

Subject progression: COMPUTING

Year & theme	Vocabulary	Objectives Procedural (I can . . .)	Objectives Declarative (I know . . .)
Nursery: E-Safety	Safe Kind Choices	<ul style="list-style-type: none"> • I can stay on the program that an adult has put on • I can talk about good & bad choices in real life e.g. taking turns, saying kind things, helping others • I can tell an adult if something upsets me 	<ul style="list-style-type: none"> • I know when to tell an adult if something is wrong
Nursery: Digital Literacy	Ipad Tablet Home button Buttons Flaps Screen App	<ul style="list-style-type: none"> • I can show curiosity and engage with technology and digital devices • I can use the home button on an Ipad • I can use an Ipad to interact with age-appropriate computer software • I can make toys work by pressing parts or lifting flaps • I can talk about what technology I have at home e.g. I play on my tablet, I watch TV • I can press icons and make marks on the IWB 	<ul style="list-style-type: none"> • I know that pushing a button or lifting a flap • can achieve effects such as sound and movement • I know there are lots of different types of technology all around us e.g. lights, remotes, phones etc. • I know what some buttons and switches do and what their purpose is e.g. light switch turns on the light. A button turns the washing machine on. • I know my screen time should be limited
Nursery: Coding	Instruction Forwards Backwards	<ul style="list-style-type: none"> • I can follow simple instructions • I can use a remote control car using the forwards and backwards motions 	<ul style="list-style-type: none"> • I know that different buttons steer different directions • I know what forwards and backwards means
Reception - Autumn 1 - E-safety	Screen time Website Internet Safe Private	<ul style="list-style-type: none"> • I can ask an adult when I want to use the Internet • I can tell an adult when something upsets me while I am using the Internet • I can talk about the amount of time I spend using a computer / tablet / device • I am careful and respectful when using technology devices • I can keep myself safe by keeping my personal information private 	<ul style="list-style-type: none"> • I know which websites are and are not appropriate for me

Reception: Autumn 2 - Digital Literacy	Technology Ipad Touch screen Screen App Home button Lock button Program Tools	<ul style="list-style-type: none"> • I can name some pieces of technology that is used at home and in school • I can operate simple equipment • I can press icons to mark make and move objects on a IWB • I can interact with age appropriate apps on an Ipad • I can name parts of an Ipad e.g. home button, lock button, apps 	<ul style="list-style-type: none"> • I know that technology is used at home and in school
Reception: Spring 1 – E-Safety (Recap)	Screen time Website Internet Safe Private	<ul style="list-style-type: none"> • I can ask an adult when I want to use the Internet • I can tell an adult when something upsets me while I am using the Internet • I can talk about the amount of time I spend using a computer / tablet / device • I am careful and respectful when using technology devices • I can keep myself safe by keeping my personal information private 	<ul style="list-style-type: none"> • I know which websites are and are not appropriate for me
Reception: Spring 2 – Coding	Instructions Order Forwards Backwards Left Right	<ul style="list-style-type: none"> • I can follow a set of simple instructions • I can use a remote control car using the forwards, backwards and left and right motions • I can make a floor robot move by giving it instructions 	<ul style="list-style-type: none"> • I know that instructions need to go in the correct order
Reception: Summer 1 –Digital Literacy	Program App Tools	<ul style="list-style-type: none"> • I can create a picture using a painting app • I can select and use different tools on a painting app • I can use the camera to take a photo on an Ipad • I can retrieve a photo on an Ipad 	<ul style="list-style-type: none"> • I know that when I take a photo on an Ipad it automatically saves
Reception: Summer 2 – Digital Literacy	Computer Keyboard Monitor Mouse Click	<ul style="list-style-type: none"> • I can name parts of a desktop computer e.g. monitor, screen, mouse and keyboard • I can use a mouse to navigate around a screen • I can use a mouse to click and open a program • I can use a mouse to create a picture 	<ul style="list-style-type: none"> • I know that there are different types of computers

