	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Title	Memory Box: How can you capture your memories?	Bright Lights, Big City: Where should everywhere Bear visit when he travels to London? Why?	Dinosaurs: How do we know dinosaurs existed?	Moon Zoom: How could you send Beegu back to the moon?	Splendid Skies: How does the weather change?	Rio de Vida: What is Brazil like compared to the UK?
Computing	Computing Systems and Networks Technology around us	Creating Media Digital Painting	Creating Media Digital Writing	Programming A Moving a Robot	Data and Information Grouping Data	Programming B Programming animations
Computing Big Question	How can technology help us?	Is painting on a computer better than painting on paper?	Is it better to write with a pencil or keyboard?	How can we command a robot?	How can we present information?	How can we use blocks to code?
Online Safety	To agree and follow sensible online safety rules To understand that I should tell an adult when I see something unexpected or worrying online	To understand how to keep my password private.	To know and give examples of what personal information is (names, address, date of birth and school information). (RHE)	To discuss why it is important to be kind and polite	To recognise an age appropriate website	To discuss friends who are online and in the real world
Key Vocabulary	technology, laptop, track pad, computer, mouse, keyboard, screen, double-click, typing, online safety, rules, trusted adult, unexpected, worrying	paint program, tools, paintbrush, erase, fill, undo, line tool, fill tool, undo too, shape tool, brush size password, private	word processor, keyboard, keys, letters, type, space, backspace, text cursor, capital letters, tool bar, bold, italic, underline, mouse, select, font, format, redo personal information, age, address, name, school address	forwards, backwards, turn, clear, go, commands, directions, instructions, algorithms, decomposition, tinkering, left, right, plan, route, program, debug, kind and polite, online	object, label, group, search, image, image, property, size, colour, value, data set, shape, more, less, most, fewest age appropriate, website	ScratchJr, Beebot, command, sprite, compare, programming, programming area, block, joining, command, start block, run, program, background, delete, reset, algorithm, predict, effect, change, value, instructions, sprite, delete, appropriate online, real world, friendship
National Curriculum	Pupils should be able to: -recognise common uses of information technology beyond school -use technology purposefully to create, organise, store, manipulate and retrieve digital content -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.	Pupils should be able to: -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. -recognise common uses of information technology beyond school -use technology purposefully to create, organise, store, manipulate and retrieve digital content	Pupils should be able to: -use technology purposefully to create, organise, store, manipulate and retrieve digital content -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.	Pupils Should be able to: -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. -understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions -create and debug simple program -use logical reasoning to predict the behaviour of simple programs	Pupils should be able to: -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. -recognise common uses of information technology beyond school -use technology purposefully to create, organise, store, manipulate and retrieve digital content	Pupils should be able to: -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. -recognise common uses of information technology beyond school -understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions -create and debug simple program -use logical reasoning to predict the behaviour of simple programs

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Title	Street Detective: What is the geography of where I live?	London Frost Fair: How did people enjoy themselves at London Frost Fairs?	Fire, Fire! (Great Fire of London): How does our city tell a story?	Muck, Mess and Mixtures: Can you create a marvellous mixture that is better than George's?	The Scented Garden: Can Trent's garden be beautiful and useful?	Land Ahoy: Why do we love being beside the sea so much?
Computing	Computing Systems and Networks IT around us	Creating Media Digital Photography	Programming A Robot Algorithms	Data and Information Pictograms	Programming B An introduction to quizzes	Creating Media Making Music
Computing Big Question	How is information technology (IT) being used for good in our lives?	Is what we see real?	How can we program a robot?	Can we show data in different ways?	Does it matter what order I choose for my commands?	Does music sound better live or digitally?
Online Safety	To understand how rules and restrictions help to keep me safe online.	To understand and give simple examples of why information should not be shared. To explain why I need to keep my password and personal information private.	To recognise the importance of knowing when to take a break.	To discuss why it is important to be kind and polite online and in real life.	To know that not everyone is who they say they are online.	To know why teasing and bullying is wrong online.
