| **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 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 functionI can identify input and output devicesI can recognise how digital devices can change the way we workI can explain how a computer network can be used to share informationI can explore how digital devices can be connectedI 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 environmentI can identify that each sprite is controlled by the commands I chooseI can explain that a program has a startI can recognise that a sequence of commands can have an orderI can change the appearance of my projectI 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 databasesI can compare paper and computerised databasesI can sort, filter and interpret dataI can represent data in different waysI 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 photographsI can relate animated movement with a sequence of imagesI can plan an animationI can identify the need to work consistently and carefullyI 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 informationI can recognise that text and layout can be editedI can choose appropriate page settingsI can add content to a desktop publishing publicationI can consider how different layouts can suit different purposesI 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) |