

# Bleak Hill Primary School

## Computing Long Term Plan and Progression

Computing	Computer Science			Information Technology			Digital Literacy		
<b>EYFS</b>	<p>In Reception Children will be expected to develop their technological understanding through a variety of planned and independent play based tasks. The EYFS aims for the children to develop the following:</p> <p>Recognise that a range of technology is used in places such as homes and schools.</p> <p>Select and use technology for particular purposes</p>								
<b>YEAR 1</b>	<b>Unit 1.1</b> Online Safety and Exploring Purple Mash (4 weeks)	<b>Unit 1.2</b> Grouping and Sorting (2 weeks)	<b>Unit 1.3</b> Pictograms (3 weeks)	<b>Unit 1.4</b> Lego Builders (3 weeks)	<b>Unit 1.5</b> Maze Explorers (3 weeks)	<b>Unit 1.6</b> Animated Story Books (5 weeks)	<b>Unit 1.7</b> Coding (6 weeks)	<b>Unit 1.8</b> Spreadsheets (3 weeks)	<b>Unit 1.9</b> Technology Outside School (2 weeks)
<b>YEAR 2</b>	<b>Unit 2.2</b> Online Safety (3 weeks)	<b>Unit 2.1</b> Coding (5 weeks)	<b>Unit 2.7</b> Making music (3 weeks)	<b>Unit 2.3</b> Spreadsheets (4 weeks)	<b>Unit 2.5</b> Effective Searching	<b>Unit 2.6</b> Creating pictures (5 weeks)	<b>Unit 2.4</b> Questioning (5 weeks)	<b>Unit 2.8</b> Presenting Ideas (5 weeks)	
<b>YEAR 3</b>	<b>Unit 3.2</b> Online Safety (3 weeks)	<b>Unit 3.1</b> Coding (6 weeks)	<b>Unit 3.3</b> Spreadsheets (3 weeks)	<b>Unit 3.4</b> Touch Typing (4 weeks)	<b>Unit 3.5</b> Email (inc. email safety) (6 weeks)	<b>Unit 3.6</b> Branching Databases (4 weeks)	<b>Unit 3.7</b> Simulations (3 weeks)	<b>Unit 3.8</b> Graphing (3 weeks)	<b>Unit 3.9</b> Presenting using Microsoft PowerPoint (5/6 weeks)
<b>YEAR 4</b>	<b>Unit 4.2</b> Online Safety (4 weeks)	<b>Unit 4.1</b> Coding (6 weeks)	<b>Unit 4.3</b> Spreadsheets (6 weeks)	<b>Unit 4.4</b> Writing for Different Audiences (5 weeks)	<b>Unit 4.5</b> Logo (4 weeks)	<b>Unit 4.6</b> Animation (3 weeks)	<b>Unit 4.7</b> Effective Search (3 weeks)	<b>Unit 4.8</b> Hardware Investigators (2 weeks)	<b>Unit 4.9</b> Making Music (4 weeks)
<b>YEAR 5</b>	<b>Unit 5.2</b> Online Safety (3 weeks)	<b>Unit 5.1</b> Coding (6 weeks)	<b>Unit 5.3</b> Spreadsheets (6 weeks)	<b>Unit 5.4</b> Databases (4 weeks)	<b>Unit 5.5</b> Game Creator (5 weeks)	<b>Unit 5.6</b> 3D Modelling (4 weeks)	<b>Unit 5.7</b> Concept Maps (4 weeks)	<b>Unit 5.8</b> Word Processing using Microsoft Word (8 weeks)	
<b>YEAR 6</b>	<b>Unit 6.2</b> Online Safety (2 weeks)	<b>Unit 6.1</b> Coding (6 weeks)	<b>Unit 6.3</b> Spreadsheets (5 weeks)	<b>Unit 6.4</b> Blogging (4 weeks)	<b>Unit 6.5</b> Text adventures (5 weeks)	<b>Unit 6.6</b> Networks (3 weeks)	<b>Unit 6.7</b> Quizzing (6 weeks)	<b>Unit 6.8</b> Understanding Binary (4 weeks)	<b>Unit 6.9</b> Spreadsheets using Microsoft Excel (8 weeks)