Key Vocabulary	Information Technology (IT), Computer, barcode, scanner/scan, rules, safety, online safety	device, camera, photograph, capture, image, digital, landscape, portrait, framing, subject, compose, light sources, flash, focus, background, editing, filter, format, framing, lighting password, personal information, address, name	instruction, sequence, clear, unambiguous, algorithm, program, debug/debugging, tinkering, order, prediction, artwork, design, route, map, decomposition Digital 5 a day, screen time, health and wellbeing.	more than, less than, most, least, organise, data, object, tally chart, votes, total, pictogram, enter, data, compare, count, explain, more common, least common, attribute, group, same, different, conclusion, sharing, block diagram, common. kind, polite, online, real life	sequence, command, program, run, start, outcome, predict, blocks, sprite, algorithm, design, actions, project, modify, change, build, match, compare, debug, features, evaluate online, relationships	music, quiet, loud, pattern, rhythm, pulse, pitch, tempo, notes, instrument, beat, create, open, edit bullying, online safety
National Curriculum	Pupils should be able to: -recognise common uses of information technology beyond school -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.	Pupils should be able to: -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. - use technology purposefully to create, organise, store, manipulate and retrieve digital content	Pupils should be able to: -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. - use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses of information technology beyond school	Pupils should be able to: -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. -understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions -create and debug simple program -use logical reasoning to predict the behaviour of simple programs	Pupils should be able to: -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. -understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions -create and debug simple program -use logical reasoning to predict the behaviour of simple programs	Pupils should be able to: -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. - use technology purposefully to create, organise, store, manipulate and retrieve digital content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project	Stone: How do we know what happened in the Stone Age?	Bronze and Iron: How did they change lives?	Tremors: Why do some earthquakes cause more damage than others?	Gods and Mortals: What was the ancient Greek's greatest achievement?	Predator: Which animal is the ultimate predator and why?	Urban Pioneers: Is graffiti art of vandalism? Why?
Computing	Computing Systems and Networks Connecting Computers	Creating Media Animation	Programming A Sequencing sounds	Data and Information Branching Databases	Creating Media Desktop Publishing	Programming B Events and actions
Computing Big Question	How are computers connected?	What is an animation?	How can we use commands to produce an outcome?	How can we use technology to help identify things?	How can we present information on a computer?	How can we code a computer to draw?
Online Safety	To discuss about what makes a secure password and why they are important. To protect my personal information (Full name, age, school and address) when I do different things online.	To make good choices about how long I spend online. Once upon a time online	To use the safety features of websites and games which are appropriate for my age. To understand why I should ask an adult before downloading files and games online.	To post positive comments online. To know that images should not be shared without the permission of the owner.	To discuss why someone may behave differently online, including pretending to be someone they are not.	To understand what in-app purchasing means and to discuss ways to control in-app purchases. Digi-duck
Key Vocabulary	Digital device, input, process, output, program, digital, non-digital, connection, network, network switch, server, wireless access point, network cables, network sockets password, secure, protect, personal information	Animation, flip book, frame, sequence, image, photograph, setting, character, events, stop-frame, animation, onion skinning, consistency, evaluation, delete, media, import, transition screen time, online, wellbeing, digital 5 a day	Scratch, programming, blocks, commands, code, sprite, costume, stage, backdrop, motion, turn, point in direction, go to, glide, sequence, event, task, design, code, run the code, note, chord, tinkering, design, algorithm, bug, debug safety, age restrictions, download, risks, online	Attribute, value, question, table, object, branching database, database, questions, objects, equal, even, separate, structure, compare, order, organise, selecting, information, decision tree comments, online, digital footprint, images, permission, copyright	Text, images, advantages, disadvantages, communicate, font, font style, template, landscape, portrait, orientation, placeholder, layout, content, desktop publishing, copy, paste, desktop publishing, benefits online	Motion, event, sprite, algorithm, logic, move, resize, extension block, pen up, set up, design, event, action, tinkering, debugging, errors, setup, design, code, setup, test in-app purchasing, control, restrictions, permission
National Curriculum	Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact -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	Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - 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	Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller part - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - 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	Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - 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	Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller part - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project title	Ruthless Romans: How did the arrival of the Romans change Britain?	Road Trip USA: What could I see out of my window?	Anglo-Saxons: Who were the Anglo-Saxons and how do we know what was important to them?	Raging River: What is river?	Seen and not heard (Victorians and Queen Victoria): Who held the power in Victorian society?	Bottoms, burps and bile: What do our bodies do with the food we eat?
Computing	Creating Media Audio Production	Computing Systems and Networks The Internet	Programming A Repetition in Shapes	Data and Information Data Logging	Creating Media Photo Editing	Programming B Repetition in Games
Computing Big Question	How can we use inputs and outputs to create a podcast?	What is the World Wide Web?	How can a text-based language be used to create a program?	Are data loggers better than human recordings?	What makes an effective photo?	What is more useful a count-controlled loop or an infinite loop?
Online Safety	To choose a secure password when I am using the internet. To discuss the ways to protect myself and my friends from harm online.	To understand and use the safety features of websites as well as reporting concerns to an adult. To know that anything I post online can be seen by others.	To choose websites and games that are appropriate for my age. To help friends make good decisions about the time they spend online.	To discuss why I need to ask a trusted adult before making in-app purchases.	To know how media can influence my decisions. To recognise sources of persuasion in media.	To know what is appropriate in online relationships. To comment positively and respectfully online.
