



# Computing Curriculum

## Year 1 – 6

## Overview of Computing Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Online Safety (4 lessons) & Exploring Purple Mash		Coding (6 lessons)		Pictograms (3 lessons) Grouping and Sorting (2 lessons) Technology outside school (2 lessons)	
Year 2		Online Safety (3 lessons)  Effective Searching (3 lessons)	Coding (5 lessons)		Spreadsheets (4 lessons) Presenting Ideas (4 lessons)	
Year 3	Touch Typing (4 lessons) Online Safety (3 lessons)		Coding (6 lessons)		Branching databases (4 lessons) Graphing (2 lessons)	
Year 4	Spreadsheets (5 lessons) Effective Searching (3 lessons)		Coding (6 lessons)		Logo (4 lessons) Online Safety (4 lessons)	
Year 5	Spreadsheets (5 lessons)		Coding (6 lessons)		Databases (4 lessons) Online Safety (3 lessons)	
Year 6	Quizzing (6 lessons)		Networks (3 lessons)		Coding (6 lessons)	

			Online Safety (3 lessons)			
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## **The Aims of the National Curriculum for Computing**

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

### **At KS1, pupils should be taught to:**

- 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 program
- 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.

### **At Key stage 2, pupils should be taught 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 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 concerns about content and contact.

## Reception

For further details of our EYFS curriculum please see the separate curriculum documents

## Year 1

Term: Y1 T1	Focus of Study: <b>Online Safety and exploring Purple Mash</b>
NC Objectives	Key Knowledge and Vocabulary
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><u>Context of Study</u></b></p> <p><i>This unit is one of the first online safety units that pupils study and so there is limited prior knowledge to activate. Pupils will learn how to login safely to Purple Mash, using their unique login and password. They will know that a password is a secret word, made up of letters/ numbers to login to a computer, and will have the opportunity to create their own avatar. Pupils will revisit this in the year 3 Online Safety unit. Pupils will learn how to name and save images and work into their own folder within Purple Mash. They will also be able to navigate the software and log out of Purple Mash correctly. This knowledge will equip them with using this software in Year 2, and as they move through school.</i></p> <p><b><u>Unit 1.1 Online Safety and exploring Purple Mash</u></b></p>

Know how to **login** to Purple Mash using own **login** and **password**.

Know that a **password** is a secret word, usually made of letters or numbers that lets you login to a computer.

Know that an **avatar** (pronounced a-vuh-taa) is an **image** used to represent you online.

Understand that an **image** is a **picture** that has been created or copied and stored in electronic form.

Know how to name an **image** created on the computer to create an avatar.

Know how to **Save** work into own folder on Purple Mash.

Understand that this is a private saving space just for their work.

Know how to **find** saved work in the 'Online Work' area of Purple Mash.

Know how to find **messages** that their teacher has left for them.

Know how to **Search** Purple Mash to find resources.

Know how to use **templates** to add pictures to work.

Know that a **template** (pronounced tem-playt) is a sample **document** that already has some details in place.

Know that a **document** is an electronic page that gives information about something.

Know that an **icon** is a pictogram shown on a **computer** screen to help the user **navigate** a computer system.

Know that **navigate** means to move around.

Know that **Save** means to keep and store information.

Know that **Print** means to produce work from the computer onto paper.

Know that **Open** means to show a **document** on screen.

Know that **New** means to open a new **document**.

Know how to **log out** of Purple Mash correctly.

Know that to **log out** means to quit or leave a computer or an application.

**End of unit outcome:**

[Independently login to Purple Mash, complete a paint project, save this and log out](#)

Term: Y1 T2	Focus of Study:
NC Objectives	Key Knowledge and Vocabulary
	<b>Revision of previous content</b>
Term: Y1 T3	Focus of Study: <b>Coding</b>
NC Objectives	Key Knowledge and Vocabulary
Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	<p><b><u>Context of Study</u></b></p> <p><i>This unit is the first coding unit that pupils study and so there is limited prior knowledge to activate. Pupils will learn that coding is a special language used to create computer programs. They will read through blocks of code and learn that algorithms are a set of step-by-step instructions to solve problems. Pupils will know how to create a set of instructions and write a simple program to control how a character moves. Pupils will apply this basic coding knowledge further in Year 2.</i></p> <p><b><u>Unit 1.7 Coding (6 lessons)</u></b></p> <p>Know that <b>coding</b> or <b>code</b> is a special language used to create computer <b>programs</b>.  Know that a <b>computer program</b> is a list of instructions that tells a computer exactly what to do.  Know how to create a <b>computer program</b>.  Know that a <b>block of code</b> is a set of codes grouped together.  Know how to read through combined <b>blocks of code</b>.  Know that for the computer to make something happen, it needs to follow clear instructions.  Know that an <b>algorithm</b> (pronounced al-guh-ri-thm) is a set of step-by-step instructions to solve problems.  Know how to create a set of instructions to solve problems.  Know how to talk through a <b>code</b>.  Know how to write a simple <b>program</b> that controls how a character moves and stops when clicked.  Know how to write a simple <b>program</b> where objects can stop moving and a sound is played when the objects collide.</p> <p><b><u>End of unit outcome:</u></b></p>

