



Curriculum Overview for Computing

What we teach, when we teach it

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Within the new EYFS curriculum the 'Technology' strand has been removed from 'Understanding the World' and has not been replaced with any updated guidance. However, computing and technology are still vitally important subjects to teach to Foundation children. Teaching computing within the curriculum ensures that children enter Year 1 with a strong foundation of knowledge. Computing lessons in the EYFS also ensure that children develop listening skills, problem-solving abilities and thoughtful questioning — as well as improving subject skills across the seven areas of learning. We live in a technological world and there is no escape from the reality that technology is integrated into the lives of young children. Just as we ensure the children in our care are ready for the adult world by teaching them maths and literacy, we should also make sure that they are fluent in computer literacy and all-important e-safety</p>						
Nursery	<p>Children will be focussing on the prime areas of learning during their time in Nursery to ensure that they are ready for computing curriculum in Reception. Without the foundations of the prime areas children will struggle to access and share knowledge in Reception (e.g. fine motor skills need developing to ensure they can use a mouse carefully/ children need to speak in full sentences to share how things work and explain differences). Children will be given opportunities to explore technology and develop an awareness of how it is used/when.</p>					
Overview	Digital safety	Computer discovery	Mouse and keyboard skills Laptops	Early programming	Digital photos and videos	Digital art and design
Key Concepts:	Digital Literacy	Information Technology	Information Technology	Computer Science	Information Technology	Information Technology
<p>Knowledge - what will our children learn?</p> <p>Skills - what do we want our children to do?)</p>	<p>Discuss what to do when you see something different on a computer or online.</p> <p>Discuss who to go to for help.</p>	<p>Discuss and label the components of a computer.</p> <p>Discuss what should be done if a computer needs repairing.</p> <p>Use a mouse to control a computer (large cursor).</p>	<p>Move mouse, left/right click, drag and drop.</p> <p>Find letters on keyboard and begin touch typing with home row keys</p>	<p>Discuss how things work.</p> <p>Discuss what a sequence is.</p> <p>Create a simple sequence of instructions for other children or beebots to complete.</p>	<p>Understand the difference between a photo and a video.</p> <p>Discuss what can be used to take photos, where we can get photos and how we can share them.</p> <p>Discuss where photos and videos go once they have been taken.</p>	<p>Use simple tools and techniques competently and appropriately.</p> <p>Select appropriate resources and adapt them where necessary.</p> <p>Explore how colours can be changed.</p> <p>Choose particular colours to use for a purpose.</p>

Enrichment	Coding Week From Saturday 14th September 2024		Safer Internet Day 11th February 2025			
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Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	<p>1. Computing systems and networks – Technology around us</p>	<p>2. Creating media – Digital painting</p>	<p>3. Programming A – Moving a robot</p>	<p>4. Data and information – Grouping data</p>	<p>5. Creating media – Digital writing</p>	<p>6. Programming B- Programming animations</p>
Key Concepts:	Digital Literacy/Information Technology	Information Technology	Computer Science	Information Technology	Information Technology	Computer science
Prior Learning	As this is a Year 1 unit, no prior knowledge is assumed.	For an introduction to keyboard and mouse skills, learners may benefit from completing the Year 1 Computing Systems & Networks unit prior to this unit.	As this is a Year 1 unit, no prior knowledge is assumed.	As this is a Year 1 unit, no prior knowledge is assumed.	For an introduction to keyboard and mouse skills, learners may benefit from completing the Year 1 Computing Systems & Networks unit prior to this unit.	As this is a Year 1 unit, no prior knowledge is assumed.
<p>Knowledge - what will our children learn?</p> <p>Skills - what do we want our children to do?</p>	<p>This unit progresses students' knowledge and understanding of technology and how they interact with it in school.</p> <p>Learners will build their knowledge of parts of a computer and develop the basic skills needed to effectively use a computer keyboard and mouse.</p>	<p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p>	<p>This unit focuses on developing learners' understanding of computer programming. It highlights that algorithms are a set of clear, precise, and ordered instructions, and that a computer program is the implementation of an algorithm on a digital device.</p> <p>The unit also introduces reading 'code' to predict what a program will do.</p> <p>Learners will engage in aspects of program design, including outlining the project task and creating algorithms.</p>	<p>This unit will introduce learners to data and information. It will introduce learners to the concept of labelling and grouping objects based on their properties.</p> <p>Learners will develop their understanding that objects can be given labels, which is fundamental to their future learning concerning databases and spreadsheets.</p> <p>In addition, learners will begin to improve their ability to use dragging and dropping skills on a device.</p>	<p>This unit progresses the learners' knowledge and understanding of using computers to create and manipulate digital content, focussing on using a word processor.</p> <p>The learners will develop their ability to find and use the keys on a keyboard in order to create digital content.</p> <p>The learners are then introduced to manipulating the resulting text, making cosmetic changes, and justifying their reason for making these changes.</p>	<p>This unit progresses learners' knowledge and understanding of programming and follows on from 'Programming A – Moving a robot', where children will have learned to program a floor robot using instructions.</p>