Key Vocabulary	audio, microphone, speaker, headphone, input, device, output device, sound, podcast, edit, trim, align, layer, import, record, playback, edit, selection, load, import, save, export, mp3, evaluate, feedback secure password, internet, online safety, protect, harm, online	Internet, network, router, network security, network switch, server, wireless access point (WAP), website, web page, web address, web browser, world wide web (www), content, links, files, use, download, sharing, ownership, permission, information, accurate, honest, content, adverts safety features, website, reporting, report button, block, concerns, trusted adult, post, online, digital footprint	program, turtle, commands, code snippet, algorithm, design, debug, logo, pattern, repeat, repetition, count-controlled loop, algorithm, value, repetition, trace, value, decompose, procedure, websites, games, appropriate, age restrictions, decision, online , digital 5-a-day	Data, table, layout, input device, sensor, data logger, data point, interval, data set, import, export, logged, collection, analyse, review, conclusion trusted adult, downloading files, viruses, games, internet, in-app purchases, app, risk	Image, edit, digital, crop, rotate, undo, save, adjustments, effects, colours, hue, saturation, sepia, vignette, retouch, clone, select, copy, paste, combine, made up, real, composite, cut, alter, background, foreground, rotate, crop, zoom, undo, font media, influence, decisions, judgement, persuasion, mis-information, sponsored, check, adverts	Scratch, programming, sprite, blocks, code, loop, repeat, value, forever, infinite-loop, count-controlled loop, costume, repetition, animate, costume, event block, duplicate, modify, design, algorithm, duplicate, debug, refine, evaluate online relationships, respect, healthy, unhealthy, online behaviours, comment, respect, online
National Curriculum	Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - 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	Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact -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	Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller part - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - 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	Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - 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	Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller part - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Title	Vikings and Anglo-Saxons: Raiders or settlers: How should we remember the Vikings?	Pharaoh: How can we know so much about the ancient Egyptians as they lived so long ago?	Stargazer: Could humans live on another planet?	Scream Machine: What is needed to make a spine-tingling ride?	Misty Mountain: Mountains: Natural wonders or danger zones?	Allotment: Can you grow a sandwich?
Computing	Computing Systems and Networks Systems and Searching	Creating Media Vector Drawing	Creating Media Video Editing	Programming A Selection in Physical Computing	Programming B Selection in quizzes	Data and Information Flat-file Databases
Computing Big Question	How is information shared?	How can we use vector drawings for a purpose?	How can we make a video more effective through editing?	Can we program a fairground ride?	How do conditions help us in programming?	Can data bases save us time?
Online Safety	To know the importance of keeping personal information private, how to manage requests for personal information or images of myself or others online. To discuss the importance of protecting personal information, including passwords, addresses and images.	To explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult. To know that anything I post online can be seen, used and may affect others. .	To explain what app permissions are and I can give some examples. To explain why I need to protect my computer or device from harm. To assess and justify when it is acceptable to use the work of others.	To discuss the dangers of spending too long online or playing a game. To describe ways of identifying when online content has been commercially sponsored or boosted.	To describe how fake news may affect someone's emotions and behaviour, and explain why this is harmful. To recognise sources of persuasion including the media.	To know the difference between 'knowing' someone online and 'knowing' someone face-to-face and the associated risks. To discuss the impact of online bullying and to recognise if/when I feel unsafe or uncomfortable within a friendship online.
Key Vocabulary	system, connection, digital, input, process, output, search engine, refine, index, crawler, bot, search engine, ordering, ranking, links, algorithm, search engine optimisation (SEO), searching, web crawler, content creator, selection personal information, private, manage, images, protecting, passwords, addresses.	Vector, drawing tools, object, toolbar, move, resize, colour, rotate, duplicate, copy, zoom, select, align, resize, modify, layers, order, paste, group, ungroup, duplicate, object, vector drawing, reuse, reflection, vector drawing protect, reporting, block, concerns, trusted adult, post, online, affect others, digital footprint. .	Video, audio. Camera, talking head, panning, close up, video camera, microphone, lens, mid range, long shot, moving subject, side by side, high angle, low angle, normal angle, static camera, zoom, pan, tilt, storyboard, storyboard, filming, review, import, split, trim, clip, edit, reshoot, delete, trim, reorder, export, evaluate, share app, app permission, responsibility, justify, acceptable use, content, copyright	microcontroller, components, connection, infinite loop, output component, moto, repetition, count-controlled loops, crumble controller, switch, LED, Sparkle, crocodile clips, connect, battery box, program, condition, input, output, selection, action, repetition, debug, tinkering, decompose dangers, online, screen time, game, age appropriate, age restrictions, website, digital 5-a-day, media, media balance, media choices	selection, condition, true, false, count-controlled loop, outcomes, conditional statement, algorithm, program, debug, decompose, tinker, question, answer, task, design, input, implement, test, run, design, setup. fake news, emotions, behaviour, hoax, sources of persuasion, media.	Database, data, information, record, field, sort, order, group, search, value, criteria, graph, chart, axis, compare, filter, presentation 'knowing', online, face-to-face, associated risks, impact, online bullying, unsafe, uncomfortable , friendship.
