide multiple services, such as the World Wide Web, and opportunities for communication and collaboration Using decomposition to solve a problem by finding out what code was used. Using decomposition to understand the purpose of a script of code. identifying patterns through unplugged activities. Creating algorithms for a specific purpose. Coding a simple game. Using abstraction and pattern recognition to modify code. Incorporating variables to make code more efficient. Remixing existing code. 	<ul style="list-style-type: none"> Learning that external devices can be programmed by a separate computer. Recognising how the size of RAM affects the processing of data. Learning the vocabulary associated with data: data and transmit. Recognising that computers transfer data in binary and understanding simple binary addition. Relating binary signals (Boolean) to the simple character-based language, ASCII Learning that messages can be sent by binary code, reading binary up to eight characters and carrying out binary calculations. Predicting how software will work based on previous experience. Writing more complex algorithms for a purpose Programming an animation. Iterating and developing their programming as they work. Confidently using loops in their programming. Using a more systematic approach to debugging 	<ul style="list-style-type: none"> Predicting code and adapting it to a chosen purpose. Evaluating code to understand its purpose. Changing a program to personalise it. Programming using the language Python. Using and adapting nested loops. Remixing existing code to explore a problem. Debugging quickly and effectively to make a program more efficient. Writing increasingly complex algorithms for a purpose. Using past experiences to help solve new problems. Decomposing a program into an algorithm. Identifying devices and applications that can scan or read barcodes, QR codes and RFID. Understanding and identifying barcodes, QR codes and RFID. Learning about the history of computers and how they have evolved over time

	<ul style="list-style-type: none"> Using programming language to explain how a floor robot works Learning to debug an algorithm in an unplugged scenario. 	<ul style="list-style-type: none"> Incorporating loops within algorithms. Using logical thinking to explore software, predicting, testing and explaining what it does. Using an algorithm to write a basic computer program. 	<ul style="list-style-type: none"> Using repetition in programs. Using logical reasoning to explain how simple algorithms work. Explaining the purpose of an algorithm. Forming algorithms independently. Using logical thinking to explore more complex software; predicting, testing and explaining what it does. Incorporating loops to make code more efficient. Continuing existing code. Making reasonable suggestions for how to debug their own and others' code. 		<ul style="list-style-type: none"> code, justifying what is wrong and how it can be corrected. Writing code to create a desired effect. Using a range of programming commands. Using repetition within a program. Amending code within a live scenario. 	
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Knowledge– Computer Science

EYFS	Year one	Year two	Year three	Year four	Year five	Year six
<ul style="list-style-type: none"> To understand that it is important for instructions to be in the right order. 	<ul style="list-style-type: none"> To understand that an algorithm is when instructions are put in an exact order. To know that input devices get information into a computer and that output devices get information out of a computer. To understand that decomposition means breaking a problem into manageable chunks and that it is important in computing. 	<ul style="list-style-type: none"> To understand what machine learning is and how it enables computers to make predictions. To know that loops in programming are where you set a certain instruction (or instructions) to be repeated multiple times. To know that abstraction is the removing of unnecessary detail to help solve a problem. 	<ul style="list-style-type: none"> To know that Scratch is a programming language and some of its basic functions. To understand how to use loops to improve programming. To understand how decomposition is used in programming. To understand that you can remix and adapt existing code. To understand that a network is a group of interconnected devices 	<ul style="list-style-type: none"> To understand that a variable is a value that can change (depending on conditions) and know that you can create them in Scratch. To know what a conditional statement is in programming. To understand that variables can help you to create a quiz on Scratch. To know that combining computational thinking 	<ul style="list-style-type: none"> To know that a soundtrack is music for a film/video and that one way of composing these is on programming software. To understand that using loops can make the process of writing music simpler and more effective. To know how to adapt their music while performing. 	<ul style="list-style-type: none"> To know that the first computers were created at Bletchley Park to crack the Enigma code to help the war effort in World War 2. To know about some of the historical figures that contributed to technological advances in computing. To know that there are text-based programming languages such as Logo and Python.

