Potters Gate Primary & St Andrew's Infant Schools
Curriculum Subject Progression – Computing

Computing	School Curriculum Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	Knowledge What will children know at the end of this unit of work?	Shown a variety of programmable toys and introduced to how they work Using IWB PG - iPads	This knowledge is	Gained throughout	the year		
	Skills As an expert in this subject children will be able to …	To know how to programme and use the BeeBots independently To access various interactive games across the curriculum	These skills are used	throughout the year			
	Creativity & Cultural Development						
	Spiritual Development						
	Community & Courageous Advocacy	Problem solving					
	Health & Wellbeing	Online safety	Online safety	Online safety	Online safety	Online safety	Online safety
	Aspiration	Robotics					
	Vocabulary What key vocabulary will children know that is new?						
	School Values Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust
	British Values democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs						

Computing	School Curriculum Intent	Autumn 1 Computing systems and networks – Technology around us	Autumn 2 Creating media – Digital painting	Spring 1 Programming A – Moving a robot	Spring 2 Data and information – Grouping data	Summer 1 Creating media – Digital writing	Summer 2 Programming B - Programming animations
Year 1	Knowledge What will children know at the end of this unit of work?	How to switch on and log into a computer and use a mouse effectively.	How to make marks and shapes using different tools and recognise the difference between a painting on a computer and on paper.	How to match a command to an outcome, predict the outcome of a sequence and plan a program using commands.	How to group objects in more than one way and use this to answer questions.	How to use a keyboard, add text to a word document and change the style, size and colour of the font.	How to compare different command tools, add algorithms to more than one sprite, test the programs created
	Skills As an expert in this subject children will be able to …	-To identify technology -To identify a computer and its main parts -To use a mouse in different ways -To use a keyboard to type on a computer -To use the keyboard to edit text -To create rules for using technology responsibly	-To describe what different freehand tools do -To use the shape tool and the line tools -To make careful choices when painting a digital picture -To explain why I chose the tools I used -To use a computer on my own to paint a picture -To compare painting a picture on a computer and on paper	-To explain what a given command will do -To act out a given word -To combine forwards and backwards commands to make a sequence -To combine four direction commands to make sequences -To plan a simple program -To find more than one solution to a problem	-To label objects -To identify that objects can be counted -To describe objects in different ways -To count objects with the same properties -To compare groups of objects -To answer questions about groups of objects	-To use a computer to write -To add and remove text on a computer -To identify that the look of text can be changed on a computer -To make careful choices when changing text -To explain why I used the tools that I chose -To compare typing on a computer to writing on paper	-To choose a command for a given purpose -To show that a series of commands can be joined together -To identify the effect of changing a value -To explain that each sprite has its own instructions -To design the parts of a project -To use my algorithm to create a program
	Creativity & Cultural Development	Aid to writing	Form of artwork				Creating characters
	Spiritual Development	Form of expression	Form of expression			Form of expression	
	Community & Courageous Advocacy			Problem solving and teamwork			Problem solving and teamwork
	Health & Wellbeing	Online safety	Online safety	Online safety	Online safety	Online safety	Online safety

	Aspiration	Developing Technology		Robotics			Computer programming
	Vocabulary — What key vocabulary will children know that is new?	technology, computer, mouse, trackpad, keyboard, screen, double-click, typing	paint program, tool, paintbrush, erase, fill, undo, shape tools, line tool, fill tool, undo tool, colour, brush style, brush size, pictures, painting, computers	Bee-Bot, forwards, backwards, turn, clear, go, commands, instructions, directions, left, right, route, plan, algorithm, program.	object, label, group, search, image, property, colour, size, shape, value, data set, more, less, most, fewest, least, the same	word processor, keyboard, keys, letters, type, numbers, space, backspace, text cursor, capital letters, toolbar, bold, italic, underline, mouse, select, font, undo, redo, format, compare, typing, writing.	ScratchJr, command, sprite, compare, programming, area, block, joining, start, run, program, background, delete, reset, algorithm, predict, effect, change, value, instructions, design
	School Values — Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust
	British Values — democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	Rule of law Individual liberty	Tolerance – recognising and accepting differences	Democracy – working with others and sharing ideas.	Democracy – working with others and sharing ideas.	Democracy – explaining reasons for choices	Democracy – working with others and sharing ideas.