	Write a program to control how a character moves and stops when clicked.
Term: Y1 T4	Focus of Study:
NC Objectives	Key Knowledge and Vocabulary
	<b>Revision of previous content</b>
Term: Y1 T5	Focus of Study: <b><u>Pictograms/ Grouping and sorting/ Technology outside school</u></b>
NC Objectives	Key Knowledge and Vocabulary
Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<p><b><u>Context of Study</u></b></p> <p><i>This unit is one of the first data-handling units that pupils study and so there is limited prior knowledge to activate. Pupils will know what a pictogram looks like and that it is a method of data collection.</i></p> <p><i>Pupils will learn how to sort items using a range of criteria.</i></p> <p><i>They will understand what is meant by technology. They will have already been exposed to examples of technology in Reception through continuous provision, which includes Beebots, iPads, computers, whiteboard screens, cameras and voice recorders and know the different ways that technology is used at home. The knowledge acquired in this unit will equip them with using technology to create spreadsheets and present their ideas in Year 2.</i></p> <p><b><u>Unit 1.3 Pictograms</u></b></p> <p>Know that a <b>pictogram</b> is a chart that uses pictures to represent data</p> <p>Know how to collect class data for a <b>pictogram</b>.</p> <p>Know how to use a <b>pictogram</b> to record the results of an experiment.</p> <p>Know how to use a <b>pictogram</b> to <b>represent</b> the results of an experiment.</p> <p><b><u>Unit 1.2 Grouping and Sorting</u></b></p> <p>Know how to sort items using a range of <b>criteria</b>.</p> <p>Know that <b>criteria</b> is a set of features.</p>

	<p>Know how to sort items on the <b>computer</b>. Know how to sort items into <b>groups</b>.</p> <p><b><u>Unit 1.9 Technology outside school</u></b></p> <p>Know what is meant by <b>technology</b>. Know that <b>technology</b> can be anything that was created by humans that makes life easier or solves a problem. Know that the correct definition for technology is ‘the application of scientific knowledge for practical purposes, especially in industry’. Know the types of <b>technology</b> used in and outside of school. Know that some <b>technology used in school</b> could include: computer, whiteboard screen, telephone, iPads. Know that some examples of <b>technology outside school</b> could include: escalators, lifts, cooker hoods, tills and cash registers, revolving doors. Know 4 different ways that <b>technology</b> is used around the classroom or at home.</p> <p><b><u>End of unit outcomes:</u></b></p> <p>1. Create a Pictogram to show the data from rolling a dice 20 times 2. Name at least 3 examples of technology in and around school and 3 examples outside of school</p>
Term: Y1 T6	Focus of Study:
NC Objectives	Key Knowledge and Vocabulary
	<b>Revision of previous content</b>

## Year 2

Term: Y2 T1	Focus of Study: <b><u>Online Safety</u></b>
NC Objectives	Key Knowledge and Vocabulary

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.

### Context of Study

*This unit is the second online safety unit that pupils study and so there is some prior knowledge to activate. The emphasis in this unit is searching effectively and being able to refine these searches. Pupils will be introduced to the World Wide Web and the internet. They will know what a web browser is and will be shown a variety of web browsers that we use in school. They will understand how to use search engines effectively. The knowledge acquired in this unit will help pupils navigate the internet as they move across school. They will understand that the internet can be used as a tool to communicate effectively when they are introduced to blogs in Year 3. The unit briefly introduces pupils to touch typing which serves to develop their keyboard skills. They will later do an extended touch-typing unit in Year 3.*

### Touch typing in first week - 2Type on Purple Mash

#### Unit 2.2 Online Safety- only 2 lessons on PM

Know how to refine searches using Purple Mash.

Know that to **refine** a search means to make it more precise.

Know how to **share** work electronically using display boards tool on Purple Mash.

#### Unit 2.5 Effective Searching

Know that the **World Wide Web** is the part of the Internet that contains websites and webpages.

Know that the **internet** is the world's largest computer network.

Know that the **internet** is a global network of computers that are all connected.

Know that the **World Wide Web** is just one part of the internet.

Know that every computer on the internet is connected by actual wires.

Know that the **internet** includes email, instant messaging and multiplayer gaming.

Know that a web **browser** is a tool to help us access the **World Wide Web**.

Know that Google Chrome, Safari, Firefox and Microsoft Edge are all examples of web **browsers**.

Know that a **website** is a collection of pages that belong to one domain or owner.

Know that a **web page** is a single document (which can include images, videos and charts) all viewable through a **web browser**.

**Know that a web address is the identifying file for a file or webpage on the internet.**

	<p><b>Know that typing a web address into the browser/ address bar allows you to access files on the internet.</b></p> <p>Know that a <b>web address</b> can also be called a <b>URL</b>.</p> <p>Know that a <b>search engine</b> is a program to help you find <b>webpages</b> on the <b>internet</b>.</p> <p>Know that <b>search engines</b> do not search the whole web, but only an index of the web.</p> <p>Know that some examples of <b>search engines</b> are: Google, Yahoo and Bing.</p> <p><b>End of unit outcome:</b>  <a href="#">Create a digital leaflet for other pupils on effective internet searching.</a></p>
Term: Y2 T2	Focus of Study:
NC Objectives	Key Knowledge and Vocabulary
	<p><b>Revision of previous content</b></p>
Term: Y2 T3	Focus of Study: <b>Coding</b>
NC Objectives	Key Knowledge and Vocabulary
<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><b><u>Context of Study</u></b></p> <p><i>This unit is the second coding unit that pupils study and so there is some prior knowledge to activate. Pupils will become familiar with the key computer programming terminology, such as Command, Repeat, Input, Output and Event. They will continue to create computer programs in this unit and will understand how to use at least 4 of the key computer programming terms by the end of this unit. They will also be introduced to bugs in computer programs and learn about debugging. They will apply this knowledge further when they revisit coding in Year 3.</i></p> <p><b><u>Unit 2.1 Coding</u></b></p> <p>Know that <b>coding</b> or <b>code</b> is a special language used to create computer <b>programs</b>.</p> <p>Know that a <b>computer program</b> is a list of instructions that tells a computer exactly what to do.</p>