Enrichment	Coding Week From Saturday 14th September 2024		Safer Internet Day 11th February 2025			
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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	1. Computing systems and networks – IT around us	2. Creating media – Digital photography	3. Programming A – Robot algorithms	4. Data and information – Pictograms	5. Creating media – Digital music	6. Programming B- Programming quizzes
Key Concepts:	Digital Literacy/Information Technology	Information Technology	Computer Science	Information Technology	Information Technology	Computer Science
Prior Learning	This unit builds on the learners' understanding of using technology safely and responsibly in Year 1.	No prior knowledge is assumed.	An understanding of computer programming. Understanding that algorithms are a set of clear, precise, and ordered instructions, and that a computer program is the implementation of an algorithm on a digital device.	Prior learning from the Year 1 unit 'Grouping data'.	Learners should have experience of making choices on a tablet/computer, and they should be able to navigate within an application. Learners should also have some experience of patterns.	This unit initially recaps on learning from the Year 1 ScratchJr unit 'Programming B – Programming animations'.
Knowledge - what will our children learn? Skills -	This unit progresses learners' understanding of technology and how they interact with it. They will develop this understanding to become familiar with the term information technology and will be able to identify common features of IT.	This unit begins the learners' understanding of how photos are captured and can be manipulated for different purposes.	This unit focuses on developing learners' understanding of computer programming. It highlights that algorithms are a set of clear, precise, and ordered instructions, and that a computer program is the implementation of an algorithm on a digital device. The unit also introduces reading 'code' to predict what a program will do. Learners will engage in aspects of program design, including outlining the project task and creating algorithms.	This unit progresses students' knowledge and understanding of grouping data. It builds on the Year 1 Data and Information unit where learners labelled objects and grouped them based on different properties.	This unit progresses students' knowledge through listening to music and considering how music can affect how we think and feel. Learners will then purposefully create rhythm patterns and music.	Learners begin to understand that sequences of commands have an outcome, and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr, and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.