Computing	School Curriculum Intent	Autumn 1 — Computing systems and networks – IT around us	Autumn 2 — Creating media – Digital photography	Spring 1 — Programming A – Robot algorithms	Spring 2 — Data and information – Pictograms	Summer 1 — Creating media – Digital Music	Summer 2 — Programming B - Programming quizzes
Year 2	Knowledge — What will children know at the end of this unit of work?	How to identify examples of computers and how rules can keep them safe.	How to capture a digital photo and identify which photos are real and which have been changed.	How to follow and give a sequence of instructions, use an algorithm to create a program and test and debug a program.	How to organise data in a tally chart and use this to create a pictogram.	How to use a computer to experiment with pitch, add a sequence of notes to a rhythm and create a rhythm on a computer.	How to change the outcome of a sequence of commands and create an algorithm.
	Skills — As an expert in this subject children will be able to …	-To recognise the uses and features of	-To use a digital device to take a photograph	-To describe a series of instructions as a sequence	-To recognise that we can count and	-To say how music can make us feel	-To explain that a sequence of commands has a start

information technology -To identify the uses of information technology in the school -To identify information technology beyond school -To explain how information technology helps us -To explain how to use information technology safely -To recognise that choices are made when using information technology	-To make choices when taking a photograph -To describe what makes a good photograph -To decide how photographs can be improved -To use tools to change an image -To recognise that photos can be changed	-To explain what happens when we change the order of instructions -To use logical reasoning to predict the outcome of a program -To explain that programming projects can have code and artwork -To design an algorithm -To create and debug a program that I have written	compare objects using tally charts -To recognise that objects can be represented as pictures -To create a pictogram -To select objects by attribute and make comparisons -To recognise that people can be described by attributes -To explain that we can present information using a computer	-To identify that there are patterns in music -To experiment with sound using a computer -To use a computer to create a musical pattern -To create music for a purpose -To review and refine our computer work	-To explain that a sequence of commands has an outcome -To create a program using a given design -To change a given design -To create a program using my own design -To decide how my project can be improved
Creativity & Cultural Development					
Spiritual Development	Form of expression	Form of artwork			Form of expression	
Community & Courageous Advocacy			Problem solving and teamwork			Problem solving and teamwork
Health & Wellbeing	Online safety	Online safety	Online safety	Online safety	Online safety	Online safety
Aspiration	Developing technology	Photography	Robotics			Computer programming
Vocabulary What key vocabulary will children know that is new?	Information technology (IT), computer, barcode, scanner/scan	device, camera, photograph, capture, image, digital, landscape, portrait, framing, subject, compose, light sources, flash, focus, background, editing,	instruction, sequence, clear, unambiguous, algorithm, program, order, prediction, artwork, design, route, mat, debugging, decomposition	more than, less than, most, least, common, popular, organise, data, object, tally chart, votes, total, pictogram, enter, data, compare, objects, count, explain, attribute, group, same,	music, quiet, loud, feelings, emotions, pattern, rhythm, pulse, pitch, tempo, rhythm, notes, create, emotion, beat, instrument, open, edit.	sequence, command, program, run, start, outcome, predict, blocks, design, actions, sprite, project, modify, change, algorithm, build, match, compare, debug, features,

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			filter, format, framing, lighting		different, conclusion, block diagram, sharing		evaluate, decomposition, code.
	School Values Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust
	British Values democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	Rule of law Individual liberty		Democracy – working with others and sharing ideas			