National Curriculum	Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact -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	Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - 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	Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - 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	Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller part - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller part - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - 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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Title	Battle of Barnet: What happened in Barnet in 1471? Britain at War: What was life like during World War 2?	Britain at War: Why was winning the Battle of Britain in 1940 so important?	Frozen Kingdoms: Antarctica: everlasting winter wonderland or treacherous terrain?	Hola Mexico: Why did the ancient Maya change their way of life?	Breathing Spaces: Who are Britain's National Parks for?	Gallery Rebels: What makes art rebellious?
Computing	Computing systems and Networks\n\nCommunication	Programming A\n\nVariables in Games	Creating Media\n\n3D Modelling	Data and Information\n\nSpreadsheets	Programming B\n\nSensing	Creating Media\n\nWebpage Creation
Computing Big Questions	What is the best type of communication?	How can variables enhance my games?	How can computers help us when designing?	How can spreadsheets make event planning easier?	Can we make our games better?	Who owns my content? Can I use it?
Online Safety	To know the benefits of rationing my time spent online and the impact of the positive and negative content online on my own and other's mental and physical health and wellbeing.\n\nTo recognise things that are appropriate to share and things that should not be shared on social media and rules around distributing images.	To identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.\n\nTo explain the consequences to myself and others of not communicating kindly and respectfully.	To describe effective ways people can manage their passwords and explain what to do if a password is shared, lost or stolen.\n\nTo know why social media and some online games are age restricted.	To identify the benefits and risks of devices broadcasting the user's location and giving personal information to organisations.	To know some risks associated with money, including different ways money can be won or lost through gambling related activities (online) and the impact of this on health, wellbeing and future aspirations.	To know about the mixed messages in the media about drugs, including alcohol and smoking.\n\nTo say how texts and images in the media and on social media can be manipulated or invented and some strategies to evaluate the reliability of sources and identify misinformation.
Key Vocabulary	Communication, protocol, data, address, Internet Protocol (IP) address, Domain Name Server (DNS), packet, header. Data payload, chat, explore, side deck, reuse. Remix, collaboration, public, private, one-way, two-way, one-to-one, one-to-many\n\nbenefits, rationing time, online, impact, positive, negative, content, mental and physical health, wellbeing, appropriate, share, social media, age restrictions, rules, distribution, images.	variable, change, name, value, set, design, event, algorithm, code, decompose, tinker, debug, task, artwork, program, project, test, improve, evaluate, share\n\ngender, race, religion, disability, culture, challenge, reject, appropriate representations, online, choices online, consequences, communication, kind, respectful.	2D, 3D, shapes, select, move, perspective, view, handles, resize, lift, lower, recolour, rotate, duplicate, group, cylinder, placeholder, hollow, choose, combine, construct, evaluate, modify\n\nidentify, benefits, risks, devices, broadcast, location, personal information, organisations	Data, collecting, table, structure, spreadsheet, cell, cell reference, data item, format, formula, calculation, data, input, output, operation, duplicate, sigma, propose, data set, organised, chart, evaluate, results, comparison, questions, software, tools\n\nsecurity, password, privacy, manage, shared, lost, stolen, social media, online games, age restrictions,	Micro:bit, MakeCode, input, process, output, flashing, USB, trace, selection, condition, if then else, variable, random, sensing, accelerometer, value, compass, direction, navigation, design, task, algorithm, step counter, plan, create, code, test, debug\n\nrisks, money, gambling, online, health, wellbeing, future aspirations\n.	Website, web page, browser, media, Hypertext Markup Language (HTML), logo, layout, header, media, purpose, copyright, fair use, home page, preview, evaluate, google sites, breadcrumb trail, navigation, hyperlink, subpage, evaluate, implication, external link, embed\n\nmixed messages, media, drugs, alcohol, smoking, texts, images, social media, media, manipulated, strategies, evaluate, reliability, sources, misinformation.

National Curriculum	Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact -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	Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller part - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - 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	Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - 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	Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller part - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - 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