<p>Year 1: Autumn 1 - E-Safety Digital Literacy</p>	<p>Internet Website Rules Online Private</p> <p>Desktop computer Software Program Login Username Password Click Drag Menu Icon File Save Keyboard Mouse Arrow keys Cursor Cut Copy Paste Delete</p>	<ul style="list-style-type: none"> • I can tell an adult if something is wrong when I am on a computer • I can be nice to people on the computer as I would be in the playground • I can keep my personal information private by not telling or letting anyone see my personal details <ul style="list-style-type: none"> • I can log into a Windows desktop computer by typing my username and password • I can use a mouse to open a program • I can click and drag to make objects on a screen • I can use a mouse to create a picture • I can say what a keyboard is for I can type my name on a computer • I can save my work to a file • I can open my work from a file • I can use the arrow keys to move the cursor • I can delete letters • I can cut, copy and paste text and images on a desktop computer 	<ul style="list-style-type: none"> • I know that people I don't know are strangers • I know that people are not always who they say they are • I know when using the internet, I need to be safe and kind • <ul style="list-style-type: none"> • I know what cut, copy and paste icons look like • I know that keyboards are in capital letters
<p>Year 1: Autumn 2 - Coding E-Safety</p>	<p>Instruction Sequence Program Algorithm Debug Code Repeat</p> <p>Internet Website Search engine Online Private</p>	<ul style="list-style-type: none"> • I can use programs and apps to create algorithms • I can use algorithms to achieve a specific goal • I can use directional instructions to create algorithms to solve puzzles • I can solve problems by splitting algorithms into smaller parts <ul style="list-style-type: none"> • I can search the internet for suitable pictures on an iPad • I can keep my information private 	<ul style="list-style-type: none"> • I know that an algorithm is a list of instructions • I know algorithms can control objects on screen • I know that debugging is fixing code, so that it works

<p>Year 1: Spring 1 - Digital Literacy</p>	<p>Desktop computer Software Program Login Username Password Click Drag Mouse Keyboard Spacebar Cut Copy Paste Technology</p>	<ul style="list-style-type: none"> • I can log into a desktop, Windows computer by typing my username and password • I can use a mouse to open a program I can click and drag to make objects on a screen move • I can use a mouse to create a picture • I can put my fingers in particular places on a keyboard and press the keys to touch type correctly • I can delete letters • I can cut, copy and paste text and images on an Ipad • I can identify rules to keep us safe and healthy when we are using technology in and beyond the home • I can give examples of some of rules to keep us safe when using technology I can discuss how we can benefit from rules 	<ul style="list-style-type: none"> • I know that I need to hold my finger down to cut, copy and paste • I know what the 'delete' button looks like
<p>Year 1: Spring 2 - Digital Literacy (Ipad)</p>	<p>Search engine Software Program Rename File Create Save Image Airdrop Text Label Present</p>	<ul style="list-style-type: none"> • I can use Google search to find images • I can save images from the internet • I can create and rename folders • I can rename files • I can move files using AirDrop • I can present my images on an Ipad using suitable iPad software e.g. Piccollage. • I can add text and labels to an image 	<ul style="list-style-type: none"> • I know that files can be sent in different ways
<p>Year 1 Summer 1 - Digital Literacy</p>	<p>Illustration Create Edit Program E-book Save</p>	<ul style="list-style-type: none"> • I can find illustrations in classroom books and take photos on iPads • I can create and save an illustration • I can edit an illustration • I can use a program such as Book Creator to create an e-book • I can use a program such as Book Creator to add an illustration to an e-book • I can use a program such as Book Creator to edit an illustration to an e-book 	<ul style="list-style-type: none"> • I know an illustration is a picture