	<p>Know how to create a <b>computer program</b>.          Know that an <b>algorithm</b> (pronounced al-guh-ri-thm) is a set of step-by-step instructions to solve problems.          Show a computer program.          Share the algorithms that have been created.          Know what the <b>computer programming</b> vocabulary/ terms are and explain what they mean.          Know that a <b>block of code</b> is a set of codes grouped together.          Know that a <b>Command</b> is a single instruction in a computer program.          Know that <b>Repeat</b> means to make a block of commands run a set number of times.          Know that <b>Input</b> is information that goes into a computer.          Know that <b>Output</b> is information that comes out of a computer.          Know that an <b>Event</b> is something that causes a <b>block of code</b> to be run.          Know how to use at least 4 of the computer programming terms/ vocabulary.          Know that a <b>bug</b> is a problem in a computer program.          Know that <b>debugging</b> means to look for any <b>bugs</b> (problems) in a code and try to fix them.</p> <p><b><u>End of unit outcome:</u></b></p> <p>Debug a piece of code containing errors</p>
Term: Y2 T4	Focus of Study:
NC Objectives	Key Knowledge and Vocabulary
	<b>Revision of previous content</b>
Term: Y2 T5	Focus of Study: <b><u>Spreadsheets/ Presenting ideas</u></b>
NC Objectives	Key Knowledge and Vocabulary
Use technology purposefully to create, organise, store, manipulate and retrieve digital content	<p><b><u>Context of Study</u></b></p> <p><i>This unit is the second data-handling unit that pupils study and so there is some prior knowledge to activate. Pupils will already know how to use a pictogram as a means of data collection in Year 1, they will be able to use technology to group and sort; and will be able to recognise forms of technology outside school. Pupils will learn how spreadsheets are organised and know the differences between rows and columns on a spreadsheet. They will be able to open, edit, save; and copy and paste in a spreadsheet and be able to create graphs from the data. Pupils will also become familiar with the term ‘digital content’ and use</i></p>

*digital content as a means of collecting, organising and presenting data and information. Pupils will apply the knowledge acquired in this unit when they learn about branching databases and graphing in Year 3.*

### **Unit 2.3 Spreadsheets**

Know that a **spreadsheet** is an electronic document where data is arranged in the **rows** and **columns** of a grid.

Know that a **row** is the range of cells that go across (horizontal) the **spreadsheet**.

Know that a **row** on a **spreadsheet** is made up of numbers.

Know that a **column** is a **vertical** series of cells in a spreadsheet.

Know that **columns** on a **spreadsheet** are made up of letters.

Know how to open a **spreadsheet**.

Know that to edit a **spreadsheet** means to make changes.

Know how to save a **spreadsheet**.

Know how to copy and paste to help make a **spreadsheet**.

Know how to use images in a **spreadsheet**.

Know how to create a table of data in a **spreadsheet**.

Know how to create a block graph manually.

### **Unit 2.8- Presenting ideas**

Know what **digital content** is.

Know that **digital content** is anything that exists in the form of digital data.

Know that **digital content** can be represented in many forms.

Know how a story can be presented in different ways.

Know how to add **clipart**.

Know how to add a photo.

Know that data can be structured into a table to make it useful.

Know how to collect data and information in **digital content**.

Know how to organise data and information in **digital content**.

Know how to present data and information in **digital content**.

Know how to combine software packages to create **digital content**.

### **End of unit outcome:**

Create a table of data in a spreadsheet and a corresponding block graph showing ice cream

	choice. Make a brief presentation on an aspect of their current curriculum content taught in other subjects.
Term: Y2 T6	Focus of Study:
NC Objectives	Key Knowledge and Vocabulary
	<b>Revision of previous content</b>

## Year 3

Term: Y3 T1	Focus of Study: <b>Touch Typing</b>
NC Objectives	Key Knowledge and Vocabulary
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	<b>Context of Study</b>  <i>This unit is the second touch-typing unit that pupils study, so there is some prior knowledge to activate. Pupils will have some experience of touch-typing from Year 2 and will have the opportunity to develop these skills further in this unit. Pupils will be familiar with some of the typing terminology. Pupils will learn the names of the fingers used for typing and the different keys on a keyboard (home row, bottom row, top row). They will also know how to use both hands to type letters on a keyboard and be able to type a series of words with increasing</i>

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

*speed and accuracy. This skill will help them as they move up the school. The online safety element within this block focuses on understanding what a password is and keeping it safe. This is something that pupils will have been introduced to in Year 1.*

### **Unit 3.4 Touch Typing**

Know the typing terminology.

Know that **touch typing** means to use all one's fingers when typing, without looking at the keys.

Know the names of the fingers needed for touch-typing are: thumb, index finger, middle finger, third finger and little finger.

Know that the **home row keys** are A, S, D and F for the left hand and G, H, J, K, and L; for the right hand.

Know that the **home row keys** are the row of **keys** on the computer keyboard that your fingers rest on when not typing.

Know that the **bottom row keys** are the row of keys above the space bar.

Know that the **space bar** is a **key** on a typewriter or alphanumeric **keyboard** in the form of a horizontal **bar** in the lowermost row, significantly wider than other keys.

Know that the main purpose of a **space bar** is to enter a **space**, e.g., between words during typing.

Know that the **bottom row keys** include the Z, X, C, V, and B keys for the left-hand and N, M, comma, full stop, and forward slash keys for the right-hand.

Know that the **top row keys** are the ten keys found above the home row keys on a QWERTY keyboard.

Know how to use both hands to type the letters on the keyboard.

Know how to type full words using the correct fingers.

Know how to type a series of words with speed and accuracy.

### **Unit 3.2 Online Safety**

Know that a **password** is a secret set of **characters** needed to login to a computer, application or website.

Know that a **character** can be a letter, number or symbol but not a space on a keyboard.