Enrichment	Coding Week From Saturday 14th September 2024		Safer Internet Day 11th February 2025			
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Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	<p>1. Computing systems and networks – Connecting computers</p>	<p>2. Creating media - Stop-frame animation</p>	<p>3. Programming A - Sequencing sounds</p>	<p>4. Data and information – Branching databases</p>	<p>5. Creating media – Desktop publishing</p>	<p>6. Programming B - Events and actions in programs</p>
Key Concepts:	Digital Literacy/Information Technology	Information Technology	Computer Science	Information Technology	Information Technology	Computer Science
Prior Learning	<p>This unit progresses learners' knowledge and understanding of technology by focusing on digital and non-digital devices, from the following units; Technology around me Year 1 and IT around us Year 2, and introducing the concept of computers connected together as a network.</p>	<p>This unit progresses learner's knowledge and understanding of using digital devices to create media, exploring how they can create stop-frame animations. It builds on learners' previous understanding of images from the Digital Photography Year 2 unit.</p>	<p>This unit assumes that learners will have some prior experience of programming; via the KS1 NCCE units.</p> <p>They will have experienced programming via floor robots; Moving A Robot Year 1 and Robot algorithms Year 2, alongside the use of ScratchJr through Programming animations Year 1 and Programming quizzes Year 2.</p> <p>ScratchJr uses a similar programming environment to Scratch, which is highlighted in lesson 1 of this unit.</p>	<p>This unit progresses learners' knowledge and understanding of the categories of data handling, with a particular focus on implementation. It builds on their knowledge of data and information from key stage 1.</p>	<p>This unit progresses learners' knowledge and understanding of using digital devices to combine text and images building on work from the following units; Digital Writing Year 1, Digital painting Year 1, and Digital Photography Year 2.</p>	<p>This unit assumes that learners will have some prior experience of programming. The key stage 1 National Centre for Computing Education units focus on floor robots and ScratchJr, however experience of other languages or environments may also be useful.</p> <p>The Year 3 — Programming A unit introduces the Scratch programming environment and the concept of sequences.</p>
<p>Knowledge - what will our children learn?</p> <p>Skills - what will they be able to do?</p>	<p>Learners will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs.</p> <p>They will also compare digital and non-digital devices.</p>	<p>Learners will use a range of techniques to create a stop-frame animation.</p> <p>Next, they will apply those skills to create a story-based animation.</p> <p>This unit will conclude with learners adding other types</p>	<p>This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners.</p> <p>They will be introduced to a</p>	<p>Learners will develop their understanding of what a branching database is and how to create one.</p> <p>They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of</p>	<p>Learners will become familiar with the terms 'text' and 'images' and emojis and understand that they can be used to communicate messages offline and online.</p> <p>They will use desktop publishing software and consider careful choices of</p>	<p>This unit explores the links between events and actions, while consolidating prior learning relating to sequencing.</p> <p>Learners begin by moving a sprite in four directions (up, down, left, and right). They then explore movement</p>

	<p>Next, learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches.</p> <p>Finally, learners will discover the benefits of connecting devices in a network.</p>	<p>of media to their animation, such as music and text.</p>	<p>selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano.</p> <p>The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner.</p> <p>Learners also apply stages of program design through this unit.</p>	<p>objects.</p> <p>Learners will create physical and on-screen branching databases.</p> <p>To conclude the unit, they will create an identification tool using a branching database, which they will test by using it.</p> <p>They will also consider real-world applications for branching databases.</p>	<p>font size, colour and type to edit and improve premade documents.</p> <p>Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software.</p> <p>Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.</p>	<p>within the context of a maze, using design to choose an appropriately sized sprite.</p> <p>This unit also introduces programming extensions, through the use of Pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines.</p> <p>The unit concludes with learners designing and coding their own maze-tracing program.</p>
Enrichment	<p>Coding Week</p> <p>From Saturday 14th September 2024</p>		<p>Safer Internet Day 11th February 2025</p>			

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	1. Computing systems and networks – The Internet	2. Creating media - Audio production	3. Programming A – Repetition in shapes	4. Data and information – Data logging	5. Creating media – Photo editing	6. Programming B – Repetition in games
Key Concepts:	Digital Literacy/Information Technology	Information Technology	Computer Science	Information Technology	Information Technology	Computer Science
Prior Learning	This unit progresses students' knowledge and understanding of networks from that developed in the Year 3 Connecting Computers unit .	This unit progresses students' knowledge and understanding of creating media, by focusing on the recording and editing of sound to produce a podcast.	This unit progresses students' knowledge and understanding of programming. Within the Year 3 units, Programming A- Sequencing Sounds and Programming B- Events and Actions in programs , learners will have an awareness of the sequence of commands in a program. This unit progresses on to using count-controlled loops in those sequences.	This unit progresses learners' knowledge and understanding of data and how it can be collected over time to answer questions. Specifically, it builds on the concept of answering questions with data which is first introduced in the KS1 data and information units.	This unit progresses students' knowledge and understanding of digital photography and using digital devices to create media. Learners will have had some exposure to images and their manipulation through the Teach Computing Digital Photography- Year 2 unit.	This unit assumes that learners will have some prior experience of programming. The KS1 NCCE units cover floor robots and ScratchJr, and Scratch, and the skill of sequence, is introduced in the Year 3 programming units: Sequencing Sounds and Events and actions in programs . However, experience of other languages or environments may also be useful.
Knowledge - what will our children learn? Skills - what will they be able to do?	Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to	Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others.	Learners will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language. This unit is the first of the two programming units in Year 4	In this unit, learners will consider how and why data is collected over time. Learners will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment.	Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have and evaluate the effectiveness of their choices.	Learners will explore the concept of repetition in programming using the Scratch environment. The unit begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments.