Computing	School Curriculum Intent	Autumn 1 **Computing systems and networks - Connecting computers**	Autumn 2 **Creating media - Stop-frame animation**	Spring 1 **Programming A - Sequencing sounds**	Spring 2 **Data information - Branching databases**	Summer 1 **Creating media - Desktop publishing**	Summer 2 **Programming B - Events and actions in programs**
Year 3	Knowledge What will children know at the end of this unit of work?	How different devices work, the physical parts of a computer and what a network is.	How to create an effective stop-frame animation, how to improve and evaluate their own and others' work.	How to create a sequence of connected commands using Scratch.	How to plan and create a branching database. How to evaluate the effectiveness of a branching database.	How to create a template for a particular purpose.	How to improve a programme, build sequences of commands and explain reasons for choices.
	Skills As an expert in this subject children will be able to …	-To explain how digital devices function -To identify input and output devices -To recognise how digital devices can change the way we work -To explain how a computer network can be used to share information -To explore how digital devices can be connected	-To explain that animation is a sequence of drawings or photographs -To relate animated movement with a sequence of images -To plan an animation -To identify the need to work consistently and carefully -To review and improve an animation	-To explore a new programming environment -To identify that commands have an outcome -To explain that a program has a start -To recognise that a sequence of commands can have an order -To change the appearance of my project	-To create questions with yes/no answers -To identify the attributes needed to collect data about an object -To create a branching database -To explain why it is helpful for a database to be well structured -To plan the structure of a branching database	-To recognise how text and images convey information -To recognise that text and layout can be edited -To choose appropriate page settings -To add content to a desktop publishing publication -To consider how different layouts can suit different purposes	-To explain how a sprite moves in an existing project -To create a program to move a sprite in four directions -To adapt a program to a new context -To develop my program by adding features -To identify and fix bugs in a program -To design and create a maze-based challenge

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	-To recognise the physical components of a network	-To evaluate the impact of adding other media to an animation	-To create a project from a task description	-To independently create an identification tool	-To consider the benefits of desktop publishing	
Creativity & Cultural Development		Design own animation, create a scene	Design character, background and movement			Design character, background and movement
Spiritual Development	Form of expression	Form of expression			Form of expression	
Community & Courageous Advocacy			Problem solving and teamwork			Problem solving and teamwork
Health & Wellbeing	Online safety	Online safety	Online safety	Online safety	Online safety	Online safety
Aspiration	Developing technology		Robotics			Computer programming
Vocabulary What key vocabulary will children know that is new?	digital device, input, process, output, program, digital, non-digital, connection, network, switch, server, wireless access point, cables, sockets	animation, flip book, stopframe, frame, sequence, image, photograph, setting, character, events, onion skinning, consistency, evaluation, delete, media, import, transition.	Scratch, programming, blocks, commands, code, sprite, costume, stage, backdrop, motion, turn, point in direction, go to, glide, sequence, event, task, design, run the code, order, note, chord, algorithm, bug, debug, code	attribute, value, questions, table, objects, branching, database, objects, equal, even, separate, structure, compare, order, organise, selecting, information, decision tree.	text, images, advantages, disadvantages, communicate, font, style, landscape, portrait, orientation, placeholder, template, layout, content, desktop publishing, copy, paste, purpose, benefits.	motion, event, sprite, algorithm, logic, move, resize, extension block, pen up, set up, pen, design, action, debugging, errors, setup, code, test, debug, actions.
School Values Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust
British Values democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	Rule of law Individual liberty	Democracy – working within a team and sharing ideas				Democracy – working within a team and sharing ideas

Computing	School Curriculum Intent	Autumn 1	Autumn 2 **Creating media – Audio production**	Spring 1 **Progamming A – Repetition in shapes**	Spring 2 **Data information – Data logging**	Summer 1 **Creating media – Photo editing**	Summer 2 **Programming B – Repetition in games**

