Sunnyside Primary Academy 2023-2025 Computing Progression of knowledge and skills

		Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
	EYFS	Year 1 and 2		Year 3 and 4		Year 5 and 6	
Progression of skills							
Computer Science							
Hardware	Learning how to operate a camera to take photographs of meaningful creations or moments. Learning how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary. Recognising and identifying familiar letters and numbers on a keyboard. Developing basic mouse skills such as moving and clicking.	Learning how to operate a camera or tablet to take photos and videos. 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. Understanding what a computer is and that it's made up of different components. Learning how we know that technology is doing what we want it to do via its output. Developing confidence with the keyboard and the basics of touch typing. Recognising that buttons cause effects and that technology follows instructions. Using greater control when taking photos with cameras, tablets or computers.	Learning how to operate a camera or tablet to take photos and videos. 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. Understanding what a computer is and that it's made up of different components. Learning how we know that technology is doing what we want it to do via its output. Developing confidence with the keyboard and the basics of touch typing. Recognising that buttons cause effects and that technology follows instructions. Using greater control when taking photos with cameras, tablets or computers.	N/A	Understanding what the different components of a computer do and how they work together. Drawing comparisons across different types of computers. Learning about the purpose of routers. Using tablets or digital cameras to film a weather forecast. Understanding that weather stations use sensors to gather and record data which predicts the weather.	Understanding and identifying barcodes, QR codes and RFID. Identifying devices and applications that can scan or read barcodes, QR codes and RFID. Understanding how corruption can happen within data during transfer (for example when downloading, installing, copying and updating files).	Learning that external devices can be programmed by a separate computer. Learning the difference between ROM and RAM. Recognising how the size of RAM affects the processing of data. Understanding the fetch, decode, execute cycle. Learning about the history of computers and how they have evolved over time. Using the understanding of historic computers to design a computer of the future.
Networks and Representations	N/A	N/A	N/A	N/A	Understanding that computer networks provide multiple services, such as the World Wide Web,	Understanding that computer networks provide multiple services.	Learning the vocabulary associated with data: data and transmit. Learning how the data for digital images can be

					and opportunities for		compressed.
					communication and		Recognising that
					collaboration.		computers transfer
					Understanding the		data in
					role of the key		binary and
					components of a		understanding simple
					network.		binary
					Identifying the key		addition.
					components within a		Relating binary signals
					network,		(Boolean) to the
					including whether		simple
					they are wired or		character-based
					wireless.		language, ASCII.
					Understanding that		Learning that
					websites and videos		messages can be sent
					are files		by binary
					that are shared from		code, reading binary
					one computer to		up to eight characters
					another.		and
					Learning about the		carrying out binary
					role of packets.		calculations.
					Understanding how		Understanding how bit
					networks work and		patterns
					their		represent images as
					purpose.		pixels.
					Recognising links		
					between networks		
					and the		
					internet.		
					Learning how data is		
					transferred.		
Computational	Using logical reasoning to	Learning that decomposition	Using decomposition to	Using decomposition to	Using decomposition	Decomposing a	Decomposing a
•	understand simple	means breaking a problem	solve unplugged	explore the	to explain the parts	program into an	program without
thinking	instructions	down into	challenges.	code behind an	of a laptop computer.	algorithm.	support.
	and predict the outcome.	smaller parts and articulating	Using logical reasoning to	animation.	Explaining the	Decomposing	Predicting how
		this.	predict the behaviour of	Using repetition in	purpose of an	animations into a series	software will work
		Using decomposition to solve	simple programs.	programs.	algorithm.	of	based on previous
		unplugged challenges.	Developing the skills	Using logical reasoning		images.	experience.
		Using logical reasoning to	associated with sequencing	to explain how		Decomposing a story to	Using past experiences
		predict the behaviour of	in unplugged	simple algorithms work.		be able to plan a	to help solve new
		simple programs.	activities.	Explaining the purpose		program to tell a story.	problems.