Know what makes a safe **password** including special characters and lower and upper case letters

Know how to keep **passwords** safe by not sharing with people, not leaving them lying round.

	<p>Know what the <b>consequences</b> of giving a password away might be.</p> <p>Know that the <b>Internet</b> is an electronic communications network of networks that connects computer networks all across the world.</p> <p>Know how the <b>Internet</b> can be used to communicate effectively.</p> <p>Know that a <b>blog</b> is a regularly updated website or web page, usually one run by an individual or small group, that is written in a chatty style.</p> <p>Know how to use a <b>blog</b> to communicate to a wider audience.</p> <p><b>End of unit outcome:</b>  <a href="#">Complete a short touch-type assessment</a>  <a href="#">Participate in a class discussion on how to stay safe online.</a></p>
Term: Y3 T2	Focus of Study:
NC Objectives	Key Knowledge and Vocabulary
	<b>Revision of previous content</b>
Term: Y3 T3	Focus of Study: <b>Coding</b>
NC Objectives	Key Knowledge and Vocabulary
<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</p>	<p><b><u>Context of Study</u></b></p> <p><i>This unit is the third coding unit that pupils study and so there is some prior knowledge to activate. Pupils will already know how to create algorithms and will be introduced to further computer programming terms such as Object and Action. They will also be able to explain how a computer program simulates a physical system. Pupils will also know how to use repetition commands and know how to debug a program. They will also be introduced to variables within a computer program and understand how to name, create and change them. They will apply this knowledge further when they revisit coding in Year 4.</i></p> <p><b><u>Unit 3.1 Coding</u></b></p> <p>Know that an <b>Object</b> is an element in a computer program that can be created and</p>

correct errors in algorithms and programs	<p>manipulated using its actions or properties.</p> <p>Know that an <b>Action</b> is a type of command, which is run on a particular object.</p> <p>Know that <b>Output</b> is information that comes out of a computer.</p> <p>Know that a <b>Control</b> determines whether or not parts of the program will run, how often or when.</p> <p>Know that an <b>Event</b> is something that causes a <b>block of code</b> to be run.</p> <p>Explain how a <b>computer program simulates</b> a physical system.</p> <p>Know how to design a computer program that simulates a physical system.</p> <p>Know that to <b>simulate</b> (pronounced si-myoo-layt) something means when something is made to look, feel, or behave like something else.</p> <p>Know how to use <b>repetition</b> commands.</p> <p>Know what steps to follow to <b>debug</b> a program.</p> <p>Explain how to debug a program.</p> <p>Know that a <b>variable</b> (pronounced veh-ree-uh-bl) is something used in programming to keep track of things that can change while a program is running.</p> <p>Know how to name a <b>variable</b>.</p> <p>Explain why <b>variables</b> need to be named.</p> <p>Know how to create a <b>variable</b> in a program.</p> <p>Know how to change <b>variables</b>.</p> <p><b><u>End of unit outcome:</u></b></p> <p><b>Design and make an interactive scene.</b></p>
Term: Y3 T4	Focus of Study:
NC Objectives	Key Knowledge and Vocabulary
	<b>Revision of previous content</b>
Term: Y3 T5	Focus of Study: <b><u>Branching Databases/ Graphing</u></b>
NC Objectives	Key Knowledge and Vocabulary
select, use and combine a variety of software	<p><b><u>Context of Study</u></b></p> <p><i>This unit is the third data-handling unit that pupils study and so there is some prior knowledge</i></p>

(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

*to activate. Pupils will already know how to use spreadsheets to organise and present information and will also know what the term 'digital content' refers to. In this unit, pupils will create branching databases to classify objects. They will know how to debug a branching database, as they will have had some experience of debugging programs in the coding unit in Spring term.*

### **Unit 3.6 Branching Databases**

Know that a branching database is a way of classifying a group of objects.

Know how to sort objects using YES/ NO questions.

Understand how YES/ NO questions are structured.

Understand how YES/ NO questions are answered.

Know how to contribute to a class branching database.

Know how to complete a branching database.

Know how to create a branching database.

Know how to use a branching database.

Know how to **debug** a branching database.

Know that **debugging** means to look for any **bugs** (problems) and try to fix them.

### **Unit 3.8 Graphing**

Know that a **graph** is a picture of information from the data table used to show the relationship between variables.

Know that a **variable** (pronounced veh-ree-uh-bl) in a **graph** describes what information is being collected or measured.

Know how to set up a graph with a given number of fields.

Know how to enter data for a graph.

Know how to produce and share a graph.

Know how to present results from a mathematical investigation onto a graph.

### **End of unit outcome:**

Create a branching database.

Term: Y3 T6

Focus of Study:

NC Objectives	Key Knowledge and Vocabulary
	<b>Revision of previous content</b>

## Year 4

Term: Y4 T1	Focus of Study: Touch typing and <b>Spreadsheets/ Effective searching</b>
NC Objectives	Key Knowledge and Vocabulary
<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>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.</p>	<p><b><u>Context of Study</u></b></p> <p><i>This unit begins with pupils using the touch typing software. This will reactivate prior knowledge, as pupils will have studied a complete unit on this in Year 3. This main focus for this unit is spreadsheets. Pupils will have been introduced to spreadsheets in Year 2, as a form of data handling so there will be some prior knowledge to activate. Pupils will apply what they learn in Year 2 in order to use spreadsheets effectively. They will already know how to create a table of data in a spreadsheet and create a block graph manually. Pupils will learn how to format a number in a spreadsheet and begin to add formulas to cells within a spreadsheet. From this, they will be able to create line graphs to present information. This is the second method of data collection pupils will create using spreadsheets. Learning about formulas will equip the pupils with the knowledge they need when they study this unit in Year 5. For the Effective Searching unit, pupils will structure search queries to locate specific information online. Pupils will already have some prior knowledge of this, as they will have used search engines briefly in Year 2.</i></p> <p><b>Touch typing in first week- 2Type on Purple Mash</b></p> <p><b><u>Unit 4.3 Spreadsheets</u></b></p> <p>Know that a <b>spreadsheet</b> is a powerful tool for organising data/ information.  Know how to <b>format</b> a number.  Know that to <b>format</b> a number in a <b>spreadsheet</b> means to change the appearance of a number without changing the number itself.  Know that a <b>formula</b> is a calculation in a spreadsheet.  Know how to add a <b>formula</b> to a <b>cell</b>.  Know that a <b>cell</b> is a box in a <b>spreadsheet, which</b> can be typed into.</p>