<p>Year 1 Summer 2 - Coding</p>	<p>Instruction Sequence Program Algorithm Debug Code block Repeat Loop</p>	<ul style="list-style-type: none"> • I can create an algorithm to program a character • I can program a character to move at different speeds • I can program a character to move and hide • I can use code to make a background change automatically • I can make my program repeat • I can use a repeat block to code a looped action • I can use sound and motion together 	<ul style="list-style-type: none"> • I know that different code blocks will create different outcomes
<p>Year 2: Autumn 1 – E-Safety</p>	<p>Personal information Digital footprint Internet Websites Stranger Choices Private information, Appropriate/ inappropriate Cyber-bullying</p>	<ul style="list-style-type: none"> • I can explain how something online might make someone feel worried or sad. • I can recognise different feelings. • I can identify up to four adults in my life who can help me if I have a problem online • I can explain what might happen if we share a picture • I can identify the effect of people’s actions online and consider ways of keeping others and myself safe • I can identify what personal information is and the importance of not sharing this • I can recognise different feelings I might encounter online and how my body might tell me something ‘doesn’t feel right’ • I can talk about the qualities that make a good friend • I can explain the difference between a secret and a surprise 	<ul style="list-style-type: none"> • I know that I can be an ‘upstander’ by choosing not to join in • I know that people online may not always be telling the truth • I know that people may pretend to be someone they are not on Internet. • I know what is and what is not appropriate to share online • I know my actions online can have consequences •
<p>Year 2 Autumn 2 – Coding</p>	<p>Algorithm Code block Animate Repeat Debug Program Sequence Predict Control</p>	<ul style="list-style-type: none"> • I can animate a sprite • I can make sprites appear and disappear • I can use a repeat block • I can control a sprite’s actions when it bumps into another character • I can change the size of a sprite • I can use messaging to control a sprite • I can create a game 	<ul style="list-style-type: none"> • I know that programs execute by following precise instructions (algorithms) • I know an algorithm may need debugging

<p>Year 2</p> <p>Spring 1 – Digital Literacy</p>	<p>Internet Website Search engine Digital footprint Keyword Search Rate Keyboard Spacebar Touch type</p>	<ul style="list-style-type: none"> • I can discuss which websites are appropriate for my age • I can describe my digital footprint • I can treat others with respect online • I can use search engines effectively • I can rate my favourite websites • I can type without looking at the keyboard with correct finger placement • I can improve my touch typing by learning more keys 	<ul style="list-style-type: none"> • I know that what I post online leaves a 'digital footprint'
<p>Year 2</p> <p>Spring 2 – Digital Literacy E-Safety</p>	<p>Internet Icon Image Insert Cut Copy Paste Edit Layers</p> <p>Personal information Private</p>	<ul style="list-style-type: none"> • I can describe how the internet works • I can identify computers' icons • I can discuss the different uses of computers. • I can find images from the internet to insert using copy and paste • I can insert an image on separate layers • I can edit layers • I can change the visibility of layers • • I can keep my personal information private • I can stay safe online by showing an adult something that upsets me 	<ul style="list-style-type: none"> • I know that computers are in lots of different inventions • I know that computers can be used for lots of different things • I know that photo editing is done in layers. • I know the concept of 'transparent' in photo editing. • I know that I must keep my personal information private so that I keep myself safe
<p>Year 2</p> <p>Summer 1 – Digital Literacy</p>	<p>Create Insert Save Edit Airdrop Organise Present Powerpoint</p>	<ul style="list-style-type: none"> • I can take a good photo • I can save and organise photos. • I can use sending techniques such as Airdrop • I can use a photo edit app confidently • I can create a Piccollage using edited photos • I can present my photos • I can insert a picture into PowerPoint 	<ul style="list-style-type: none"> • I know what a camera is and how it works