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	Computer Science			Information Technology	Digital Literacy	
<b>Year 1</b>  <b>National Curriculum Statements</b>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p>	<p>Create and debug simple programs.</p>	<p>Use logical reasoning to predict the behaviour of simple programs</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Recognise common uses of information technology beyond school</p>	<p>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</p>
<b>Year 1</b>  <b>Purple Mash outcomes</b>	<p>Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that an algorithm written for a computer is called a program.</p>	<p>Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Birdactivity. Children know that an unexpected outcome is due to the code they have created and can make logical</p>	<p>When looking at a program, children can read code online at a time and make good attempts to envision the bigger picture of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program.</p>	<p>Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using</p>	<p>Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair</p>	<p>Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My</p>

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		attempts to fix the code, e.g. Bubbles activity in 2Code		pictogram software such as 2Count.		Work folder on Purple Mash
<b>Vocabulary</b>	<p>1.2 sort, criteria</p> <p>1.4 Instruction, algorithm. Computer program, debug</p> <p>1.5 direction, Challenge, arrow, undo, rewind, forward, backwards, right turn, left turn, debug, instruction, algorithm</p> <p>1.7 action, algorithm, background, character, code break, coding, command, design mode, debugging, event, input, object, output, program, properties, scale, stop command, scene when clicked sound</p>			<p>1.3 pictogram, data collate</p> <p>1.6 animation, E-book, font, file. sound effect, display board.</p> <p>1.8 arrow keys, backspace key, cursor, columns, cells clip art, count tool, delete key, image tool, lock tool, move cell tool speak tool, spreadsheet, rows</p>		<p>1.1 log in, Username, password, log out, my work, avatar, notification topics, tools, save,</p> <p>1.9 Technology</p>
Curriculum Links	Maths			Maths		PSHE

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	Computer Science			Information Technology	Digital Literacy	
<b>Year 2</b> <b>NC</b> <b>Statements</b>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<p>Create and debug simple programs.</p>	<p>Use logical reasoning to predict the behaviour of simple programs.</p>	<p>Use technology purposefully to create, organize, store, manipulate and retrieve digital content.</p>	<p>Recognise common uses of information technology beyond school</p>	<p>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</p>
<b>Year 2</b> <b>PM</b> <b>outcomes</b>	<p>Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be</p>	<p>Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors, e.g. Debug Challenges: Chimp. Children's program designs display a growing awareness of the need</p>	<p>Children can identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence of what will happen in a program.</p>	<p>Children demonstrate an ability to organize data using, for example, a database such as 2Investigate and can retrieve specific data for conducting simple searches. Children are able to edit more complex digital data</p>	<p>Children can effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom. They can share this knowledge, e.g. 2Publish example</p>	<p>Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of</p>

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	successfully converted into code	for logical, programmable steps.		such as music compositions within 2Sequence. Children are confident when creating, naming, saving and retrieving content. Children use a range of media in their digital content including photos, text and sound.	template. Children make links between technology they see around them, coding and multimedia work they do in school e.g. animations, interactive code and programs.	using email safely by using 2Respond activities on Purple Mash and know ways of reporting inappropriate behaviours and content to a trusted adult
<b>Vocabulary</b>	2.1 action, algorithm, bug, button, character, code block, code design, command, design mode, debug/debugging, event, input, object, output, properties, scale, sequence, timer, when clicked/ swiped, when key			2.3 Backspace key, copy and paste, columns cells, count tool, delete key, equals tool, image toolbox, lock tool, move cell tool, rows, speak tool, spreadsheet  2.4 pictogram, question, data, collate, binary tree, avatar, database  2.6 impressionism, palette pointillism, share, surrealism, template	2.2 Search, display board, internet, sharing, email, attachment, digital footprint.  2.5 Internet, search, search engine	

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		<p>2.7 BPM, composition, digitally, instrument, music, Sound effects SFX, soundtrack, tempo, volume</p> <p>2.8 Concept map, quiz, presentation, node, animated, Non-fiction, Narrative, audience.</p>	
Curriculum Links		Art, Maths, Music, English	PHSE

	Computer Science				Information Technology		Digital Literacy
<p><b>Year 3</b></p> <p><b>NC Statements</b></p>	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.	Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for	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	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.