	<p>Know that <b>cells</b> in a <b>spreadsheet</b> are usually identified by a column letter and a row number.          Know how to create a line graph from <b>data</b> in a <b>spreadsheet</b>.</p> <p><b><u>Unit 4.7 Effective Searching</u></b></p> <p>Know that an <b>online query</b> is an <b>online search</b>.          Know how to structure <b>search queries</b> to locate specific information.          Know how to search effectively to find out information.          Know how to write <b>effective</b> search questions.          Know whether an <b>information source</b> is <b>true and reliable</b>.          Know that the most <b>reliable websites</b> are often set up by official organisations and businesses.</p> <p><b><u>End of unit outcome:</u></b></p> <p><a href="#">Create a place value resource using a spreadsheet</a></p>
Term: Y4 T2	Focus of Study:
NC Objectives	Key Knowledge and Vocabulary
	<b>Revision of previous content</b>
Term: Y4 T3	Focus of Study: <b><u>Coding</u></b>
NC Objectives	Key Knowledge and Vocabulary
<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><b><u>Context of Study</u></b></p> <p><i>This unit is the fourth coding unit that pupils study and so there is some prior knowledge to activate. Pupils will know what the main computer programming terms are. The pupils will be reintroduced to variables and the main focus in this unit is learning how to create if/ else statements within variables and debugging a program. Furthermore, pupils will be able to</i></p>

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.

*explain the steps required for debugging a program and create an algorithm (step by step instructions) to solve problems. Pupils will also learn how to add a timer into a program. Pupils will apply their knowledge when they revisit coding in Year 5.*

#### **Unit 4.1 Coding**

Know what the main computer programming vocabulary is.

Know that an **Object** is an element in a computer program that can be created and manipulated using its actions or properties.

Know that an **Action** is a type of command, which is run on a particular object.

Know that **Output** is information that comes out of a computer.

Know that a **Control** determines whether or not parts of the program will run, how often or when.

Know that an **Event** is something that causes a **block of code** to be run.

Know how to create if/ else statements in **variables**.

Know that a **variable** (pronounced veh-ree-uh-bl) is something used in programming to keep track of things that can change while a program is running.

Know how to make a character repeat an action and explain how they caused it to do so.

Know that a **bug** is a problem in a computer program.

Know that **debugging** means to look for any **bugs** (problems) in a code and try to fix them.

Know how to **debug a program**.

Know how to explain the steps for debugging a program.

Know how to create a timer in a program.

Know how to create an **algorithm** (pronounced al-guh-ri-thm).

Know that an **algorithm** is a set of step-by-step instructions to solve problems.

Know how to manipulate graphics in the design view.

#### **End of unit outcome:**

Code a working game with a scoring system built in

Term: Y4 T4

Focus of Study:

NC Objectives

Key Knowledge and Vocabulary

**Revision of previous content**

Term: Y4 T5	Focus of Study: <b>Logo/ Online Safety</b>
NC Objectives	Key Knowledge and Vocabulary
<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><b><u>Context of Study</u></b></p> <p><i>This unit sees pupils using the Logo program for the first time. This involves following and creating simple instructions on the program to draw letters and create shapes. For the Online Safety unit, pupils will know what the key safety messages are and understand what makes up personal information. Pupils will apply the knowledge acquired in this unit when they learn about online safety in Year 5.</i></p> <p><b><u>Unit 4.5 Logo</u></b></p> <p>Know what the different <b>instructions</b> in the Logo program are.          Know that BK means to move backwards a distance of units.          Know that FD means to move forwards a distance of units.          Know that RT means to turn right a given number of degrees.          Know that LT means to turn left a given number of degrees.          Know that REPEAT means to repeat a set of instructions a number of times.          Know that SETPC means to set pen colour to a value.          Know that SETPS means to set pen thickness.          Know that PU means to lift the pen off the screen.          Know that PD means to place the pen to begin drawing.          Know how to follow simple instructions to create shapes on a paper.          Know how to follow simple instructions to create shapes on the Logo program.          Know how to create simple instructions to draw a letter.          Be able to predict what shapes will be made from a given set of instructions.          Know what the most efficient way to draw shapes is.          Know how to use and build procedures in Logo program.</p> <p><b><u>Unit 4.2 Online Safety</u></b></p> <p>Know that <b>online safety</b> means how to stay safe online.          Know how to contribute ideas to a class 2Connect map.</p>
<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about</p>	