		Developing the skills	Following a basic set of	of an algorithm.		Predicting how software	Writing increasingly
		associated with sequencing in	instructions.	Forming algorithms		will work	complex
		unplugged	Assembling instructions	independently.		based on previous	algorithms for a
		activities. Following a basic set of	into a simple algorithm.	Using decomposition to solve a problem		experience.	purpose.
		instructions.	Explaining what an algorithm is.	by finding out what		Writing increasingly complex	
		Assembling instructions into	Following an algorithm.	code was used.		algorithms for a	
		a simple algorithm.	Creating a clear and	Using decomposition to		purpose.	
			precise algorithm.	understand the		purpose.	
	1	1	precise algorithm.		1	1	

	Explaining what an algorithm is. Following an algorithm. Creating a clear and precise algorithm. Learning that programs execute by following precise instructions. Incorporating loops within algorithms. Decomposing a game to predict the algorithms used to create it. Learning that there are different levels of abstraction.	Learning that programs execute by following precise instructions. Incorporating loops within algorithms.	purpose of a script of code. Identifying patterns through unplugged activities. Using past experiences to help solve new problems. Using abstraction to identify the important parts during both plugged and unplugged activities.			
Following instructions as part of practical activities and games. Learning to give simple instructions. Experimenting with programming a Bee-bot/Blue- bot and learning how to give simple commands. Learning to debug instructions, with the help of an adult, when things go wrong.	Learning to debug instructions when things go wrong. Learning to debug an algorithm in an unplugged scenario. Using logical thinking to explore software, predicting, testing and explaining what it does. Using an algorithm to write a basic computer program.	Programming a Floor robot to follow a planned route. Using programming language to explain how a floor robot works. Using logical thinking to explore software, predicting, testing and explaining what it does. Using an algorithm to write a basic computer program. Using loop blocks when programming to repeat an instruction more than once. Learning to debug instructions when things go wrong. Learning to debug an algorithm in an unplugged scenario.	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. 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.	Using logical thinking to explore more complex software; predicting, testing and explaining what it does. Remixing existing code.	Debugging quickly and effectively to make a program more efficient. Remixing existing code to explore a problem. Debugging quickly and effectively to make a program more efficient. Remixing existing code to explore a problem. Using and adapting nested loops. Programming using the language Python. Changing a program to personalise it. Evaluating code to understand its purpose. Amending code within a live scenario. Iterating and developing their programming as they work. Confidently using loops in programming. Using a more systematic approach to	Programming an animation. Iterating and developing their programming as they work. Confidently using loops in programming. Using a more systematic approach to debugging 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. Predicting code and adapting it to a chosen purpose. Changing a program to personalise it. Evaluating code to understand its purpose.

Progression of skills Information Technology						debugging 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.	
Using software	Using a simple online paint tool to create digital art.	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. 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.	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. Using software (and unplugged means) to create story animations. Creating and labelling images.	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. Designing and creating a webpage for a given purpose. Building a web page and creating content for it. Using software to work collaboratively with others.	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. Designing and creating a webpage for a given purpose. Building a web page and creating content for it. Using software to work collaboratively with others.	Using logical thinking to explore software more independently, making predictions based on their previous experience, iterating ideas and testing continuously. Identify ways to improve and edit programs, videos, images etc. Using search and word processing skills to create a presentation. Using software programme Sonic Pi/Scratch to create music. Using video editing software to animate.	Using logical thinking to explore software more independently, making predictions based on their previous experience, iterating ideas and testing continuously. Identify ways to improve and edit programs, videos, images etc. Using search and word processing skills to create a presentation. Independently learning how to use 3D design software package TinkerCAD. Creating and editing sound recordings for a specific purpose. Creating and editing videos, adding multiple elements: music, voiceover, sound, text and transitions. Using design software TinkerCAD to design a product. Creating a website with embedded links and multiple pages

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Using email and internet searches	N/A	Recognising devices that are connected to the internet. Understanding that we are connected to others when using the internet. Searching for appropriate images to use in a document. Understanding what online information is.	Searching and downloading images from the internet safely. Recognising devices that are connected to the internet. Understanding that we are connected to others when using the internet.	Learning to log in and out of an email account. Writing an email including a subject, 'to' and 'from.' Sending an email with an attachment. Replying to an email.	Understanding why some results come before others when searching. Using keywords to effectively search for information on the internet. Understanding that information found by searching the internet is not all grounded in fact. Searching the internet for data.	Understanding how search engines work.	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.