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				communication and collaboration.		accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	
<b>Year 3 PM outcomes</b>	<p>Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Their design shows that they are thinking of the desired task and how this translates into code.</p> <p>Children can identify an error within their program that prevents it following the</p>	<p>Children demonstrate the ability to design and code a program that follows a simple sequence. They experiment with timers to achieve repetition effects in their programs.</p> <p>Children are beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects.</p>	<p>Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'if' statements, repetition and variables. They make good attempts to 'step through' more complex code in order to identify errors in</p>	<p>Children can list a range of ways that the internet can be used to provide different methods of communication. They can use some of these methods of communication, e.g. being able to open, respond to and attach files to emails using 2Email. They can describe appropriate email conventions when communicating in this way.</p>	<p>Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a search engine such as Purple Mash search or internet-wide search engines.</p>	<p>Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph. Children can consider what software is most appropriate for a given task. They can create purposeful content to attach</p>	<p>Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar</p>

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	desired algorithm and then fix it	Children understand how variables can be used to store information while a program is executing.	algorithms and can correct this. E.g. traffic light algorithm in Code. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.			to emails, e.g. Respond.	Communication tools such as Email in Purple Mash. They know more than one way to report unacceptable content and contact.
<b>Vocabulary</b>	3.1 action, algorithm, alert, bug, code block, code design, command, control, design mode, debug/debugging, event, flowchart, input, object, output, nesting, properties, sequence, timer, when clicked/ swiped, when key, computer simulation	3.3 < > =, advanced mode, copy and paste, columns, cells, delete key, equals tool, spin tool, move cell tool, rows, spin tool, spreadsheet. 3.4 posture, top row keys, home row keys, bottom row keys, space bar. 3.6 Branching databases, data, database, question 3.7 simulations 3.8 graph, field, data, bar chart, block graph, line graph. 3.9 Animation, audio, design templates, entrance animation, font, media, presentation, presentation program, slide, slideshow, stock image, text box, text formatting, transition	3.2 password, internet, blog, concept map, username, website, website, webpage, spoof website, PEGI rating  3.5 communication, email, compose, send, CC, attachment, formatting, report to the teacher, password, address				

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			book, save to draft.
Curriculum Links		Maths	PHSE

	Computer Science				Information Technology		Digital Literacy
<b>Year 4</b> <b>NC Statements</b>	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.	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.	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 concern about content and contact.

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<p><b>PM outcomes</b></p>	<p>When turning a real life situation into an algorithm, the children's design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Children make more intuitive attempts to debug their own programs.</p>	<p>Children's use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. They understand 'if statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. As well as understanding how variables can be used to store information while a program is executing, they are able to use and manipulate the value of variables.</p>	<p>Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'if' statements, repetition and variables. They can trace code and use step-through methods to identify errors in code and make logical attempts to correct this. e.g. traffic light algorithm in 2Code. In programs such as Logo, they can 'read' programs with several steps</p>	<p>Children recognise the main component parts of hardware which allow computers to join and form a network. Their ability to understand the online safety implications associated with the ways the internet can be used to provide different methods of communication is improving.</p>	<p>Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level.</p>	<p>Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software such as 2Connect and 2Publish+. Children share digital content within their community, i.e. using Virtual Display Boards.</p>	<p>Children can explore key concepts relating to online safety using concept mapping such as 2Connect. They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact. Computing Progression N.C. Statements KS2 Year 4</p>
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		Children can make use of user inputs and outputs such as 'print to screen'. e.g. 2Code.	and predict the outcome accurately.			
<b>Vocabulary</b>	<p>4.1 action, algorithm, alert, bug, code block, code design, coordinates, design mode, debug/debugging, event, flowchart, get input, object, output, If/else nesting, Prompt, sequence, timer, variable.</p> <p>4.5 LOGO, BK, FD, TR,LT, REPEAT, SETPC, SETPS, PU, PD</p> <p>4.8 Motherboard, CPU, RAM, Graphics card, Network card, monitor, speakers, keyboard and mouse.</p>			<p>4.3 average, advance mod, copy and paste, columns, cells. Charts, equals tool, formula, formula wizard, move cell tool, random tool, rows, spin tool, spreadsheet, timer.</p> <p>4.4 font, bold, italics, underline</p> <p>4.5 animation, background, frame, flipbook, Onion skinning, stop motion, play, sound, video slip</p> <p>4.7 Easter egg, internet, internet browser, search, search engine, spoof website, website</p> <p>4.9 pitch, rhythm, pulse, tempo, dynamics, melody. Rippler, house music, texture</p>	<p>4.2 Computer virus, cookie, copyright, digital footprint, email, identity theft, malware, phishing, plagiarism, spam.</p>	
Curriculum Links				music	PHSE	

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## Computing Long Term Plan and Progression

	Computer Science				Information Technology		Digital Literacy
<b>Year 5</b>  <b>NC Statements</b>	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.	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.	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 concern about content and contact.
<b>PM outcomes</b>	Children may attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable	Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and	When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code	Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal	Children search with greater complexity for digital content when using a search engine. They are able to explain in some	Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently	Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few