		Computing systems and networks – The Internet					
Year 4	Knowledge What will children know at the end of this unit of work?	How to access key websites, that there are rules that protect the content and that not all content created is true.	How to identify the input and output devices used to record and play sound and how to arrange sounds to create the effect wanted.	How to create a code snippet, program a command including count-controlled loops and test an algorithm	How data can be collected using sensors and recorded, how to view and sort data to gather information.	How and why images might be improved and give reasons to choices made.	How to modify a snippet of code, using count-controlled and infinite loops and build a program following a design.
	Skills As an expert in this subject children will be able to …	-To describe how networks physically connect to other networks -To recognise how networked devices make up the internet -To outline how websites can be shared via the World Wide Web (WWW) -To describe how content can be added and accessed on the World Wide Web (WWW) -To recognise how the content of the WWW is created by people -To evaluate the consequences of unreliable content	-To identify that sound can be recorded -To explain that audio recordings can be edited -To recognise the different parts of creating a podcast project -To apply audio editing skills independently -To combine audio to enhance my podcast project -To evaluate the effective use of audio	-To identify that accuracy in programming is important -To create a program in a text-based language -To explain what 'repeat' means -To modify a count-controlled loop to produce a given outcome -To decompose a task into small steps -To create a program that uses count-controlled loops to produce a given outcome	-To explain that data gathered over time can be used to answer questions -To use a digital device to collect data automatically -To explain that a data logger collects 'data points' from sensors over time -To recognise how a computer can help us analyse data -To identify the data needed to answer questions -To use data from sensors to answer questions	-To explain that the composition of digital images can be changed -To explain that colours can be changed in digital images -To explain how cloning can be used in photo editing -To explain that images can be combined -To combine images for a purpose -To evaluate how changes can improve an image	-To develop the use of count-controlled loops in a different programming environment -To explain that in programming there are infinite loops and count controlled loops -To develop a design that includes two or more loops which run at the same time -To modify an infinite loop in a given program -To design a project that includes repetition -To create a project that includes repetition
	Creativity & Cultural Development						
	Spiritual Development	Form of expression				Form of expression	

	Community & Courageous Advocacy			Problem solving and teamwork				Problem solving and teamwork
	Health & Wellbeing	Online safety	Online safety	Online safety	Online safety	Online safety	Online safety
	Aspiration	Developing technology		Robotics			Computer programming
	Vocabulary What key vocabulary will children know that is new?	internet, network, router, security, switch, server, wireless access point (WAP), website, web page, web address, routing, web browser, World Wide Web, content, links, files, use, download, sharing, ownership, permission, information, accurate, honest, content, adverts	audio, microphone, speaker, headphones, input device, output device, sound, podcast, edit, trim, align, layer, import, record, playback, selection, load, save, export, MP3, evaluate, feedback.	Logo (programming environment), program, turtle, commands, code snippet, algorithm, design, debug, pattern, repeat, repetition, count-controlled loop, value, trace, decompose, procedure.	data, table, layout, input device, sensor, logger, logging, data point, interval, analyse, dataset, import, export, logged, collection, review, conclusion.	image, edit, digital, crop, rotate, undo, save, adjustments, effects, colours, hue, saturation, sepia, vignette, image, retouch, clone, select, combine, made up, real, composite, cut, copy, paste, alter, background, foreground, zoom, undo, font	Scratch, programming, sprite, blocks, code, loop, repeat, value, infinite loop, count-controlled loop, costume, repetition, forever, animate, event block, duplicate, modify, design, algorithm, debug, refine, evaluate.
	School Values Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust
	British Values democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	Rule of law Individual liberty Democracy	Democracy – working with others and sharing ideas		Democracy	Rule of law	