	<ul style="list-style-type: none"> To know that we call errors in an algorithm 'bugs' and fixing these 'debugging'. To understand the basic functions of a Bee-Bot. To know that algorithms move a Bee-Bot accurately to a chosen destination. 		<ul style="list-style-type: none"> To know the components that make up a network (Wireless access point/WAP, Network switch, Router, Server and devices). To know that a server is central to a network and responds to requests made. To know that the internet connects all the networks around the world. To know that a router connects us to the internet. To know what a packet is and why it is important for website data transfer To know the roles that inputs and outputs play on computers. To know what some of the different components inside a computer are e.g. CPU, RAM, hard drive, and how they work together. To know what a tablet is and how it is different from a laptop/desktop computer. 	<p>skills can help you to solve a problem.</p> <ul style="list-style-type: none"> To understand that pattern recognition means identifying patterns to help them work out how the code works. To understand that algorithms can be used for a number of purposes e.g. animation, games design etc. 	<ul style="list-style-type: none"> To know that a Micro:bit is a programmable device. To know that Micro:bit uses a block coding language similar to Scratch. To understand and recognise coding structures including variables. To know what techniques to use to create a program for a specific purpose (including decomposition). 	<ul style="list-style-type: none"> To know that nested loops are loops inside of loops. To understand the use of random numbers and remix Python code. To know that infrared waves are a way of transmitting data. To know that Radio Frequency Identification (RFID) is a more private way of transmitting data. To know that radio plays are plays where the audience can only hear the action so sound effects are important. To know that sound clips can be recorded using sound recording software.
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Skills –Online Safety

EYFS	Year one	Year two	Year three	Year four	Year five	Year six
<p>Reception - curriculum links PSED:</p> <ul style="list-style-type: none"> Know and talk about different factors that 	<ul style="list-style-type: none"> Understanding some of the ways we can use the internet. 	<ul style="list-style-type: none"> identifying whether information is safe or unsafe to be shared online. 	<ul style="list-style-type: none"> Recognising that different information is shared online including 	<ul style="list-style-type: none"> Understanding why some results come before others when searching. 	<ul style="list-style-type: none"> Identifying possible dangers online and learning how to stay safe. 	<ul style="list-style-type: none"> Learning about the positive and negative impacts of sharing online.

<p>support health and wellbeing e.g sensible amounts of screen time.</p> <p>SCARF- lessons.</p>	<ul style="list-style-type: none"> • Recognising common uses of information technology, including beyond school. • Recognising devices that are connected to the internet. • Understanding that we are connected to others when using the internet. • Understanding some of the ways we can use the internet. • Recognising common uses of information technology, including beyond school. • When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable. • Understanding how to interact safely with others online. • Recognising how actions on the internet can affect others. • To be able to recognise what a digital footprint is and how to be careful about what we "post 	<ul style="list-style-type: none"> • Learning how to create a strong password. • Learning to be respectful of others when sharing online and ask for their permission before sharing content. • Learning strategies for checking if something they read online is true. • Understanding how to stay safe when talking to people online and what to do if they see or hear something online that makes them feel upset or uncomfortable. 	<p>facts, beliefs and opinions.</p> <ul style="list-style-type: none"> • Learning how to identify reliable information when searching online • Learning how to stay safe on social media. • Considering the impact technology can have on mood. 	<ul style="list-style-type: none"> • Understanding that information found by searching the internet is not all grounded in fact. • Learning to make judgements about the accuracy of online searches. • identifying forms of advertising online. • Reflecting on the positives and negatives of time online. • Identifying respectful and disrespectful online behaviour. • Recognising that information on the Internet might not be true or correct and that some sources are more trustworthy than others. 	<ul style="list-style-type: none"> • Evaluating the pros and cons of online communication. • Recognising that information on the Internet might not be true or correct and learning ways of checking validity. • Learning what to do if they experience bullying online. • Learning to use an online community safely. 	<ul style="list-style-type: none"> • Learning strategies to create a positive online reputation. • Understanding the importance of secure passwords and how to create them. • Learning strategies to capture evidence of online bullying in order to seek help. • Using search engines safely and effectively. • Recognising that updated software can help to prevent data corruption and hacking.
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Knowledge - Online Safety

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	To know that the internet is many devices connected to one another.	To understand that not everything I see or read online is true.	To know that not everything on the internet is true: people share facts, beliefs and opinions online.	To understand some of the methods used to encourage people to buy things online.	To know different ways we can communicate online.	To know that a digital footprint means the information that exists on