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	<p>parts. Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code</p>	<p>their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design.</p>	<p>later, e.g. the use of tabs to organise code and the naming of variables.</p>	<p>information is and can explain how this can be kept safe. Children can select the most appropriate form of online communications contingent on audience and digital content, e.g. 2Blog, 2Email, Display Boards</p>	<p>detail how credible a webpage is and the information it contains.</p>	<p>Comment on the success of the solution. e.g. Creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email</p>	<p>different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.</p>
<b>Vocabulary</b>	<p>5.1 Action, Alert, Abstraction, Bug, Concatenation, Command, Control, Debug/Debugging, Design Mode, Event, Decomposition, If, Function, Get Input,</p>				<p>5.3, average, advanced mode, copy and paste, columns, cells, parts, equal, formula, formula wizard, equals tool, random tool, rows, spin tool, spreadsheet, timer</p>		<p>5.2 online safety, smart rules, password, reputable,</p>

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	<p>Object, If/Else, Input, Physical System, Output, Repeat, Simulation, Selection, Sequence, String, Timer, Variable</p> <p>5.5 animation, computer game, customise, evaluation, image, instructions, interactive, screenshot, texture, perspective, playability,</p>	<p>5.4 avatar, binary tree(branching database), Chart, collaborative, data, database, find, record, sort, group and arrange, statistics and reports, table.</p> <p>5.6 CAD, modelling, 3-D, viewpoint, polygon, 2-D, net, 3-D printing, points, template.</p> <p>5.7 audience, collaboratively, concept, concept map, connection, idea, node, thought, visual.</p> <p>5.8 copyright, cursor, document, font, inbuilt style, merge cells, paragraph formatting, readability, template, text formatting, text wrapping, word data, word processing tool.</p>	<p>encryption, identify theft, shared image, plagiarism citations, reference, bibliography.</p>
Curriculum Links		maths	PHSE

	<b>Computer Science</b>	<b>Information Technology</b>	<b>Digital Literacy</b>
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<p><b>Year 6</b> <b>NC</b> <b>Statements</b></p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>	<p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p>	<p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>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.</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p>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.</p>	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.</p>
<p><b>PM</b> <b>outcomes</b></p>	<p>Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing</p>	<p>Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set</p>	<p>Children are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the</p>	<p>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for</p>	<p>Children readily apply filters when searching for digital content. They are able to explain in detail how credible a webpage is and the information it contains. They</p>	<p>Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content</p>	<p>Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet inappropriate</p>

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	<p>them in a logical way using their knowledge of possible coding structures and applying skills from previous programs. Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem.</p>	<p>task in code utilising such structures, including nesting structures within each other. Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions.</p>	<p>program as a whole.</p>	<p>communication and collaboration.</p>	<p>Compare a range of digital content sources and are able to rate them in terms of content quality and accuracy. Children use critical thinking skills in everyday use of online communication.</p>	<p>Creator on the internet, e.g. 2Blog. They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements.</p>	<p>behaviours through developing critical thinking, e.g. 2Respond activities. They recognise the value in preserving their privacy when online for their own and other people's safety.</p>
<p><b>Vocabulary</b></p>	<p>6.1 action, alert, algorithm, code design, command, control, debug/debugging, concatenation, function, decomposition, develop, get input, event, input, launch command, if/else, output, objects, procedure, repeat, simulation, selection, sequence, string, timer user input, Variable.</p> <p>6.5 text based adventure, concept map, debug, sprite, function.</p>				<p>6.3 Average, advanced mode, copy and paste, columns, sell, chart, count (how many) tool, dice formula, formula wizard, equals tool, random tool, rows, move cell tool, spreadsheet, timer, spin tool.</p>	<p>6.2 Digital footprint, password, PEG rating, phishing, screen time, spoof website.</p>	

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	<p>6.6 Internet, World Wide Web, network, router, local area network (LAN), wide area network (WAN), network cables, wireless.</p> <p>6.8 Base 10, base 2, binary, bit, byte, denary, digit, gigabyte (GB), integer, kilobyte (KB) machine code, megabyte (MB), nibble, switch, terabyte (TB), transistor, variable.</p>	<p>6.4 audience, blog, blog page, blog post, collaborative, icon.</p> <p>6.7 audience, collaboration, concept map, database, quiz.</p> <p>6.9 alignment, calculate, cell, call reference, chart, column, formula(e), function, range, row, spreadsheet, style, sum, value, workbook, text wrapping,</p>	
Curriculum Links		maths	PHSE