	Computing School Curriculum Intent	Autumn 1 - Computing systems and networks - Systems and searching	Autumn 2 – Creating Media – Video production	Spring 1 – Programming A – Selection in physical computing	Spring 2 – Data and Information – Flat-file databases	Summer 1 – Creating Media – Introduction to vector graphics	Summer 2 – Programming B – Selection in quizzes
Year 5	Knowledge What will children know at the end of this unit of work?	Recap on the features of a computing system. How to compare	How to create a video using digital devices and edit this using a	How to write, program and control and simple circuit.	How to record information on paper and a computer, compare the benefits	How to use different drawing tools for different purposes. How to layer drawings	

	results from different search engines.	range of creative techniques.		of each and use the information to answer questions.	to achieve the desire effect.	How to design, create, and evaluate a program using selection.
Skills As an expert in this subject children will be able to …	-To explain that computers can be connected together to form systems -To recognise the role of computer systems in our lives -To experiment with search engines -To describe how search engines select results -To explain how search results are ranked -To recognise why the order of results is important, and to whom	-To explain what makes a video effective -To identify digital devices that can record video -To capture video using a range of techniques -To create a storyboard -To identify that video can be improved through reshooting and editing -To consider the impact of the choices made when making and sharing a video	-To control a simple circuit connected to a computer -To write a program that includes count-controlled loops -To explain that a loop can stop when a condition is met -To explain that a loop can be used to repeatedly check whether a condition has been met -To design a physical project that includes selection -To create a program that controls a physical computing project	-To use a form to record information -To compare paper and computer-based databases -To outline how you can answer questions by grouping and then sorting data -To explain that tools can be used to select specific data -To explain that computer programs can be used to compare data visually -To use a real-world database to answer questions	-To identify that drawing tools can be used to produce different outcomes -To create a vector drawing by combining shapes -To use tools to achieve a desired effect -To recognise that vector drawings consist of layers -To group objects to make them easier to work with -To apply what I have learned about vector drawings	-To explain how selection is used in computer programs -To relate that a conditional statement connects a condition to an outcome -To explain how selection directs the flow of a program -To design a program which uses selection -To create a program which uses selection -To evaluate my program
Creativity & Cultural Development		Creating own piece of media				
Spiritual Development	Form of expression				Form of expression	
Community & Courageous Advocacy				Problem solving and teamwork		Problem solving and teamwork
Health & Wellbeing	Online safety	Online safety	Online safety	Online safety	Online safety	Online safety
Aspiration	Developing technology					Computer programming
Vocabulary What key vocabulary will children know that is new?	system, connection, digital, input, process, storage, output,	video, audio, camera, talking head, panning, close up, video	microcontroller, USB, components, connection, infinite	database, data, information, record, field, sort, order,	vector, drawing tools, object, toolbar, vector drawing, move, resize,	Selection, condition, true, false, count-controlled loop,

		search, search engine, refine, index, bot, ordering, links, algorithm, search engine optimisation (SEO), web crawler, content creator, selection, ranking.	camera, microphone, lens, mid-range, long shot, moving subject, side by side, angle (high, low, normal), static, zoom, pan, tilt, storyboard, filming, review, import, split, trim, clip, edit, reshoot, delete, reorder, export, evaluate, share.	loop, output component, motor, repetition, count-controlled loop, Crumble controller, switch, LED, Sparkle, crocodile clips, connect, battery box, program, condition, Input, output, selection, action, debug, circuit, power, cell, buzzer	group, search, value, criteria, graph, chart, axis, compare, filter, presentation.	colour, rotate, duplicate/copy, zoom, select, align, modify, layers, order, copy, paste, group, ungroup, reuse, reflection	outcomes, conditional statement, algorithm, program, debug, question, answer, task, design, input, implement, test, run, setup, operator
	School Values Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust
	British Values democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	Rule of law Individual liberty Democracy	Rule of law Individual liberty		Democracy – working with others and sharing ideas		Democracy – working with others and sharing ideas

