

Strand		EYFS	KS1	LKS2	UKS2
Code This concept involves developing an understanding of instructions, logic and sequences.	Motion	<ul style="list-style-type: none"> To complete a simple program on a computer. 	<ul style="list-style-type: none"> Control motion by specifying the number of steps to travel, direction and turn. 	<ul style="list-style-type: none"> Use specified screen coordinates to control movement. 	<ul style="list-style-type: none"> Set IF conditions for movements. Specify types of rotation giving the number of degrees.
	Looks		<ul style="list-style-type: none"> Using simple tools to edit an image. 	<ul style="list-style-type: none"> Set the appearance of objects and create sequences of changes. 	<ul style="list-style-type: none"> Change the position of objects between screen layers (send to back, bring to front).
	Sound		<ul style="list-style-type: none"> Select sounds appropriately within a program. 	<ul style="list-style-type: none"> Create and edit sounds. Control when they are heard, their volume, duration and rests. 	<ul style="list-style-type: none"> Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.
	Draw		<ul style="list-style-type: none"> Control when drawings appear and set the pen colour, size and shape. 	<ul style="list-style-type: none"> Control the shade of pens. 	<ul style="list-style-type: none"> Combine the use of pens and shapes with movement to create interesting effects.
	Events		<ul style="list-style-type: none"> Specify user inputs (such as clicks) to control events. 	<ul style="list-style-type: none"> Specify conditions to trigger events. 	<ul style="list-style-type: none"> Set events to control other events by 'broadcasting' information as a trigger.
	Control		<ul style="list-style-type: none"> Specify the nature of events. Recognise a coding error 	<ul style="list-style-type: none"> Use IF THEN conditions to control events or objects. 	<ul style="list-style-type: none"> Use IF THEN ELSE conditions to control events or objects.

			and attempt to rectify.	<ul style="list-style-type: none"> Recognise a coding error and successfully rectify. 	<ul style="list-style-type: none"> Recognise all coding errors and successfully rectify.
	Sensing		<ul style="list-style-type: none"> Create conditions for actions by waiting for a user input. 	<ul style="list-style-type: none"> Create conditions for actions by sensing proximity or by waiting for a user input 	<ul style="list-style-type: none"> Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.
	Variables and lists		<ul style="list-style-type: none"> From Year 3 onwards. 	<ul style="list-style-type: none"> Use variables to store a value. Use the functions to control the variables. 	<ul style="list-style-type: none"> Use lists to create a set of variables.
	Operators		<ul style="list-style-type: none"> From Year 3 onwards. 	<ul style="list-style-type: none"> Use the Reporter operators (completes functions) <p>() + ()</p> <p>() - ()</p> <p>() * ()</p> <p>() / ()</p> <p>to perform calculations.</p>	<ul style="list-style-type: none"> Use the Boolean operators (comparisons) <p>() < ()</p> <p>() = ()</p> <p>() > ()</p> <p>()and()</p> <p>()or()</p> <p>to define conditions.</p> <ul style="list-style-type: none"> Use the Reporter operators to perform calculations.

<p>Connect This concept involves developing an understanding of how to safely connect with others.</p>		<ul style="list-style-type: none"> • To recognise that a range of technology is used in places such as homes and schools. 	<ul style="list-style-type: none"> • Understand online risks and the age rules for sites. • Gain an awareness of social media and how it can be used for communication. 	<ul style="list-style-type: none"> • Give examples of the risks posed by online communications. • Understand the term 'copyright'. • Understand that comments made online that are hurtful or offensive are the same as bullying. • Understand how online services work. 	<ul style="list-style-type: none"> • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. • Understand the effect of online comments and show responsibility and sensitivity when online.
<p>Communicate This concept involves using apps to communicate one's ideas.</p>		<ul style="list-style-type: none"> • To interact with age-appropriate computer software. 	<ul style="list-style-type: none"> • Use a range of applications and devices in order to communicate ideas, work and messages. 	<ul style="list-style-type: none"> • Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. 	<ul style="list-style-type: none"> • Choose the most suitable applications and devices for the purposes of communication. • Use many of the advanced features in order to create high

					quality, professional or efficient communications.
<p>Collect This concept involves developing an understanding of databases and their uses.</p>		<ul style="list-style-type: none"> To select and use technology for particular purposes. 	<ul style="list-style-type: none"> Use simple programs to record information in areas across the curriculum. Understand the concept of the World Wide Web. 	<ul style="list-style-type: none"> Devise and construct databases using applications designed for this purpose in areas across the curriculum. Use search engines to select relevant information. 	<ul style="list-style-type: none"> Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner. Use search engines sophisticatedly to find specific relevant information.