Using data	Representing data through sorting and categorising objects in unplugged scenarios. Representing data through physical pictograms. Exploring branch databases through physical games.	Understanding that technology can be used to represent data in different ways: pictograms, tables, pie charts, bar charts, block graphs etc.	Understanding that technology can be used to represent data in different ways: pictograms, tables, pie charts, bar charts, block graphs etc. Collecting and inputting data into a spreadsheet. Interpreting data from a spreadsheet. Using representations to answer questions about data. Using software to explore and create pictograms and branching databases.	N/A	Understanding the vocabulary associated with databases: field, record, data. Learning about the pros and cons of digital versus paper databases. Sorting and filtering databases to easily retrieve information. Creating and interpreting charts and graphs to understand data. Understanding that data is used to forecast weather. Recording data in a spreadsheet independently. Sorting data in a spreadsheet to compare using the 'sort by' option. Designing a device which gathers and records sensor data.	. Understanding how barcodes, QR codes and RFID work. Gathering and analysing data in real time. Creating formulas and sorting data within spreadsheets.	Understanding how data is collected in remote or dangerous places. Understanding how data might be used to tell us about a location
Wider use of technology		Recognising common uses of information technology, including beyond school.	Learning how computers are used in the wider world.	Understanding the purpose of emails.	Understanding that software can be	Learning about the Internet of Things	Learn about different forms of

		Understanding some of the ways we can use the internet. Learning how computers are used in the wider world.		Recognising how social media platforms are used to interact.	used collaboratively online to work as a team.	and how it has led to 'big data'. Learning how 'big data' can be used to solve a problem or improve efficiency. Learn about different forms of communication that have developed with the use of technology.	communication that have developed with the use of technology
Digital literacy	Recognising that a range of technology is used for different purposes. Learning to log in and log out.	Logging in and out and saving work on their own account. 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. Recognising what a digital footprint is and how to be careful about what we post. Identifying whether information is safe or unsafe to be shared online.	Learning how to create a strong password. 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 Identifying whether information is safe or unsafe to be shared online. 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. 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 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. Learning about cyberbullying. Learning that not all emails are genuine, recognising when an email might be fake and what to do about it.	Recognising that information on the internet might not be true or correct and that some sources are more trustworthy than others. 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 spent online. Identifying respectful and disrespectful online behaviour.	Learning about the positive and negative impacts of sharing online. 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. Recognising that updated software can help to prevent data corruption and hacking. Recognising that information on the internet might not be true or correct and learning ways of checking validity.	Identifying possible dangers online and learning how to stay safe. 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. Using search engines safely and effectively. Understanding the importance of secure passwords and how to create themL
Progression of knowledge	ge						
Creating media	N/A	The knowledge statements for Creating media are all covered in one cycle.	To understand that holding the camera still and considering angles and light are important to take good pictures. To know that you can edit, crop and filter	To know that different types of camera shots can make my photos or videos look more effective.	The knowledge statements for Creating media are all covered in one cycle.	To understand that stop motion animation is an animation filmed one frame at a time using models, and	To know that radio plays are plays where the audience can only hear the action so sound effects are important.

			photographs. To know how to search safely for images online. To understand that an animation is made up of a sequence of photographs. To know that small changes in my frames will create a smoother looking animation. To understand what software creates simple animations and some of its features e.g. onion skinning.	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. To know some of the features of web design software. To know that a website is a collection of pages that are all connected. To know that websites usually have a homepage and subpages as well as clickable links to new pages, called hyperlinks. To know that websites should be informative and interactive.		with tiny changes between each photograph. To know that decomposition of an idea is important when creating stop-motion animations. To know that editing is an important feature of making and improving a stop motion	To know that sound clips can be recorded using sound recording software. To know that sound clips can be edited and trimmed. animation.
