| **Term** | **Computing Topic** | **Knowledge and understanding** | **What I will know and remember** | **Vocabulary** |
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| **Online Safety KS2:** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | | | | |
| **1** | [**Unit 4.1 - Computing systems and networks – The internet**](https://drive.google.com/drive/folders/1kYopclu48Hjm4jddvGUMUIkFfCk7PUi_?usp=sharing) | I can understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. | I can describe how networks physically connect to other networks.  I can recognise how networked devices make up the internet.  I can outline how websites can be shared via the World Wide Web.  I can describe how content can be added and accessed on the World Wide Web.  I can recognise how the content of the WWW is created by people. | **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, adverts |
| **Online Safety:** Self Image and Identity  (Education For A Connected World) | | | | |
| **2** | [**Unit 4.5 - Programming A: Repetition in Shapes**](https://drive.google.com/drive/folders/19Idw0V6B6lWoz-yKZSBGrAw2MNBYMuof?usp=sharing) | I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output.  I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. | I can identify that accuracy in programming is important.  I can create a program in a text-based language.  I can explain what ‘repeat’ means.  I can modify a count-controlled loop to produce a given outcome.  I can decompose a program into parts.  I can create a program that uses count-controlled loops to produce a given outcome. | **Logo** (programming  environment), **program**,  turtle, commands, **code**  **snippet**, algorithm, design,  debug, pattern, **repeat/repetition**, **count-controlled**  **loop**, value, trace,  **decompose**, **procedure**. |
| **Online Safety:** Online Relationships  (Education For A Connected World) | | | | |
| **3** | [**Unit 4.4 - Data and information, Data Logging**](https://drive.google.com/drive/folders/1xqd6rGRjp0p_Nwm6rxTivDYoXIXg5AeR?usp=sharing) | I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | I can explain that data gathered over time can be used to answer questions.  I can use a digital device to collect data automatically.  I can explain that a data logger collects ‘data points’ from sensors over time.  I can use data collected over a long duration to find information.  I can identify the data needed to answer questions.  I can use collected data to answer questions. | **data**, table, layout, **input**  **device**, **sensor, logger**,  logging, **data point**, **interval,**  analyse, dataset, **import,**  **export,** logged, collection,  review, conclusion. |
| **Online Safety:** Online Reputation & Online Bullying  (Education For A Connected World) | | | | |
| **4** | [**Unit 4.2 - Creating media – Audio editing**](https://drive.google.com/drive/folders/1utmub_1Nosw2q-x8TmzIFsQtOJSQ9OId?usp=sharing) | I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | I can identify digital devices that can record sound and play it back and how they record and playback sounds.  I can plan and write content for a podcast and suggest improvements by editing.  I can save and open a digital recording as a file and why this is important.  I can explain that digital recordings need to be exported to share them. | **audio**, microphone, speaker,  headphones, **input device,**  **output device**, sound,  **podcast**, edit, **trim, align,**  **layer, import**, record,  playback, selection, load,  save, **export**, **MP3**, evaluate,  feedback. |
| **Online Safety:** Managing Online Information  (Education For A Connected World) | | | | |
| **5** | [**Unit 4.6 - Programming B: Repetition in games**](https://drive.google.com/drive/folders/1G744FtOBNruu2Hf7Xi3wZ8zfE1y4Fk9i?usp=sharing) | I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output.  I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms | I can develop the use of count-controlled loops in a different programming environment.  I can explain that in programming there are infinite loops and count controlled loops.  I can develop a design which includes two or more loops which run at the same time.  I can modify an infinite loop in a given program.  I can design a project that includes repetition.  I can create a project that includes repetition. | 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. |
| **Online Safety:** Health, Wellbeing and Lifestyle  (Education For A Connected World) | | | | |
| **6** | [**Unit 4.3 - Creating media – Photo editing**](https://drive.google.com/drive/folders/1z2tLDyZjmsDKnb07wv3k-eaZn1M7qkc2?usp=sharing) | I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.  Use search technologies effectively. | I can explain that digital images can be changed.  I can change the composition of an image.  I can describe how images can be changed for different uses.  I can make good choices when selecting different tools.  I can recognise that not all images are real.  I can evaluate how changes can improve an image. | 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. |
| **Online Safety:** Privacy and Security & Copyright and Ownership  (Education For A Connected World) | | | | |