<p>content and contact.</p>	<p>Know how to plan a range of resources to help parents and children to understand online safety.</p> <p>Know that the key <b>online safety</b> messages are:</p> <ul style="list-style-type: none"> <li>● not to give out personal information when chatting or posting online</li> <li>● if meeting someone online then meet them with parents'/ carers permission and only when they can be present,</li> <li>● never accept instant messages, emails, pictures, texts from people you don't know or trust.</li> <li>● Always check how <b>reliable</b> information is online with other websites, books or someone who knows.</li> <li>● Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.</li> </ul> <p>Know that <b>personal information</b> is any information that can be used to identify you or find out where you are.</p> <p>Know that <b>personal information</b> could be information such as your full name and address, date of birth, address, which school you attend.</p> <p>Know how to share the key <b>online safety</b> messages with parents.</p> <p>Know how to create online safety materials.</p> <p>Know how to plan a <b>presentation</b> on online safety.</p> <p>Know how to share this information <b>online</b>.</p> <p><u><a href="#">End of unit outcome:</a></u></p> <p><a href="#">Write a simple set of instructions to draw a letter of the alphabet.</a></p>
<p>Term: Y4 T6</p>	<p>Focus of Study:</p>
<p>NC Objectives</p>	<p>Key Knowledge and Vocabulary</p>
	<p><b>Revision of previous content</b></p>



# Year 5

Term: Y5 T1	Focus of Study: Touch Typing and <b>Spreadsheets</b>
NC Objectives	Key Knowledge and Vocabulary
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><b><u>Context of Study</u></b></p> <p><i>This unit is the first data-handling unit of the year, but there will be some prior knowledge to activate, as pupils will have studied spreadsheets in Year 4. Pupils will already know how to use spreadsheets. In this unit, pupils will further develop their knowledge of spreadsheets by using them to work out the area and perimeter of rectangles. They will also create formulas that use simple variables. They will also use formulas to solve a real-life problem.</i></p> <p><b><u>Touch typing in first week- 2Type on Purple Mash</u></b></p> <p><b><u>Unit 5. 3 Spreadsheets</u></b></p> <p>Know that a spreadsheet is a powerful tool for organising information. Know that <b>spreadsheets</b> are used to carry out lots of calculations quickly and to store large amounts of information for a range of purposes. Know that a <b>formula</b> is a calculation in a spreadsheet. Know how to create a <b>formula</b> in a spreadsheet. Know how to use a spreadsheet to work out the area and perimeter of rectangles. Know how to use these calculations to solve a real-life problem. Know how to create simple <b>formulae</b> (pronounced faw-myuh-lee) that use different <b>variables</b>. Know that <b>formulae</b> is the plural form of <b>formula</b>. Know that a <b>variable</b> (pronounced veh-ree-uh-bl) is something used in programming to keep track of things that can change while a program is running. Know how to create a <b>formula</b> that will work out how many days there are in a given number of weeks or years. Know how to use a <b>spreadsheet</b> to model a real-life situation.</p> <p><b><u>End of unit outcome:</u></b></p> <p>Create a spreadsheet with a formula that will work out how many days there are in a given number of weeks or years.</p>

Term: Y5 T2	Focus of Study:
NC Objectives	Key Knowledge and Vocabulary
	Revision of previous content
Term: Y5 T3	Focus of Study: <b>Coding</b>
NC Objectives	Key Knowledge and Vocabulary
<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><b><u>Context of Study</u></b></p> <p><i>This unit is the fifth coding unit that pupils study and so there is some prior knowledge to activate. Pupils will revise the main computer programming vocabulary (Object, Action, Output, Control and Event). Pupils will know which commands to use in their programs and these will achieve. They will use variables and set/ change variables appropriately. Furthermore, pupils will also create a game and use variables to control objects in a game. Pupils will use a timer within the game and use if/ else statements, which they will have learned in Year 4. They will apply their knowledge of coding when they revisit this in Year 6 Summer term.</i></p> <p><b><u>Unit 5.1 Coding</u></b></p> <p>Know what <b>Object, Action, Output, Control</b> and <b>Event</b> are in <b>computer programming</b>.  Know that an <b>Object</b> is an element in a computer program that can be created and manipulated using its actions or properties.  Know that an <b>Action</b> is a type of command, which is run on a particular object.  Know that <b>Output</b> is information that comes out of a computer.  Know that a <b>Control</b> determines whether or not parts of the program will run, how often or when.  Know that an <b>Event</b> is something that causes a <b>block of code</b> to be run.  Know that a <b>Command</b> is a single instruction in a computer program.  Know which <b>commands</b> they included in their program and what they achieve.</p>

	<p>Explain how to make a vehicle change angle.          Know what a <b>variable</b> (pronounced veh-ree-uh-bl) is.          Know that a <b>variable</b> is something used in programming to keep track of things that can change while a program is running.          Know how to set/ change <b>variable</b> values appropriately.          Know some ways that <b>text variables</b> can be used in coding.          Know how to create a game, which has a timer and score pad.          Know how to use <b>variables</b> to control objects in a game.          Know how to create loops using the timer and if/else statements.          Know how to plan an algorithm modelling the sequence of traffic lights          Know how to plan a simulation in 2Code          Know how create and use functions in code to make programming more efficient          Know how to create and use <b>strings</b> in programming          Know that a string is a data type used for data values that are made up of ordered sequences of characters.</p> <p><b><u>End of unit outcome:</u></b></p> <p><b>Create a program using strings t produce a range of outputs</b></p>
Term: Y5 T4	Focus of Study:
NC Objectives	Key Knowledge and Vocabulary
	<b>Revision on previous content</b>
Term: Y5 T5	Focus of Study: <b><u>Databases/ Online Safety</u></b>
NC Objectives	Key Knowledge and Vocabulary
<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><b><u>Context of Study</u></b></p> <p><i>This unit is the second data-handling unit of the year, as pupils will already know how to use spreadsheets in the Autumn term. In this unit, pupils will understand what a database is and learn how it works. They will be able to sort information alphabetically or numerically and will be able to query/ ask questions to the database to conduct a search of the database. Pupils will learn how to design an avatar for the class database and enter information in order to create their own database. They will learn about fields and records inside the database and will know how to add these to a database.</i></p>

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

#### Unit 5.4 Databases

Know that a **database** is a computerised system that makes it easy to search, select and store information.