<p style="text-align: center;">Year 2</p> <p style="text-align: center;">Summer 2 - Coding</p>	<p>Algorithm Code block Animate Grow Shrink Repeat Debug Program Sequence Predict Broadcast</p>	<ul style="list-style-type: none"> • I can program a character to grow and shrink. • I can use instructions to make characters move at different speeds and distance. • I can use a repeat instruction to make a sequence of instructions run more than once and predict the behaviour. • I can create programs that play a recorded sound • I can use speech in a program using the Broadcast code • I can use sequencing in a program 	<ul style="list-style-type: none"> • I know that an algorithm written for a computer is a program
<p style="text-align: center;">Year 3: Autumn 1 - E-Safety</p>	<p>online privacy, personal information, reputation, code, context, interpret, representation, frame, assumption, curate, digital footprint, fact, opinion, oversharing.</p>	<ul style="list-style-type: none"> • I can discuss what information should be kept private. • I can discuss different levels of privacy. • I can identify ways information can be found online about people. • I can create a positive online presence. • I can make sure that other people will understand what we mean when we post online. 	<ul style="list-style-type: none"> • I know that some information should be kept private. • I know that the internet can be used to search for information, • I know that there are ways which we can stay safe online. • I know that people may interpret things online differently. • I know that people may interpret things differently online.
<p style="text-align: center;">Year 3 Autumn 2 – Digital Literacy</p>	<p>research, map, atlas, country, continent, search, search engine, source, reliability, credibility, retrieve</p>	<ul style="list-style-type: none"> • I can use maps, atlases, globes and digital/computer mapping to locate countries. • I can use Google Earth to create and experience stories about the world. • I can research and record information. • I can search effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • I can summarise information, use direct quotes and cite sources. • I can assess the credibility of a source on the internet. • I can present data and information. 	<ul style="list-style-type: none"> • I know that maps, atlases, globes and digital computer mapping can be used to locate countries. • I know how to use a search engine to search for information. • I know how to record information. • I know that there are different search engines. • I know that some results are more reliable than others.

<p>Year 3 Spring 1 – E-Safety Coding</p>	<p>media, aggressor, bullying, bystander, harassment, target, refusal skills, trust, report abuse, courageous,</p> <p>algorithm, instructions</p>	<ul style="list-style-type: none"> • I can understand what types of situations call for getting help or talking things out with a trusted adult. • I can consider what options there are for being brave and why bringing adults into the conversation is important. • I can understand I am not on my own when they see content online that makes them feel uncomfortable. • I can create a list of instructions on Lightbot Hour. • I can visualise an algorithm before running the code. 	<ul style="list-style-type: none"> • I know to talk to a trusted adult if I see something online that upsets me. • I know why talking to an adult about something online is important. • I know what upsetting content may be. • I know that an algorithm is a list of instructions.
<p>Year 3 Spring 2 - Coding</p>	<p>coding, developers, sequence, puzzle, command, ordering, loop, debugging,</p>	<ul style="list-style-type: none"> • I can understand the concept of coding. • I can use the program Tynker to code • I can describe key terms and sequences and construct simple sequences. • I can build sequences and understand orders. • I can understand orders, re-ordering steps in a sequence and create flexible sequences. 	<ul style="list-style-type: none"> • I know that coding is telling a computer what to do. • I know that developers write code to build their own apps and games. • I know what a sequence is in coding. • I know that debugging is fixing a code that doesn't work.
<p>Year 3 Summer 1 – e-safety Coding</p>	<p>online</p> <p>loop, x-axis, y-axis, algorithms, sprites, events, values</p>	<ul style="list-style-type: none"> • I can work out a plan of action before seeing something disturbing online • I can create a simple algorithm. • I can create simple movement with blocks. • I can make sprites follow the mouse pointer. • I can move the sprite using direction code. 	<ul style="list-style-type: none"> • I know how to respond if I see something disturbing online. • I know what coding is. • I know that there is an x-axis and a y-axis. • I know what minus numbers do to the code.
<p>Year 3 Summer 2 - coding</p>	<p>algorithm, HTML, iPad, computer, sprite, function, code, value, blocks, condition.</p>	<ul style="list-style-type: none"> • I can understand basic conditions of coding. • I can create a simple algorithm, • I can show how phone/tablet apps are coded. • To use HTML code to show how phone/tablet apps are coded. 	<ul style="list-style-type: none"> • I know what a HTML code is. • I know how phone/tablet apps are coded. • I know algorithm is a list of instructions.

