

Computing Curriculum Map KEPS 2024-25

Units to be used over the academic year to link, where possible, with current learning. Hyperlinks to each unit on NCCE website to ensure the most current lesson plans are used.

Key:

Computing Systems and Networks
Multimedia skills (Creating media)
Data and information
Programming

Beech class (Year 1)	Computing systems and networks – Technology around us	Creating media – Digital painting	Creating media – Digital writing	Data and information – Grouping data	Programming A – Moving a robot	Programming B – Introduction to animation
	Develop your learners' understanding of technology and how it can help them. They will become more familiar with the different components of a computer by developing their keyboard and mouse skills, and also start to consider how to use technology responsibly.	Explore the world of digital art and its exciting range of creative tools with your learners. Empower them to create their own paintings, while getting inspiration from a range of other artists. Conclude by asking them to consider their preferences when painting with, and without, the use of digital devices.	Promote your learners' understanding of the various aspects of using a computer to create and change text. Learners will familiarise themselves with typing on a keyboard and begin using tools to change the look of their writing, and then they will consider the differences between using a computer and writing on paper to create text.	This unit introduces pupils to data and information. They will begin by using labels to put objects into groups, and labelling these groups. Pupils will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups to answer questions about data.	This unit introduces learners to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms.	This unit introduces learners to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.

	- Use technology purposefully to create, organise, store, manipulate, and retrieve digital content - Recognise common uses of information technology beyond school - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	- Use technology purposefully to create, organise, store, manipulate, and retrieve digital content	-Use technology purposefully to create, organise, store, manipulate, and retrieve digital content -Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	-Use technology purposefully to create, organise, store, manipulate, and retrieve digital content -Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	-Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions - Create and debug simple programs - Use logical reasoning to predict the behaviour of simple programs -I can identify several possible solutions - I can plan two programs - I can use two different programs to get to the same place -Recognise common uses of information technology beyond school	-Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions - Create and debug simple programs - Use logical reasoning to predict the behaviour of simple programs -I can identify several possible solutions - I can plan two programs - I can use two different programs to get to the same place -Recognise common uses of information technology beyond school
Willow class (Year 2/3)	<u>Computing systems and networks – IT around us</u>	<u>Creating media – Digital photography</u>	<u>Creating media – Making music</u>	<u>Data and information – Pictograms</u>	<u>Programming A – Robot algorithms</u>	<u>Programming B – An introduction to quizzes</u>
	How is information technology (IT) being used for good in our lives? With an initial focus on IT in the home, learners explore how IT benefits society in	Through the lessons in this unit, learners will learn to recognise that different devices can be used to capture photographs and will gain experience	Learners will explore how music can make them think and feel. They will make patterns and use those patterns to make music with both percussion	This unit introduces the learners to the term 'data'. Learners will begin to understand what data means and how this can be collected in the form of	This unit develops pupils' understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Pupils will use	This unit initially recaps on learning from the Year 1 Scratch Junior unit 'Programming B - Introduction to

	places such as shops, libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it.	capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.	instruments and digital tools. They will also create different rhythms and tunes, using the movement of animals for inspiration. Finally, learners will share their creations and compare creating music digitally and non-digitally.	a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.	given commands in different orders to investigate how the order affects the outcome. Pupils will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.	animation' 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.
	- Use technology purposefully to create, organise, store, manipulate, and retrieve digital content - Recognise common uses of information technology beyond school - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	- Use technology purposefully to create, organise, store, manipulate, and retrieve digital content - Recognise common uses of information technology beyond school - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	-Use technology purposefully to create, organise, store, manipulate, and retrieve digital content	-Use technology purposefully to create, organise, store, manipulate, and retrieve digital content	-Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions - Create and debug simple programs -Use logical reasoning to predict the behaviour of simple programs -Use technology safely and respectfully, keeping	-Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions - Create and debug simple programs

					personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	-Use logical reasoning to predict the behaviour of simple programs -Use technology purposefully to create, organise, store, manipulate, and retrieve digital content
Willow class - (Year 2/3)	<u>Computing systems and networks – Connecting computers</u>	<u>Creating media – Animation</u>	Creating media - Desktop Publishing	<u>Data and information – Branching databases</u>	<u>Programming A – Sequence in music</u>	<u>Programming B – Events and actions</u>
	Challenge your learners to develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. Start by comparing digital and non-digital devices, before introducing them to computer networks that include network infrastructure devices like routers and switches.	During this unit, learners will use a range of techniques to create a stop frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.	During this unit, learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms 'templates',	During this unit, learners will develop their understanding of what a branching database is and how to create one. They will gain an understanding of what attributes are and how to use them to sort groups of objects by using yes/no questions. The learners will create physical and on-screen branching databases. Finally, they will evaluate the effectiveness	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. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final	This unit explores the links between events and actions, whilst consolidating prior learning relating to sequencing. Learners will begin by moving a sprite in four directions (up, down, left and right). They will then explore movement within the context

			'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. 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.	of branching databases and will decide what types of data should be presented as a branching database.	project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.	of a maze, using design to choose an appropriately sized sprite. 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. The unit concludes with learners designing and coding their own maze tracing program.
	-Use sequence, selection, and repetition in programs; work with variables and various forms of input and output -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 -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns	-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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	-Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content -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	-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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	-Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts -Use sequence, selection, and repetition in programs; work with variables and various forms of input and output -Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs -Select, use and combine a variety of software (including internet services)	-Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts -Use sequence, selection, and repetition in programs; work with variables and various forms of input and output -Use logical reasoning to

	about content and contact				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	explain how some simple algorithms work and to detect and correct errors in algorithms and programs -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
Elm class (Year 3/4)	<u>Computing systems and networks – The Internet</u>	<u>Creating media – Audio editing</u>	<u>Creating media – Photo editing</u>	<u>Data and information – Data logging</u>	<u>Programming A – Repetition in shapes</u>	<u>Programming B – Repetition in games</u>
	During this unit 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	In this unit, learners will initially examine devices capable of recording digital audio, which will include identifying the input device (microphone) and output devices (speaker or headphones) if available.	In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special	In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special	This unit is the first of the two programming units in Year 4, and looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to	This unit explores the concept of repetition in programming using the Scratch environment. It begins with a Scratch activity

	of the internet, and be given opportunities to explore the World Wide Web for themselves to learn about who owns content and what they can access, add, and create. Finally they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.	Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. 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. Finally, learners will evaluate their work and give feedback to their peers.	input devices called sensors to monitor the environment. Pupils 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. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.	input devices called sensors to monitor the environment. Pupils 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. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.	create shapes and patterns. They will use Logo, a text-based programming language.	similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments. Learners look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.
	-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 -Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	-Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content -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,	-Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content -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	-Use sequence, selection, and repetition in programs; work with variables and various forms of input and output -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	-Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts -Use sequence, selection, and repetition in programs; work with variables and various forms of input and output -Use logical reasoning to explain how some simple algorithms work and to	-Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts -Use sequence, selection, and repetition in programs; work

	-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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	analysing, evaluating and presenting data and information -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	collecting, analysing, evaluating and presenting data and information -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	collecting, analysing, evaluating and presenting data and information	detect and correct errors in algorithms and programs -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	with variables and various forms of input and output -Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs -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
Ash class (Year 4/5)	<u>Computing systems and networks – Sharing information</u>	<u>Creating media – Vector drawing</u>	<u>Creating media – Video editing</u>	<u>Data and information – Flat-file databases</u>	<u>Programming A – Selection in physical computing</u>	<u>Programming B – Selection in quizzes</u>
	In this unit, learners will develop their understanding of computer systems and how information is transferred between systems and devices. Learners will	In this unit learners will find out that vector images are made up of shapes. They will learn how to use the different drawing tools and how images are created in layers. They will explore the	This unit gives learners the opportunity to learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the	This unit looks at how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data. They create graphs	In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will	In this unit, pupils develop their knowledge of selection by revisiting how conditions can be used in programs