Know that a **database** can be sorted **alphabetically**; or **numerically** by **ascending** or **descending** order.

Know the different ways to search a **database**.

**Know that a database "query" is a "question" that you ask the database.**

Know how to word questions so that they can be effectively answered using a search of the **database**.

Know how to search a **database** to answer questions.

Know that an **avatar** (pronounced a-vuh-taa) is an **image** used to represent you online.

Know how to design an avatar for a class database.

Know how to enter information into a class database.

Know how to create their own **database** on a chosen topic.

Know that a **field** in a **database** is a single piece of data such as name, date of birth or telephone number.

Know that a field contains only one piece of information.

Know how to correctly add **field** information.

Know that a **record** is one complete set of fields.

Know that a **record** holds all of the information about one person, place or object.

Know how to add **records** to a **database**.

#### Unit 5.2 Online Safety

Know that the key online safety messages are:

- not to give out **personal information** when chatting or posting online.
- if meeting someone online then meet them with parents'/ carers permission and only when they can be present.
- never accept instant messages, emails, pictures, texts from people you don't know or trust.
- Always check how **reliable** information is online with other websites, books or someone who knows.

	<ul style="list-style-type: none"> <li>● Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.</li> </ul> <p>Know that <b>personal information</b> is any information that can be used to identify you or find out where you are.</p> <p>Know that <b>personal information</b> could be information such as your full name and address, date of birth, address, which school you attend.</p> <p>Know which information we should accept <b>online</b>.</p> <p>Know what <b>reliable information</b> is.</p> <p>Understand that <b>reliable information</b> is information we can <b>trust</b>.</p> <p>Know which information we should keep safe.</p> <p>Know who to tell if there is something that concerns us <b>online</b>.</p> <p>Know how to be careful when meeting up.</p> <p>Know how to use the Childnet SMART CREW resources to help us understand how to keep safe online.</p> <p>Know what to do if we are upset by something that happens online.</p> <p>Know how to create a comic strip to share key <b>online safety</b> messages.</p> <p><u><a href="#">End of unit outcome:</a></u></p> <p><a href="#">Create a database linked to curriculum content from other subjects that includes records and fields e.g. a database of animals from the Amazon rainforest</a></p>
Term: Y5 T6	Focus of Study:
NC Objectives	Key Knowledge and Vocabulary
	<b>Revision of previous content</b>

## Year 6

Term: Y6 T1	Focus of Study: Touch typing and <b>Quizzing</b>
NC Objectives	Key Knowledge and Vocabulary
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><b><u>Context of Study</u></b></p> <p><i>This unit begins with touch-typing for the first week. Pupils will have some prior knowledge to activate, as they will have used this in Year 5.</i></p> <p><i>In this quizzing unit, pupils will know how to plan and create a quiz for younger children and understand how to use the question types within the 2Quiz software. They will know how to share a quiz with their peers and collaborate on this too.</i></p> <p><b>Touch typing in first week - 2Type on Purple Mash</b></p> <p><b><u>Unit 6.7 Quizzing</u></b></p> <p>Know that a <b>quiz</b> is a test of knowledge.          Know how to plan and create a <b>quiz</b> for younger children.          Know how to save work in the activity folder.          Know how to use the question types within 2Quiz.          Know the audience's ability level and interests that the quiz is being created for.          Know how to share a <b>quiz</b> with peers.          Know how to give and respond to feedback about a <b>quiz</b>.</p> <p><b><u>End of unit outcome:</u></b></p> <p>Create a quiz on an agreed topic (from a foundation subject) learnt this half term.</p>
Term: Y6 T2	Focus of Study:
NC Objectives	Key Knowledge and Vocabulary

	<b>Revision of previous content</b>
Term: Y6 T3	Focus of Study: <b><u>Networks/ Online Safety</u></b>
NC Objectives	Key Knowledge and Vocabulary
<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p><b><u>Context of Study</u></b></p> <p><i>This unit explores the difference between the internet and the World Wide Web. Pupils will know how LANs (Local Area Networks) and WANs (Wide Area Networks) work and will learn about the school network. They will understand that a router works to spread an internet connection to more computers. They will also understand what is meant by a wireless network and know that our school has one. Pupils will know the role of an ISP (Internet Service Provider) and know that Tim Berners-Lee is famous for inventing the World Wide Web. Pupils will learn about the major changes in technology that have taken place in our lifetime. In this unit, pupils will also revisit Online Safety and use a blog to communicate to a wider audience online and use this to share key online safety messages.</i></p> <p><b><u>Unit 6.6 Networks</u></b></p> <p>Know what the difference is between the <b>World Wide Web</b> and the <b>internet</b>.  Know that the <b>internet</b> is an electronic communications network of networks that connects computer networks all across the world.  Know that the <b>World Wide Web</b> is an information system on the internet which allows documents to be connected to other documents by hypertext links, enabling the user to search for information by moving from one document to another.  Know that a <b>LAN (local area network)</b> is a network that connects computers and devices within a building or small group of buildings to the internet.  Know that a <b>WAN (wide area network)</b> is a network that connects computers over a large geographic area, and can span cities, countries, or the globe.  Know that a <b>WAN</b> connects to an internet service provider.  Know how to access the <b>internet</b> in school.  Know about the school <b>network</b>.  Know that a key part of a <b>network</b> is a <b>router</b>.</p>