Computing systems	To be able to understand what a	*The knowledge statements for Computing systems and	To know that "log in and log out" means to	To know what a tablet is	To understand that software can be	To understand the To know how search	.To know the difference between
and networks	computer keyboard	networks are all covered in	begin and end a	and	used collaboratively	engines	ROM and RAM.
	is and recognising some letters and	one cycle.	connection with a computer.	to understand that email	online to work as a team.	work. To understand that	To understand the importance of
	numbers.		To know that a computer	stands for 'electronic	To know what type of	anyone can	having a secure
	To know that a		and mouse can be	mail.'	comments and	create a website and	password and
	mouse can be used		used to click, drag, fill and	To know that an	suggestions on a	therefore	what "brute force
	to click, drag and		select and also add	attachment is an extra	collaborative	we should take steps to	hacking" is.
	create simple		backgrounds, text, layers,	file	document can be	check	To know that the first
	drawings.		shapes and clip art.	added to an email.	helpful.	the validity of websites.	computers
	To know that to use a		To know that passwords	To understand that	To know that you can	To know that web	were created at
	computer you need		are important for	emails	use images, text,	crawlers are	Bletchley Park
	to log in to it and		security.	should contain	transitions and	computer programs	to crack the Enigma
	then log out at the		To know that when we	appropriate	animation in	that crawl	code to help
	end of your session.		create something on a	and respectful content.	presentations.	through the internet.	the war effort in World
	To know that		computer it can be more	To know that	To know what a tablet	To understand what	War 2.
	different types of		easily saved and	cyberbullying	is and how it is	copyright issoftware.	To know about some
	technology can be		shared than a paper	is bullying using	different from a		of the
	found at home and in school.		version. To know some of the	electronics	laptop/desktop		historical figures that contributed to
	school. To know that you can		simple graphic design	such as a computer or phone.	computer. To understand what a		technological
	take simple		surflie Brahme design	phone.	network is and		(CONTOURIES)
	take simple				HELWOIK IS ANU		

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	photographs with a		features of a piece of		how a school network		advances in
	camera or iPad.		online software.		might be		computing.
	To know that you		To know the difference		organised.		To understand what
	must hold the		between a desktop		To know that a server		techniques
	camera still and		and laptop computer.		is central to a		are required to create
	ensure the subject is		To know that people		network and		а
	in the shot to take a		control technology.		responds to requests		presentation using
	photo.		To know that buttons are a		made.		appropriate
			form of input that		To know how the		
			give a computer an		internet uses		
			instruction about what to		networks to share		
			do (output).		files.		
			To know that computers		To know that a router		
			often work		connects us to		
			together.		the internet.		
			To know that touch typing		To know what a		
			is the fastest way		packet is and why it is		
			to type.		important for website		
			To know that I can make		data transfer.		
			text a different		To know the roles		
			style, size and colour.		that inputs and		
			To know that "copy and		outputs play.		
			paste" is a quick way		To know what some		
			of duplicating text.		of the different		
			of duplicating text.		components inside a		
					computer are e.g.		
					CPU, RAM, hard drive,		
	To know that being	To understand that an	To understand the basic	To know that Scratch is	*The knowledge).To know that there are	To know that a
Programming	able to follow and	algorithm is when	functions of a Bee-Bot.	a programming	statements for	text-based	Micro:bit is a
	give simple	instructions	To know that you can use a	language and some of	Programming are all	programming	programmable device.
	instructions is	are put in an exact order.	camera/tablet to make	its basic functions.	covered in one cycle.	1 0 0	To know that Micro:bit
	important in		simple	To understand how to	covered in one cycle.	languages such as Logo and Python.	uses a block coding
		To know that input devices				'	0
	computing.	get	videos.	use loops to improve		To know that nested	language similar to
	To understand that	information into a computer	To know that algorithms	programming.		loops are loops inside	Scratch.
	it is important for	and that output devices get	move	To understand how		of loops.	To understand and
	instructions to be in	information out of a	a bee-bot accurately to a	decomposition is used		To understand the use	recognise coding
	the right order.	computer.	chosen destination.	in		of random numbers	structures including
	To understand why	To understand that	To understand what	programming.		and remix Python code.	variables.