	<p>To know what to do if you feel unsafe or worried online - tell a trusted adult.</p> <p>To know that people you do not know on the internet (online) are strangers and are not always who they say they are.</p> <p>To know that to stay safe online it is important to keep personal information safe.</p> <p>To know that 'sharing' online means giving something specific to someone else via the internet and 'posting' online means placing information on the internet.</p> <p>Online safety – aspects of Information Technology and Digital Literacy</p>	<p>To know that you should ask permission from others before sharing about them online and that they have the right to say 'no.'</p> <p>To know what the techniques are for creating a strong password.</p> <p>To understand what information I should not post online.</p> <p>To understand the difference between online and offline.</p> <p>Online Safety- aspects of Digital Literacy</p>	<p>To understand that the internet can affect your moods and feelings.</p> <p>To know that privacy settings limit who can access your important personal information such as your name, age, gender etc.</p> <p>To know what social media is and that age restrictions apply.</p> <p>Online Safety- aspects of Digital Literacy</p>	<p>To understand that technology can be designed to act like or impersonate living things</p> <p>To understand that technology can be a distraction and identify when someone might need to limit the amount of time spent using technology.</p> <p>To understand what behaviours are appropriate in order to stay safe and be respectful online.</p> <p>Online Safety- aspects of Digital Literacy</p>	<p>To understand how online information can be used to form judgements.</p> <p>To understand some ways to deal with online bullying.</p> <p>To know that apps require permission to access private information and that you can alter the permissions.</p> <p>To know where I can go for support if I am being bullied online or feel that my health is being affected by time online.</p> <p>Online Safety- aspects of Digital Literacy</p>	<p>the internet as a result of a person's online activity.</p> <p>To know what steps are required to capture bullying content as evidence.</p> <p>To understand that it is important to manage personal passwords effectively.</p> <p>To understand what it means to have a positive online reputation.</p> <p>To know some common online scams</p> <p>Online Safety- aspects of Digital Literacy</p>
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Progression and of computing vocabulary

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Using Computers	Computer Systems and Networks	Computer Systems and Networks	Computer Systems and Networks- (Networks)	Data Handling	Computer Systems and Networks	Computer Systems and Networks
Computer	Account	Buttons	Corrupted	Backdrop	Appropriate	Acrostic code
Keyboard	Click	Desktop	DSL (digital subscriber line)	Climate	Credit	Brute force hacking
Letters	Ctrl	Digital	Fibre	Cold	Data leak	Chip and pin system
Lower case	Mouse	Digital recorder	Network switch	Condensation	Deceive	Cipher
Upper case	Move	Electricity	Packets	Cylinder	Fair	Combination
Numbers	Duplicate	Function	Radio waves	Degrees	Inappropriate	Contribute
Paint	Screen	Laptop	Router	Extreme weather	Incorrect	Convince
Type	Software	Monitor	Server	Forecast	Index	Data shift cipher
	Username	Scanner	Submarine cables	Heat sensor	Privacy	Hero
		System	Text map	Lightning	Rank	Nth letter cipher
		Technology	The cloud	Measurement	Real	Pigpen cipher
		Video	Web server	Pinwheel	TASK	Present
			Website	Presenter	Web crawler	Scramble
			Website trackers	Rain		Secret
			Wireless access points	Script		Technological advancement
			Worl wide web	Sensitive		Trial and error
			WiFi	Sensor data		
				Solar panel		
				Tornado		
				Warm		
				Weather forecast		
				Wind		
All About Instructions	Creating Media	Data Handling	Computer Systems and Networks- (Journey inside a computer)	Programing Further coding with Scratch	Data Handling	Creating Media
First	Background	Astronaut	Assemble	Broadcast block	8-bit binary	Background noise
Last	Blurred	Experiment	CPU (central processing unit)	Conditional	Addition	FX
Next	Camera	Galaxy	Disassemble	Coordinates	ASCII	Gigabyte
Follow	Device	Insulation	Memory	Features	Binary code	Hardware
Left	Digital Camera	Interactive	Hard drive	Negative numbers	Boolean	Kilobytes
Right	Download	Interactive map	HDD (hard disk drive)	Orientation	Byte	Megabytes

