| **Term** | **Computing Topic** | **Knowledge and understanding** | **What I will know and remember** | **Vocabulary** |
| --- | --- | --- | --- | --- |
| **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 3.1 -** [**Computing systems and networks – Connecting computers**](https://drive.google.com/drive/folders/1yMAMwL49FWKE8CvuUDczeCZx99cj3aeF?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 explain how digital devices function  I can identify input and output devices  I can recognise how digital devices can change the way we work  I can explain how a computer network can be used to share information  I can explore how digital devices can be connected  I can recognise the physical components of a network | **digital device, input, process, output, program, digital, non-digital, connection, network, switch, server, wireless access point, cables, sockets** |
| **Online Safety:** Self Image and Identity  (Education For A Connected World) | | | | |
| **2** | [**Unit 3.5 - Programming A – Sequencing Sounds**](https://drive.google.com/drive/folders/1Cqi-NHxzUGVN4b7C65KtenfWtIBBVDGe?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 explore a new programming environment  I can identify that each sprite is controlled by the commands I choose  I can explain that a program has a start  I can recognise that a sequence of commands can have an order  I can change the appearance of my project  I can create a project from a task description | 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**. |
| **Online Safety:** Online Relationships  (Education For A Connected World) | | | | |
| **3** | [**Unit 3.4 - Data and Information - Branching Databases**](https://drive.google.com/drive/folders/15mDmBtrPXYAJGeZ1sTXNRLJkXnJvioGI?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 understand the terminology around databases  I can compare paper and computerised databases  I can sort, filter and interpret data  I can represent data in different ways  I can sort data for a purpose | **attribute**, **value**, questions, table, objects, **branching database**, objects, equal, even, separate, **filter,** structure, compare, order, organise, selecting, information, **decision tree**. |
| **Online Safety:** Online Reputation & Online Bullying  (Education For A Connected World) | | | | |
| **4** | [**Unit 3.2 - Creating media – Animation**](https://drive.google.com/drive/folders/1Z-_Qurlwch0y6akX8UchP0OKEoA3eKG3?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 animation is a sequence of drawings or photographs  I can relate animated movement with a sequence of images  I can plan an animation  I can identify the need to work consistently and carefully  I can evaluate the impact of adding other media to an animation | **animation**, flip book, stop-frame, **frame**, **sequence**, image, photograph, setting, character, events, **onion skinning**, **consistency**, **evaluation**, delete, **media, import, transition.** |
| **Online Safety:** Managing Online Information  (Education For A Connected World) | | | | |
| **5** | [**Unit 3.6 - Programming B - Events and actions**](https://drive.google.com/drive/folders/1cDA6CZ3NfxVd_SvtOW2sAG-31hoNOUIB?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 explain how a sprite moves in an existing project. I can create a program to move a sprite in four directions.  I can adapt a program to a new context.  I can develop my program by adding features.  I can identify and fix bugs in a program.  I can design and create a maze-based challenge. | **motion**, **event, sprite, algorithm, logic**, move, resize, **extension** block, pen up, set up, pen, design, action, **debugging, errors**, setup, code, test, debug, actions. |
| **Online Safety:** Health, Wellbeing and Lifestyle  (Education For A Connected World) | | | | |
| **6** | [**Unit 3.3 Creating media – Desktop publishing**](https://drive.google.com/drive/folders/18ahy1_-f77HaZ3hbC-RQtKoh2gkFK2Cm?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 recognise how text and images convey information  I can recognise that text and layout can be edited  I can choose appropriate page settings  I can add content to a desktop publishing publication  I can consider how different layouts can suit different purposes  I can consider the benefits of desktop publishing | **text**, **images**, advantages, disadvantages, communicate, **font**, style, landscape, portrait, **orientation**, **placeholder**, **template**, **layout**, **content**, **desktop publishing**, copy, paste, **purpose**, **benefits**. |
| **Online Safety:** Privacy and Security & Copyright and Ownership  (Education For A Connected World) | | | | |