	<p>learn about who owns content and what they can access, add, and create.</p> <p>Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.</p>	<p>In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files.</p> <p>Finally, learners will evaluate their work and give feedback to their peers.</p>	<p>and looks at repetition and loops within programming.</p>	<p>Learners will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals.</p> <p>Learners will spend time using a computer to review and analyse data.</p> <p>Towards the end of the unit, learners will pose questions and then use data loggers to automatically collect the data needed to answer those questions.</p>		<p>Learners look at the difference between count-controlled and infinite loops and use their knowledge to modify existing animations and games using repetition.</p> <p>Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.</p>
Enrichment	<p>Coding Week</p> <p>From Saturday 14th September 2024</p>		<p>Safer Internet Day 11th February 2025</p>			

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	<p>1. Computing systems and networks - Systems and searching</p>	<p>2. Creating media - Video production</p>	<p>3. Programming A – Selection in physical computing</p>	<p>4. Data and information – Flat-file databases</p>	<p>5. Creating media – Introduction to vector graphics</p>	<p>6. Programming B – Selection in quizzes</p>
Key Concepts:	Digital Literacy/Information Technology	Information Technology	Computer Science	Information Technology	Information Technology	Computer Science
Prior Learning	<p>This unit progresses students' knowledge and understanding of the internet from that developed in the Year 4 The Internet unit.</p>	<p>This unit progresses learners' knowledge and understanding of creating media by guiding them systematically through the process involved in creating a video.</p> <p>The unit builds on the Year 4 Photo editing unit where composition is introduced and the Year 3 unit 'Stop-frame animation' where learners explored some of the features of video production.</p>	<p>This unit assumes that learners will have prior experience of programming using a block-based language (e.g. Scratch) and understand the concepts of sequence and repetition.</p> <p>The National Centre for Computing Education Key Stage 1 units focus on floor robots and ScratchJr, however, experience of other languages or environments may also be useful.</p>	<p>This unit progresses learners' knowledge and understanding of why and how information might be stored in a database and looks at how tools within a database can help us to answer questions about our data.</p>	<p>This unit progresses learners' knowledge and understanding of digital painting and has some links to the Year 3 'Creating media – Desktop publishing' unit, in which learners used digital images.</p>	<p>This unit assumes that learners will have prior experience of programming using block-based construction (e.g. Scratch), understand the concepts of 'sequence' (Year 3 units: Sequencing Sounds and Events and actions in programs) and 'repetition' (Year 4 units: Repetition in shapes and Repetition in games), and have some experience of using 'selection'.</p> <p>Ideally, learners will have completed 'Programming A – Selection in physical computing' before undertaking this unit, as this will provide them with the required knowledge of 'selection'.</p>
Knowledge - what will our children	Learners develop their understanding of computer systems and how	Learners will learn how to create short videos by working in pairs or groups. As	In this unit, learners will use physical computing to explore the concept of	This unit looks at how a flat-file database can be used to organise data in	In this unit, learners start to create vector drawings.	Learners will develop their knowledge of 'selection' by revisiting