	a set of instructions	decomposition means	machine	To understand that you		To know that a	To know what
	may have gone	breaking	learning is and how that	can remix and adapt		soundtrack is music for	techniques to use to
	wrong.	a problem into manageable	enables computers to	existing code.		a film/video and that	create a program for a
	To know that you	chunks and that it is	make	To understand that a		one way of composing	specific purpose
	can program a	important	predictions.	variable is a value that		these is on	(including
	Bee-Bot with some	in computing.	To know that loops in	can change (depending		programming software.	decomposition
	simple commands.	To know that we call errors in	programming are where	on conditions) and		To understand that	
	To understand that	an algorithm 'bugs' and fixing	you	know that you can		using loops can make	
	debugging means	these 'debugging'.	set a certain instruction (or	create them in Scratch.		the process of writing	
	how to fix some	To know that coding is	instructions) to be	To know what a		music simpler and more	
	simple programming	writing	repeated	conditional statement is		effective.	
	errors.		multiple times.	in		To know how to adapt	



To inderstand that of clear and precise instructions. in a special language is that the computer understand what to do do inderstand that the computer understands what to do doer and that the computer understands what to do doer and that the computer understands what to broke a problem. To know that clear to prove the combining computer understands what to broke a problem. To know that clear to prove the combining computer understands what to broke a problem. To know that clear to prove the combining computer understands what to broke a problem. To know that clear to prove the combining computer understands what to broke the combining computer understands what to know that clear to know that combining computer understands what to know that clear to know that combining computer understands what the prove the computer understands what the prove the combining computer understand the prove the prove the combining computer understa								
Data handling The incompare understands what is a set of loar and practice distands what is that understands what is the distance is a compare understand what is a compare understand wha		To understand that	in a special language so that	To know that abstraction is	programming.		their code while	
Data handling To know that sorting objects into write an amover to be about a sortice in the intervention of all pole. To know that sorting objects into write and an amover to be about a sortice intervention of all pole. To know that sorting objects into write and an amover to be about a sortice intervention of all pole. To know that sorting objects into write and an amover to be about a sortice intervention of all pole. To know that sorting objects into write and an amover to be about a sortice intervention of all pole. To know that sorting objects into write and an amover to be about a sortice intervention of all pole. To know that sorting objects into write and an amover to be about a sortice intervention of all pole. To know that sorting objects into write and an amover to be about a sortice intervention of all pole. To know that sorting objects into write and an amover to be about a sortice or and a so		an algorithm is a set	the	the	To understand that		performing their music	
Instructions. to in- do. detail in the biols solve a problem. to understand that the help solve a problem. to understand the create a quic on structures, advancelor, throing solits. Is involve that you can write a programmer biols. Is		0	computer understands what	removing of unnecessary	variables can help vou			
Data handling To know that sorting dipersion To know that sorting dipersion <thto know="" sorting<br="" that="">dipersion To know t</thto>								
Data handling To know that sorting controlled by the program to create a musical instrument or tell a jobe. To know that combining compatibility blocks. To know that combining thinking site program to create a musical instrument or tell a jobe. To know that combining thinking site program to create a musical instrument or tell a jobe. To know that combining thinking site program to create a musical instrument or tell a jobe. To know that combining thinking site program to create a musical instrument or tell a jobe. To know that combining thinking site program to create a musical instrument or tell a jobe. To know that combining thinking site program to create a musical instrument or tell a jobe. To know that combining thinking site program to create a musical instrument or tell a jobe. To know that combining thinking site program to create a musical instrument or tell a jobe. To know that combining thinking site program to create a musical instrument or tell a jobe. To know that char the program to create a musical instrument or tell a jobe. To know that char the program to create a musical instrument of tell sing a comparison to know that a combining to understand thirt that combined to the code works. To know that char the program to create a musical instrument of tell sing a comparison to understand thirt tell to understand thirt tell to understand thirt tell to understand thirt tell to understand thirt to create an agent thirt is wow of the charaction in goal. To know that char to understand thirt tell to understand thirt to use to anable an agent is a way of classifying a group of digits. To know that is a combined to use thirt to understand thirt to use to anable a use thirt to know that compare to use to anable. To know tha		moti detiono.						
Data handling To know that sorting belock. To know that sorting belock into vision. To know that sorting b				to help solve a problem.				