	consider small-scale systems as well as large-scale systems. They will explain the input, output, and process aspects of a variety of different real-world systems. Learners will also take part in a collaborative online project with other class members and develop their skills in working together online.	ways in which images can be grouped and duplicated to support them in creating more complex pieces of work. This unit is planned using the Google Drawings app other alternative pieces of software are available.	skills of capturing, editing, and manipulating video. Active learning is encouraged through guided questions and by working in small groups to investigate the use of devices and software. Learners are guided with step-by-step support to take their idea from conception to completion. At the teacher's discretion, the use of green screen can be incorporated into this unit. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.	and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others.	be introduced to a microcontroller (Crumble controller) and learn how to connect and program components (including output devices- LEDs and motors) through the application of their existing programming knowledge. Learners are introduced to conditions as a means of controlling the flow of actions and make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the if, then structure).	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 using the Scratch programming environment. They use their knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program.
	-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 -Select, use and combine a variety of software (including internet services)	-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, appreciate how results are selected and ranked, and be discerning in evaluating digital content -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of	-Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of	-Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts -Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	-Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

	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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact		programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	-Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs -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 sequence, selection, and repetition in programs; work with variables and various forms of input and output -Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs -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
Oak class (Year 6)	<u>Computing systems and networks – Communication</u>	<u>Creating media – 3D Modelling</u>	<u>Creating media – Web page creation</u>	<u>Data and information – Spreadsheets</u>	<u>Programming A – Variables in games</u>	<u>Programming B – Sensing</u>
	In this unit, the class will learn about the World Wide Web as a	During this unit, learners will develop their knowledge and understanding of using	This unit introduces learners to the creation of websites for a chosen purpose.	This unit introduces the learners to spreadsheets. They will be supported in	This unit explores the concept of variables in programming through	This unit is the final KS2 programming unit and brings

	communication tool. First, they will learn how we find information 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. They will then investigate different methods of communication, before focusing on internet-based communication. Finally, they will evaluate which methods of internet communication to use for particular purposes.	a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, including combining 3D objects to make a house and examining the differences between working digitally with 2D and 3D graphics. Learners will progress to making accurate 3D models of physical objects, such as a pencil holder, which include using 3D objects as placeholders. Finally, learners will examine the need to group 3D objects, then go on to plan, develop, and evaluate their own 3D model of a photo frame.	Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.	organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. 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. Finally, learners will create graphs and charts, and evaluate their results in comparison to questions asked.	games in Scratch. First, pupils will learn what variables are, and relate them to real-world examples of values that can be set and changed. Pupils will then use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, pupils will experiment with variables in an existing project, then modify them, then they will create their own project. In Lesson 4, pupils will focus on design. Finally, in Lesson 6, pupils will apply their knowledge of variables and design to improve their game in Scratch.	together elements of all the four programming constructs: sequence from year 3, repetition from year 4, selection from year 5 and variables, introduced in year 6, programming A. It offers learners the opportunity to use all of these constructs in a different, but still familiar environment whilst also utilising a physical device - the micro:bit. The unit begins with a simple program which learners build in and test in the programming environment before transferring it to their micro:bit. Learners then take on three new projects in lessons 2, 3 and 4, with each lesson adding more depth.
	-Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve	-Select, use and combine a variety of software (including internet services) on a range of digital devices to design and	-Use search technologies effectively, appreciate how results are selected and ranked, and be	-Select, use and combine a variety of software (including internet services) on a range of digital devices to design and	-Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve	-Design, write and debug programs that accomplish specific goals, including

	problems by decomposing them into smaller parts -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 -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	create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	discerning in evaluating digital content -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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	problems by decomposing them into smaller parts -Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs -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 -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 technology safely, respectfully and	controlling or simulating physical systems; solve problems by decomposing them into smaller parts -Use sequence, selection, and repetition in programs; work with variables and various forms of input and output -Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs -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
--	--	---	--	---	--	---

					responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	
--	--	--	--	--	---	--