<p>learn? Skills - what will they be able to do?</p>	<p>information is transferred between systems and devices.</p> <p>Learners consider small-scale systems as well as large-scale systems. They explain the input, output, and process aspects of a variety of different real-world systems.</p> <p>Learners discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.</p>	<p>they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video.</p> <p>Learners are guided with step-by-step support to take their idea from conception to completion.</p> <p>At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.</p>	<p>selection in programming through the use of the Crumble programming environment.</p> <p>Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program it to control components (including output devices — LEDs and motors).</p> <p>Learners will be introduced to conditions as a means of controlling the flow of actions in a program.</p> <p>Learners will make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the 'if...then...' structure) and write algorithms and programs that utilise this concept.</p> <p>To conclude the unit, learners will design and make a working model of a fairground carousel that will demonstrate their understanding of how the microcontroller and its components are connected, and how selection can be used to control the operation of the model.</p>	<p>records.</p> <p>Learners will use tools within a database to order and answer questions about data.</p> <p>They will create graphs and charts from their data to help solve problems.</p> <p>They will also use a real-life database to answer a question, and present their work to others.</p>	<p>They learn how to use different drawing tools to help them create images.</p> <p>Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object.</p> <p>Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.</p>	<p>how 'conditions' can be used in programming, and then learning how the 'if... then... else...' structure can be used to select different outcomes depending on whether a condition is 'true' or 'false'. They represent this understanding in algorithms, and then by constructing programs in the Scratch programming environment.</p> <p>They learn how to write programs that ask questions and use selection to control the outcomes based on the answers given. They use this knowledge to design a quiz in response to a given task and implement it as a program.</p> <p>To conclude the unit, learners evaluate their program by identifying how it meets the requirements of the task, the ways they have improved it, and further ways it could be improved.</p>
<p>Enrichment</p>	<p>Coding Week</p> <p>From Saturday 14th September 2024</p>		<p>Safer Internet Day 11th February 2025</p>			

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	<p>1. Computing systems and networks - Communication and collaboration</p>	<p>2. Creating media - Web page creation</p>	<p>3. Programming A - Variables in games</p>	<p>4. Data and information - Introduction to Spreadsheets</p>	<p>5. Creating media - 3D Modelling</p>	<p>6. Programming B - Sensing movement</p>
Key Concepts:	Digital Literacy/Information Technology	Information Technology	Computer Science	Information Technology	Information Technology	Computer Science
Prior Learning	<p>This unit progresses learners' knowledge and understanding of computing systems and online collaborative working.</p>	<p>This unit progresses students' knowledge and understanding of the following: digital writing, digital painting, desktop publishing, digital photography, photo editing, and vector drawing.</p>	<p>This unit assumes that learners have some prior experience of programming in Scratch. Specifically, they should be familiar with the programming constructs of sequence, repetition, and selection. These constructs are covered in the Year 3, 4, and 5 National Centre for Computing Education programming units respectively.</p> <p>Each year group includes at least one unit that focuses on Scratch.</p>	<p>This unit progresses students' knowledge and understanding of data, and teaches them how to organise and modify data within spreadsheets.</p> <p>Specifically, learners will have experienced data in tables and charts in the Y4 data logging and Y5 branching database units.</p>	<p>Prior to undertaking this unit, learners should have worked with 2D graphics applications.</p>	<p>This unit presumes that pupils are already confident in their understanding of sequence, repetition and selection independently within programming.</p> <p>If pupils are not yet ready for this, you may wish to revisit earlier programming units where these constructs are introduced.</p>
<p>Knowledge - what will our children learn?</p> <p>Skills - what will they be able to do?</p>	<p>In this unit learners explore how data is transferred over the internet.</p> <p>Learners initially focus on addressing, before they move on to the makeup and structure of data packets.</p> <p>Learners then look at how</p>	<p>Learners will be introduced to creating websites for a chosen purpose.</p> <p>Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites.</p>	<p>This unit explores the concept of variables in programming through games in Scratch.</p> <p>First, learners find out what variables are and relate them to real-world examples of values that can be set and changed.</p>	<p>This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set.</p> <p>Learners will be taught the importance of formatting data to support</p>	<p>Learners will develop their knowledge and understanding of using a computer to produce 3D models.</p> <p>Learners will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using</p>	<p>The unit begins with a simple program for pupils to build in and test within the new programming environment, before transferring it to their micro:bit.</p> <p>Pupils then take on three new projects in Lessons</p>