<p>Year 4: Autumn 1 – E-safety</p>	<p>catfishing, malicious, phishing, scam, smishing, spear phishing, trustworthy, credible, expertise, motive, source, vlogger, deceptive, disinformation, evidence, sceptical, clickbait, keyword, query, search engine, internet search, search result</p>	<ul style="list-style-type: none"> • I can recognize ways people steal personal information. • I can understand that people contacting you may not be who they say they are. • I can recognise if online information is credible. • I can develop skills to detect fake news and disinformation. • I can understand the tips and tricks to get better search results. 	<ul style="list-style-type: none"> • I know that people can steal information. • I know that people may pretend to be someone else online. • I know what fake news is. • I know how search engines display results.
<p>Year 4 Autumn 2 – Computer Science Digital Literacy</p>	<p>world wide web, network, internet, wireless, data, IP address, email, router, WIFI, wired, software, hardware, connection,</p> <p>send, receive, mail, inbox, email address, attachment, reply, forward.</p>	<ul style="list-style-type: none"> • I can understand how a computer network can provide multiple services, such as the world wide web, and opportunities for collaboration and communication. • I can understand the components of a computer network. • I can understand how information is exchanged between devices. • I can understand how data travels throughout a network. • I can find Website IP addresses. <ul style="list-style-type: none"> • I can understand how email travels and how to retrieve it. • I can send and reply to emails. • I can attach a file/photo to an email. • I can use emails to communicate ideas. 	<ul style="list-style-type: none"> • I know what a computer network is. • I know what the world wide web is. • I know that there are different components to a computer network. • I know that the internet is the physical connection between computers and networks. • I know that data travels through a network. • I know that devices on a network have a unique address. <ul style="list-style-type: none"> • I know how to retrieve an email. • I know that emails can be used to communicate ideas. • I know the advantages of attaching files/photos to emails. • I know that every device which uses the internet has an IP address.

<p>Year 4 Spring 1 – Digital literacy</p>	<p>interface, image, cropping, bullet points, theme, magic wand, front,</p>	<ul style="list-style-type: none"> • I can create a word document and edit font. • I can open a word document. • I know how to save a word document. • I can open and edit a word document. • I can create a PowerPoint and edit font. • I can open a PowerPoint. • I can re-open and edit PowerPoint. • I can layer images on top of each other. • I can create image effects. understand images can be changed or enhanced. I can use the smart select function (Magic wand) • I can use the crop function 	<ul style="list-style-type: none"> • I know that a word document can be used to store information. • I know that a PowerPoint can be used to present information. • I know how to insert images onto a PowerPoint. • I know that there are different ways to present information and images.
<p>Year 4 Spring 2 - Coding</p>	<p>algorithms, loop, function, input, output, bug, command, pattern, abstraction</p>	<ul style="list-style-type: none"> • I can think like a developer. • I can understand and identify algorithms. • I can identify loops. • I can identify bugs and how to approach fixing them, thinking efficiently and identifying loops. I can understand decomposition to solve problems. I can understand abstraction to solve problems 	<ul style="list-style-type: none"> • I know what a developer is. • I know how to code. • I know what a bug is and how to spot these. • I know that a loop is a block of code. • I know that an algorithm is an unambiguous set of rules or a precise step-by-step guide to solve a problem or achieve a particular objective.
<p>Year 4 Summer 1 – iMovie</p>	<p>perspective, trailer, animation, green screen, output, software, digital devices, content, video, photo.</p>	<ul style="list-style-type: none"> • I can select, use, and combine a variety of software on a range of digital devices to design and create a range of content • I can create a trailer using pictures. • I can create a more complex video using a mixture of video and photo. • I can use animation techniques to enhance my imovie. I can create simple stop motion. I can create a news report using a green screen, present and show final piece. 	<ul style="list-style-type: none"> • I know what software is. • I know what a trailer is. • I know that an image is a picture that has been created or copied and stored in electrical form.