Know that a **router** is a device that spreads the **internet** connection to more computers.  
Know that a network **hub** is a device that allows multiple computers to communicate with each other over a network.  
Know that a **wireless network** is like a wired network, except that the devices connect to the router and one another using a **wireless** connection instead of cables.  
Know that this is called **Wi-Fi networking**.  
Know that our school has a wireless network,  
Know that **ISP** stands for **Internet Service Provider**.  
Know that an **Internet Service Provider (ISP)** supplies us with access to the web, usually via home, mobile or satellite broadband connection.  
Know that **Tim Berners-Lee** is an English computer scientist who is famous for inventing the **World Wide Web** in 1989.  
Know that he was knighted by Queen Elizabeth II for his work. Know that being knighted is a significant achievement.  
Know some of the major changes in technology that have taken place in our lifetime including

- Mobile phone networks upgraded from 3G to 4G and now 5G
- Social Media plays a more significant role in our lives
- Electric Vehicles became more prevalent and viable
- Data storage moved to the cloud
- Curiosity lands on Mars
- Smart devices in the home e.g. Alexa, Google hubs
- Self driving cars become reality

### **Unit 6.2 Online Safety**

Know the different aspects of **online safety**.  
Know how to create a game on **2DIY, 2DIY or 2Code** that uses online safety as the theme.  
Know that a **blog** is a regularly updated website or web page, usually one run by an individual or small group, that is written in a chatty style.  
Know how to use a **blog** to communicate to a wider audience.  
Know what the safety aspects of blogging are.

#### **2 Blog**

Know how to contribute to a class **blog**.  
Know how to write a suitable comment for a **blog**.

	<p>Know how <b>blogs</b> like 2Blog can protect us from <b>online safety</b> issues that <b>blogs</b> on the internet do not.</p> <p><u>End of unit outcome:</u></p> <p>Create a fact file about Tim Berners-Lee and the major technological advancements over the last decade.</p>
Term: Y6 T4	Focus of Study:
NC Objectives	Key Knowledge and Vocabulary
	<b>Revision of previous content</b>
Term: Y6 T5	Focus of Study: <b>Coding</b>
NC Objectives	Key Knowledge and Vocabulary
<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><b><u>Context of Study</u></b></p> <p><i>This is the first coding unit of the year, although pupils will already have some prior knowledge of it, as they will have studied it in Year 5 Spring term. In this unit, pupils will know how to plan a program before coding to check variables. They will be able to follow plans to create a program. They will learn about bugs in a computer program and how to debug in a computer program. They will learn the key vocabulary for coding and will be able to organise code into functions inside a program to make it easier to read.</i></p> <p><b><u>Unit 6.1 Coding</u></b></p> <p>Know how to plan a <b>program</b> before coding to check the variables that will be needed to achieve the desired effect.</p> <p>Know how to follow plans to create a <b>program</b>.</p> <p>Know that a <b>bug</b> is a problem in a computer program.</p>

Know that **debugging** means to look for any **bugs (problems)** in a **code** and try to fix them.  
Know how to **debug** if there are any problems.  
Know that a **function** is a block of code that you can access when you need it so you don't have to rewrite the same block repeatedly.  
Know how to create a **function**.  
Know how to label a **function**.  
Know that **code** is a special language used to create computer **programs**.  
Know how to move **code** from one tab to another.  
Know that a **tab** is an additional, further document or a page that can be opened on a web browser or application.  
Know how to organise **code** into functions in a **program** to make it easier to read.  
Know the definitions for the **coding** vocabulary (see below)  
Know how to describe **coding** using the correct vocabulary.  
Know how to include buttons which launch windows to other websites.  
Know how to follow through the **code** of how a text adventure can be programmed.

#### KEY VOCABULARY

**Action** - Types of commands, which are run on an object. They could be used to move an object or change a property.

**Alert** - This is a type of output. It shows a pop-up of text on the screen.

**Algorithm** (pronounced al-guh-ri-thm) - a precise step by step set of instructions used to solve a problem or achieve an objective.

**Bug** - A problem in a computer program that stops it working the way it was designed.

**Code Design** – Design what a program will look like and what it will do.

**Command** - A single instruction in a computer program.

**Control** - These commands determine whether parts of the program will run, how often and sometimes, when.

**Debug/Debugging** - Looking for any problems in the code, fixing and testing them.

**Event** – Something that causes a block of code to be run.

**Get Input** - This puts the text that a user types into the computer's temporary memory to be used to control the program flow.

**If** - A conditional command. This tests a statement. If the condition is true, then the commands inside the block will be run.

**If/Else** - A conditional command. This tests a statement. If the condition is true, then the commands inside the 'if block' will be run. If the condition is not met, then the commands

	<p>inside the 'else block' are run.</p> <p><b>Input</b> - Information going into the computer. Can include moving or clicking the mouse, using the keyboard, swiping and tilting the device.</p> <p><b>Output</b> - Information that comes out of the computer e.g. sound.</p> <p><b>Object</b> - An element in a computer program that can be changed using actions or properties. In 2Code, buttons, characters and vehicles are types of objects.</p> <p><b>Repeat</b> - This command can be used to make a block of commands run a set number of times or forever.</p> <p><b>Sequence</b> - This is when a computer program runs commands in order. In 2Code this can also include "repeat" or a timer.</p> <p><b>Selection</b> - This is a conditional/decision command. When selection is used, a program will choose a different outcome depending on a condition.</p> <p><b>Simulation</b> - A model that represents a real or imaginary situation.</p> <p><b>Timer</b> - Use this command to run a block of commands after a timed delay or at regular intervals.</p> <p><b>Variable</b> (pronounced veh-ree-uh-bl) – A named area in computer memory. A variable has a name and a value. The program can change this variable value.</p> <p><u><a href="#">End of unit outcome:</a></u></p> <p><u><a href="#">Plan and code a program that includes a timer function and a score.</a></u></p>
Term: Y6 T6	<b>Revision of previous content</b>