Data handling To know that sorting ubcess into various categories can belog with the using sorting to know the categories can belog ubcess into various into material into understand that is the understand t								
Data handlingTo know that sorting objects into various performation.The knowledge statements for Data handing are all correct in now that sorting objects in to various performation.To know that sorting objects into various or an under sorting objects into various or a number of purposes care and pictograms can be readed statements for Data handling are all or understand that branching database is or understand that branching database. To know that using vey/ne questions to find an anower is a branching database. To know that a larger in more yole.To know that care and pictogram san be readed statements or understand that a branching database is or understand that a pictogram is a way of structured an logical. To know that a larger in a nower is a branching database. To know that a larger is a many way of of stormation. To know that a larger is a many of to stormation of name readed with the information of care an algorithm. To know that data is can be useful of stormation of data can be made on a computer in this to storw that data is can be useful or stormation of name in this to storw that a larger is a way of to storw that a larger is a way of to number stormation of reade an algorithm. To know what data					0			
Data handling To know that you can write a program to create a musical instrument or tell a joke: To know that you can write a program to create a musical instrument or tell a joke: Image: Comparison of Com			'					
Data handlingTo know that you can write a problem. instrument or tell a joke.To know that you can write a problem. instrument or tell a joke.To know that you can write a problem. inderstand that algorithms can be used for a number of purposes degine term degine term to undestand that you can be used hi degine term to undestand that you can enter simple data into a spreadsheet. <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th>								
Data handlingTo know that sorting dejects into various categories can have that for bata handling are all covered in one cycle.To know that contract to know that sorting dejects into various categories can have for bata handling are all covered in one cycle.To know that that targer to know that contract degramming are all covered in one cycle.To know that that targer to know that contract degramming are all covered in one cycle.To know that that targer to know that contract degramming are all covered in one cycle.To know that that targer to know that contract degramming are all covered in one cycle.To know that that targer to know that all to undestand that and pictograms can be used information.To know that sorting degramming are all covered in one cycle.To know that that targer to know that computers to undestand that up covered in one cycle.To know that data to know that computers to undestand that up covered in one cycle.To know that data to know that computers to undestand that up covered in one cycle.To know that data to know that computers to undestand that up computers.To know that all to know that computers to know that computers to know that computers to undestand that up to answer certain up undestand diferent types of input.To know that data to answer certain up to a								
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					they can record and respond to data. This is called 'sensor data'. To know that a weather machine is an automated machine that responds to sensor data. To understand that weather forecasters use specific language, expression and pre- prepared scripts to help create weather forecast films.	To know that data can become corrupted within a network but this is less likely to happen if it is sent in 'packets'. I know that devices or that are not updated are most vulnerable to hackers. To know the difference between mobile data and WiFi.	calculate bit patterns.
Online safety	N/A	To know that the internet is many devices connected to one another. To know that you should tell a trusted adult if you feel unsafe or worried online. To know that people you do not know on the internet (online) are strangers and are not always who they say they are. To know that to stay safe online it is important to keep personal information safe. To know that 'sharing' online means giving something specific to someone else via the internet and 'posting' online means placing information on the internet.	To understand the difference between online and offline. To understand what information I should not post online. To know what the techniques are for creating a strong password. To know that you should ask permission from others before sharing about them online and that they have the right to say 'no.' 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 that the internet can affect your moods and feelings. To know that privacy settings limit who can access your important personal information Information, such as your name, age, gender etc. To know what social media is and that age restrictions apply.	To understand some of the methods used to encourage people to buy things online. To understand that technology can be designed to act like or impersonate living things. To understand that technology can be a distraction and identify when someone might need to limit the amount of time spent using technology. To understand what behaviours are appropriate in order to stay safe and be respectful online.	To know that a 'digital footprint' means the information that exists on the internet as a result of a person's online activity. To know what steps are required to capture bullying content as evidence. To understand that it is important to manage personal passwords effectively. To understand what it means to have a positive online reputation. To know some common online scams.	To know different ways we can communicate online. To understand how online information can be used to form judgements. To understand some ways to deal with online bullying. To know that apps require permission to access private information and that you can alter the permissions. 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.