<p>Year 4 Summer 2 - Scratch</p>	<p>backdrop maze, debug, sprite, backdrop, tools, command, block.</p>	<ul style="list-style-type: none"> • I can create a sprite to transverse the maze • I can draw maze using the line tool. • I can change the background, sprites and sound effects to increase the appeal to the game. • I can use an if condition to create section of a wall to open and close when the button is touched. 	<ul style="list-style-type: none"> • I know how to save and retrieve my sprite. • I know how to reduce the size of my sprite. • I know how to fix any problems that are noticed. • I know that if I change the backdrop, sprite or effects it will increase the appeal of the game.
<p>Year 5: Autumn 1 – e-safety Digital literacy – word/publisher</p>	<p>Privacy, security, digital footprint, reputation, hacker, password, settings, two-step verification.</p> <p>research, collaborate, share, elements, image, colour, voiceover, persuade</p>	<ul style="list-style-type: none"> • I can understand how someone else’s actions can affect me. • I can create a strong password and test it to see how strong it is. • I can customize privacy settings. • I can explain who I should discuss privacy and security decisions with. • I can create a document and collaborate digitally on the same document as other children in my class. • I can create a logo. • I can create a flyer to advertise something. • I can use word art. 	<ul style="list-style-type: none"> • I know how to protect my data using a password. • I know what a strong password is. • I know that there are some things I should keep private on the internet. • I know what a hacker is. • I know that I can work on a document at the same time as others. • I know that a flyer is used to advertise something.
<p>Year 5: Autumn 2 – spreadsheet, Microsoft word</p>	<p>calculate, cell, column, formula, formulae, row, spreadsheet, sum, table</p> <p>text box, font</p>	<ul style="list-style-type: none"> • I can identify the key elements of a spreadsheet. • I can enter labels and numbers into a spreadsheet. • I can use sum to calculate a set of numbers in a range of cells. • I can understand how to apply for jobs and how to create a CV using a template. 	<ul style="list-style-type: none"> • I know that spreadsheets can be used to form quick, accurate calculations. • I know that a CV can be used to apply for jobs.

<p>Year 5 Summer 1 - Animation Internet research and webpages</p>	<p>animation, frame, figure, motion, flipbook</p> <p>website, hyperlink, evaluate, publish, webpage, background, image, logo, menu, columns, text, text box.</p>	<ul style="list-style-type: none"> • I can use still images to produce an animation. • I can combine individual frames to perceive movement using Pivot Stick Animator. I can create custom made, creative animations. • I can evaluate webpages. • I can create a webpage layout. • I can add text to a webpage. • I can add images to a webpage. I can add hyperlinks into a webpage. • I can publish and share my webpage. 	<ul style="list-style-type: none"> • I know that an animation can be made from a series of still images. • I know how to access webpages. • I know there are different webpage layouts. • I know that a hyperlink can take you straight to a webpage.
<p>Year 5 Summer 2 - coding</p>	<p>coding, sprites, maze</p>	<ul style="list-style-type: none"> • I can use the Kodu tools to create a 3D environment. • I can create and control sprites in this game world. • I can create scenery such as trees, factories, clouds, and lakes. • I can change the scenery settings (Day/night, waves) • I can build a maze with different colour walls. • I can use smart tools to create a maze. • I can fill the maze with collectibles and enemies. • I can create a multi-level maze game using different levels. 	<ul style="list-style-type: none"> • I know what a sprite is. • I know how to create and control sprites, • I know how to create scenery. • I know how to change the scenery settings. • I know how to use smart tools to create a maze.
<p>Year 6: Autumn 1 – e-safety</p>	<p>empathy, conflict, bullying, cyberbullying, harassment, caption, context, block, mute,</p>	<ul style="list-style-type: none"> • I can respond to bullying. • I can discuss different ways to respond to bullying. • I can discuss different ways to respond to bullying. • I can turn negative interactions not positive ones. • I can interpret emotions behind texts and messages. • I can model behaviour to others. • I can put my learning into practice. 	<ul style="list-style-type: none"> • I know what empathy is. • I know what bullying is. • I know what online bullying is.