Second	Crop	International Space Centre	GPU (graphics processing unit)	Parameters	Construction	Memory Storage
Third	Edit	International Space Station	RAM (random access memory)	Position	Data Transmission	Processor
Instructions	Editing software	Interpret	Microphone	Script	Decimal Numbers	Radio play
Give	Filter	Space	QR code	Stage	Discovery	Overlay
Bend down	Image	Temperature	Storage	Variable	Distance	Raspberry Pi
Duck	Import	Thermometer	Touch screen		Hexadecimal	Reverb
Hop	Internet	Water reservoir	Touch pad		Mars Rover	Terabytes
Skip	Keyword	Planet			Moon	Touch screen
Run	Online	Satellite			Signal	Track
Shuffle	Photograph				Research	Trackpad
Walk around	Resize				Scientist	Sound
Tiptoe	Save as				Transmit	
Stand still	Search engine					
Step over	Storage Space					
Straight on	Visual Effects					
Under						
Describe						
Order						
Timer						
Turn						
Exploring Hardware	Algorithms Unplugged	Algorithms and Debugging	Creating Media	Computer Systems and Networks	Programming Music	Data Handling
Batteries	Algorithm	Abstraction	Clip	Average	Beat	Systems/data analyst
Behind	Bug	Key	Film editing	Collaboration	Bugs	transmission
Blurry	Debug	Features	Software	Conditional formatting	Coding	RFID (radio frequency identification)
Buttons	Predict	Loop	Graphics	Contribution	Command	Encrypted
Camera	Sequence	unnecessary	Sound effects	Edited	Melody	Infrared
Clear	Automatic		Time code	Format	Mind map	Magic band
Computer	Chunks		Trailer	Freeze	Performance	Brand
Digital Camera	Code		Transition	Insert	Pitch	Chips
Dial	Decompose		Voiceover	Multiple choice	Play	Commuter
Clock	Decomposition			Numerical data	Rhythm	Contactless
Image	Input			Presentations	Tempo	Barcode
IPad	Manageable			Resolved	Timbre	
Keys	Motion			Reviewing comments	Tutorials	
Larger	Order			Spreadsheets	Soundtrack	

Mobile phones	Organise			Suggestions	Spacing	
Off	Output			Survey		
On	Precise			Teamwork		
On top of	Robot			Themes		
Photograph	Sensor			Transitions		
Picture	Solution			Rating		
Point	Specific					
Power	Steps					
Open	Task					
Pull	Virtual assistant					
Push						
Record						
Remote control						
Shut						
Smaller						
Tinker						
Tablet						
Walkie-talkie						
Unplugged Programming	Programming Bee-Bots	Programming Scratch Jr	Programming Scratch	Programming Computational Thinking	Programming Micro:bit	Programming Python
Arrow	Artificial Intelligence	Blocks	Application	Computational thinking	App	Indentation
Back	Bee-bot	CGI (computer generated imagery)	Coding application	Logical reasoning	Bluetooth	Random
Backwards	Demonstration	Computer	Interface	Pattern recognition	Micro:bit	Remix
Circle	Filming	Code	Scratch		Outputs	Shape
Debug	Pause	Fluid			Pairing	
Direction	Predict	Icon			Pedometer	
Forward	Program	Imitate			Polling	
Instructions	Tinker	'On tap'			Load	
Left	Video	Scratch JR			Reset	
right	Video recording				Sabotage	
Route					Scoreboard	
Straight on					Tinkering	
Turn					USB	
					Systematic	
Introduction to Data	Online Safety	Online Safety	Online Safety	Online Safety	Online Safety	Online Safety
Colour	Communicate	Accept	Age restricted	Accuracy	Accurate information	Anonymity

Count	Connect	comment	Autocomplete	Advantages	Advice	Antivirus
Bigger	Console	consent	Beliefs	Advertisements	App permissions	Biometrics
Less	Devises	content	Block	Bot	Bullying	Block and report
More	Digital footprint	Deny	Fact	Chatbot	Communications	Digital personality
Less than	Emotion	Emojis	Fake news	Distractions	Health	Financial information
Smaller than	Feelings	Offline	Opinion	Hashtag	Judgement	Malware
Pattern	Instructions	Permissions	Privacy settings	Implications	Memes	Personality
Size	Internet	Pop-ups	Report	In-app purchases	Mental health	Phishing
Weight	Internet safety	Pressure	Request	Influencer	Mindfulness	Reliable source
Height	Laptop	Terms and conditions	Security questions	Risks	Mini-biography	Reputation
Length	Mood	Trusted adult	Social media platforms	Screen time	Online communication	scammers
Categorise	Online	Reliable	Social networking	Search results	Organisation	Screen grab
collect	Personal information		Wellbeing	Snippets	Positive contributions	Software update
sort	Phone			Sponsored	Real world	Two factor authentication
Group	Posting			Trustworthy	Strong password	
Equal	Predict			Recommendations	Summarise	
In total	Respect				Support	
Row	Sharing					
Share	Smart device					
	Smart phone					
	Smart TV					
	Smart watch					
	Strangers					
	Tablet					
	Trust					
	Wired					
	Wireless					