	<p>the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication.</p> <p>Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet and how to report concerns about inappropriate content online.</p>	<p>Throughout the process, learners pay specific attention to copyright, fair use of media and creative commons, the aesthetics of the site, and navigation paths. This will enable the learners to understand how to be a respectful and responsible user of technology online.</p>	<p>Then they use variables to create a simulation of a scoreboard.</p> <p>In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, learners experiment with variables in an existing project, then modify them, before they create their own project.</p> <p>Lesson 4, learners focus on design.</p> <p>Finally, in Lesson 6, learners apply their knowledge of variables and design to improve their games in Scratch.</p>	<p>calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data.</p> <p>Learners will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer questions.</p> <p>Finally, learners will create charts, and evaluate their results in comparison to questions asked.</p>	<p>placeholders and combine multiple objects to create a model of a desk tidy.</p> <p>Finally, learners will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.</p>	<p>2, 3, and 4, with each lesson adding more depth.</p>
Enrichment	<p>Coding Week</p> <p>From Saturday 14th September 2024</p>	VR Sets	<p>Safer Internet Day 11th February 2025</p>			

Terminology

Algorithm	An unambiguous procedure or precise step-by-step guide to solve a problem or achieve a particular objective.	Program	A stored set of instructions encoded in a language understood by the computer that does some form of computation, processing input and/or stored data to generate output.
Computer networks	The computers and the connecting hardware (wifi access points, cables, fibres, switches and routers) that make it possible to transfer data using an agreed method.	Repetition	A programming construct in which one or more instructions are repeated, perhaps a certain number of times, until a condition is satisfied or until the program is stopped.
Control	Using computers to move or otherwise change 'physical' systems. The computer can be hidden inside the system or connected to it.	Search	To identify data that satisfies one or more conditions, such as web pages containing supplied keywords, or files on a computer with certain properties.
Data	A structured set of numbers, representing digitised text, images, sound or video, which can be processed or transmitted by a computer.	Selection	A programming construct in which the instructions that are executed are determined by whether a particular condition is met.
Debug	To detect and correct the errors in a computer program.	Sequence	To place programming instructions in order, with each executed one after the other.
Digital content	Any media created, edited or viewed on a computer, such as text (including hypertext of a web page), images, sound, video (including animation), or virtual environments, and combinations of these (i.e. multimedia).	Services	Programs running on computers, typically those connected to the internet, which provide functionality in response to requests; for example, to transmit a web page, deliver an email or allow a text, voice or video conversation.
Information	The meaning or interpretation given	Simulation	Using a computer to model the state

	to a set of data by its users, or which results from data being processed.		and behaviour of real-world (or imaginary) systems, including physical and social systems; an integral part of most computer games.
Input	Data provided to a computer system, such as via a keyboard, mouse, microphone, camera or physical sensors.	Software	Computer programs, including both application software (such as office programs, web browsers, media editors and games) and the computer operating system. The term also applies to 'apps' running on mobile devices and to web-based services.
Internet	The global collection of computer networks and their connections, all using shared protocols to communicate.	Variables	A way in which computer programs can store, retrieve or change simple data, such as a score, the time left, or the user's name.
Logical reasoning	A systematic approach to solving problems or deducing information using a set of universally applicable and totally reliable rules.	World wide web	A service provided by computers connected to the internet (web servers), in which pages of hypertext (web pages) are transmitted to users; the pages typically include links to other web pages and may be generated by programs automatically.
Output	The information produced by a computer system for its user, typically on a screen, through speakers or on a printer, but possibly through the control of motors in physical systems.		