Computing	School Curriculum Intent	Autumn 1 – Computing systems and networks - Communication and Collaboration	Autumn 2 – Creating Media – Webpage creation	Spring 1 – Programming A – Variables in games	Spring 2 – Data and Information – Introduction to spreadsheets	Summer 1 – Creating Media – 3D modelling	Summer 2 – Programming B – Sensing movement
Year 6	Knowledge What will children know at the end of this unit of work?	How data is transferred across the internet and evaluate how information is shared using technology.	How to evaluate a website and use this to create a webpage. To understand the implications of using the work of others.	How to recognise a variable in a program and use this to improve a game.	How to create a spreadsheet using data collected.	How to create a 3D model using a range of digital tools.	How to develop a program to run a controllable device, using previous skills of variables.
	Skills As an expert in this subject children will be able to …	-To explain the importance of internet addresses	-To review an existing website and consider its structure	-To define a 'variable' as something that is changeable	-To create a data set in a spreadsheet -To build a data set in a spreadsheet	-To recognise that you can work in three dimensions on a computer	-To create a program to run on a controllable device

		Col1	Col2	Col3	Col4	Col5	Col6
		-To recognise how data is transferred across the internet -To explain how sharing information online can help people to work together -To evaluate different ways of working together online -To recognise how we communicate using technology -To evaluate different methods of online communication	-To plan the features of a web page -To consider the ownership and use of images (copyright) -To recognise the need to preview pages -To outline the need for a navigation path -To recognise the implications of linking to content owned by other people	-To explain why a variable is used in a program -To choose how to improve a game by using variables -To design a project that builds on a given example -To use my design to create a project -To evaluate my project	-To explain that formulas can be used to produce calculated data -To apply formulas to data -To create a spreadsheet to plan an event -To choose suitable ways to present data	-To identify that digital 3D objects can be modified -To recognise that objects can be combined in a 3D model -To create a 3D model for a given purpose -To plan my own 3D model -To create my own digital 3D model	-To explain that selection can control the flow of a program -To update a variable with a user input -To use a conditional statement to compare a variable to a value -To design a project that uses inputs and outputs on a controllable device -To develop a program to use inputs and outputs on a controllable device
Creativity & Cultural Development			Creating own webpage			Creating own models	
Spiritual Development		Form of expression				Form of expression	
Community & Courageous Advocacy				Problem solving and teamwork			Problem solving and teamwork
Health & Wellbeing		Online safety	Online safety	Online safety	Online safety	Online safety	Online safety
Aspiration		Developing technology	Webpage design	Gaming design			Computer programming
Vocabulary What key vocabulary will children know that is new?		communication, protocol, data, address, Internet Protocol (IP), Domain Name Server (DNS), packet, header, data payload, chat, explore, slide deck, reuse, remix, collaboration, internet, public, private, oneway, two-way, one-to-one, one-to-many.	website, web page, browser, media, Hypertext Markup Language (HTML), logo, layout, header, media, purpose, copyright, fair use, home page, preview, evaluate, device, Google Sites, breadcrumb trail, navigation, hyperlink, subpage, evaluate,	variable, change, name, value, set, design, event, algorithm, code, task, artwork, program, project, code, test, debug, improve, evaluate, share, assign, declare	data, collecting, table, structure, spreadsheet, cell, cell reference, data item, format, formula, calculation, spreadsheet, input, output, operation, range, duplicate, sigma, propose, question, data set, organised, chart, evaluate, results, sum, comparison, software, tools.	TinkerCAD, 2D, 3D, shapes, select, move, perspective, view, handles, resize, lift, lower, recolour, rotate, duplicate, group, cylinder, cube, cuboid, sphere, cone, prism, pyramid, placeholder, hollow, choose, combine, construct, evaluate, modify.	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.

		implication, external link, embed.				
School Values Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Justice, Trust
British Values democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	Rule of law Individual liberty Democracy	Rule of law	Democracy – working with others and sharing ideas			Democracy – working with others and sharing ideas