<p>Year 6: Autumn 2 – digital literacy Computer Networks</p>	<p>2D shape, 3D shape, push/pull, orbit, pan, zoom, move, inference, eraser, dimension, measurement, guide, group, component</p> <p>network, hashtag, data</p>	<ul style="list-style-type: none"> • I can draw a 2D shape or line using SketchUp. • I can manipulate 2D shapes into 3D shapes. I • can use the measure tool to draw shapes. • I can use inference points to draw lines and shapes. • I can double click to copy, push/pull and offset. • I can import models from the 3D warehouse. • I can copy and manipulate 3D models. • I can select the tools I need for different features. • I can use the main tools independently. • I can use all the main tools on the SketchUp toolbar. • I can understand how computer networks find data using different searches. • I can understand how hashtag searching works. 	<ul style="list-style-type: none"> • I know what a 2D shape is and can give examples. • I know what a 3D shape is and can give examples. • I know what a hashtag is.
<p>Year 6: Spring 1 - E-safety/Digital literacy Coding</p>	<p>Bias, fake news, digital content, social media, apps, information,</p> <p>green screen, crop marker, event browser, project pane, video, recording, background</p> <p>application, developer</p>	<ul style="list-style-type: none"> • I can understand bias and fake news in real life. • I can understand that real damage and pain can be caused by fake news. • I can create a short video using green screen. • I can add digital effects to my video using Windows Photos. • I can understand the app development process. • I can design a school app to help point parents to important parts of a school website. • I can understand the app development process.) 	<ul style="list-style-type: none"> • I know understand why social media, web search and YouTube are free to use. • I know what bias and fake news is and the damage fake news can cause. • I know that apps are good ways of displaying information.

<p>Year 6: Spring 2 - coding</p>	<ul style="list-style-type: none"> • QR code, app, text box, image, crop, links, debug, test, button, date picker. 	<ul style="list-style-type: none"> • I can start an app building project. • I can use the insert and resize feature to insert text boxes and images. • I can use a QR code to see and test your build in real time. • I can create buttons with website links. • I can create different screens in the app and know how to link to them. • I can test and debug my app to fix any issues. • I can upload the created app to Microsoft teams. 	<ul style="list-style-type: none"> • I know how to insert pictures onto an app. • I know that a QR code will take me straight to the application. • I know that by testing my app, I can check for any issues. • I know what Microsoft teams is. • I know how to download and save an image.
<p>Year 6: Summer 1 - E-safety Computing Video Creation</p>	<ul style="list-style-type: none"> • phishing, scam, suspicious, scam, malware, • HTML, • loops, forward, backward, input, function • storyboard, • script, digital effects. 	<ul style="list-style-type: none"> • I can spot fake emails and scams. • I can create a strong password. • I can explain that web pages are written using HTML. • I can use basic HTML tags; remix webpages using X-Ray Goggles. • I can understand that Python is the language that powers websites and apps. • I can plan a storyboard. • I can write a script. • I can create props. • I can record a video. 	<ul style="list-style-type: none"> • I know I should keep my password safe. • I know there are different times of phishing emails. • I know that Python is the language that powers websites and apps. • I know that web pages are written using HTML. • I know that a video is a series of moving images. • I know how to record a video.
<p>Year 6: Summer 2 - coding</p>	<ul style="list-style-type: none"> • command, • sequence, • debug, function, • loop, algorithm. 	<ul style="list-style-type: none"> • I can describe, demonstrate and code using commands and sequences. • I can debug with code. • I can describe, demonstrate and code using functions and loops. • I can design programmes to solve challenges with functions and loops • I can demonstrate and code using algorithms. • I can describe, demonstrate and code using conditional code and logic. 	<ul style="list-style-type: none"> • I know how to debug with code. • I know how to code using Swift Playgrounds. • I know a loop is a block of code that will repeat over and over again.