	Autumn Term		Spring Term		Summer Term	
	1	**2**	**1**	**2**	**1**	**2**
Reception	Settling in	**Using a Computer** Learn what a keyboard is and how to locate relevant keys. Learn how to log in and log out. Understand why we need to log in and out. Develop basic mouse skills such as moving and clicking. Use a simple online paint tool to create digital art. **Characteristics of Effective Learning** Playing and exploring Active learning Creating and thinking critically	**All About Instructions** Follow instructions as part of practical activities and games and learn to debug when things go wrong**.** Learn to give simple instructions. Learn that an algorithm is a set of instructions to carry out a task, in a specific order. Explore and tinker with hardware to develop familiarity and introduce relevant vocabulary. **Characteristics of Effective Learning** Active learning Creating and thinking critically	**Programming Bee-Bots** Understand the meaning of directional arrow and follow a simple sequence of instructions. Experiment with programming a Bee-bot. Explore and tinker with hardware to develop familiarity and introduce relevant vocabulary Learn how to give simple commands. Learn to debug instructions, with the help of an adult, when things go wrong. Learn that an algorithm is a set of instructions to carry out a task, in a specific order. Follow an algorithm as part of an unplugged game. **Characteristics of Effective Learning** Playing and exploring Active learning Creating and thinking critically	**Exploring Hardware** Explore and tinker with hardware to develop familiarity and introduce relevant vocabulary. Recognise that a range of technology is used in places such as homes and schools. Operate a camera and/or iPad and use it to take photographs. **Characteristics of Effective Learning** Playing and exploring Active learning	**Introduction to data** Understand how to sort and categorise objects. Explain how items have been sorted and categorised. Explore and understand the concept of branch databases. Understand how to represent data in a pictogram. Understand how to read a simple pictogram. **Characteristics of Effective Learning** Playing and exploring Active learning Creating and thinking critically
Personalisation and Subject Links		Personalisation changed year by year linked to children's interests each cohort.	**GREEN SCREEN to be used this half term** Personalisation changed year by year linked to children's interests each cohort.	Personalisation changed year by year linked to children's interests each cohort.	Personalisation changed year by year linked to children's interests each cohort.	Personalisation changed year by year linked to children's interests each cohort.

Key Vocabulary		Computer, laptop, keyboard, mouse, screen, left click, right click, cursor, log in/out, move, digital art,	Debug, instruction, algorithm, hardware, predict, sequence, order	Bee bot , Journey, command, algorithm, instruction, experiment, debug	Camera, iPad, Tablet, Lens Point, Shoot, Capture, Picture Image, Gallery, Record, Photograph, Photographer Still, Blurred, Blurry, Crisp, Clear, Selfie	Sort, Categorise, Category, Group, Describe, pictogram, data, database
Year 1	**Getting Started** 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. **Online Safety (4 Lessons)** Discuss what the internet is and how it can be used. Recognise that the internet may affect mood or emotions. Recognise how internet use can affect and upset other. Identify which information is appropriate to share and post online and which is not.	**Digital Imagery** Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. **Online Safety** Discuss what the internet is and how it can be used. Recognise that the internet may affect mood or emotions. Recognise how internet use can affect and upset other. Identify which information is appropriate to share and post online and which is not	**Introduction to Data** Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. **Online Safety** Discuss what the internet is and how it can be used. Recognise that the internet may affect mood or emotions. Recognise how internet use can affect and upset other. Identify which information is appropriate to share and post online and which is not	**Programming- Beebots** Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Understand what algorithms are. **Online Safety** Discuss what the internet is and how it can be used. Recognise that the internet may affect mood or emotions. Recognise how internet use can affect and upset other. Identify which information is appropriate to share and post online and which is not	**Algorithms- unplugged** 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. **Espresso Coding**	**Rocket to the Moon** Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Personalisation and Subject Links	Children to take photos of how they use technology in the home. *Art & Design, Maths*	Using the talking app to make photos from the Fire of London talk. Characters talking about what is happening. *English, history*	Link to Minibeasts and weather. **GREEN SCREEN to be used this half term** *Science Maths*	Asking children to create story maps linking to their English work and Traditional Tales. *English*		*Science DT Maths History*
Key Vocabulary	Purpose Online tools Communication Rules online Private information Photos Technology	Photo story Editing Filter Search engine Text	Data Pictogram Chart Information database	Buttons Instructions Robots Patterns Program Navigate	Algorithm Instructions Input/ output Siri	Keyboard Keys Type Sequence
Year 2	**What is a Computer?** Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Children explore exactly what a computer is, identifying and learning how inputs and outputs work, how computers are used in the wider world and designing their own computerised invention **Online Safety (5 Lessons)** Explain what is meant by online information.	**Word Processing and on-line safety** Use technology purposefully to create, organise, store, manipulate and retrieve digital content Using their developing word processing skills, pupils write simple messages to friends and learn why we must be careful about who we talk to online **Online Safety** Explain what is meant by online information. Recognise what information is safe to be shared online. Explain why we need passwords and what makes a strong password. Understand that they need to ask permission	**International Space Station** Use technology purposefully to create, organise, store, manipulate and retrieve digital content Building on their understanding of how computers sense the world around us, pupils learn how data is collected, used and displayed to keep astronauts safe on board the ISS **Online Safety** Explain what is meant by online information. Recognise what information is safe to be shared online. Explain why we need passwords and what makes a strong password. Understand that they need to ask permission before sharing content online and explain why.	**Programming: Espresso Coding** Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs **Online Safety** Explain what is meant by online information. Recognise what information is safe to be shared online. Explain why we need passwords and what makes a strong password. Understand that they need to ask permission before	**Algorithms and debugging: Espresso Coding** Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs **Online Safety** Explain what is meant by online information.	**Stop Motion** Recognise common uses of technology beyond school**.** Pupils create simple animations, storyboarding their ideas then decomposing it into small parts of action to be captured using Stop Motion Animation Software

	Recognise what information is safe to be shared online. Explain why we need passwords and what makes a strong password. Understand that they need to ask permission before sharing content online and explain why. Understand that they have the right to deny their permission to information about them being shared online. Say who they can ask for help with online worries. Use some strategies to work out if online information is reliable or not.	before sharing content online and explain why. Understand that they have the right to deny their permission to information about them being shared online. Say who they can ask for help with online worries. Use some strategies to work out if online information is reliable or not.	Understand that they have the right to deny their permission to information about them being shared online. Say who they can ask for help with online worries. Use some strategies to work out if online information is reliable or not.	sharing content online and explain why. Understand that they have the right to deny their permission to information about them being shared online. Say who they can ask for help with online worries. Use some strategies to work out if online information is reliable or not.	Recognise what information is safe to be shared online. Explain why we need passwords and what makes a strong password. Understand that they need to ask permission before sharing content online and explain why. Understand that they have the right to deny their permission to information about them being shared online. Say who they can ask for help with online worries. Use some strategies to work out if online information is reliable or not.	
Personalisation and Subject Links	**GREEN SCREEN to be used this half term** *DT* *Science*	*PSHE*	*Science* *DT*			*English*
Key Vocabulary	Input Output Uses Laptop Mouse Keyboard Screen	Touch type Word processing Storing information Keyboard shortcuts Edit Copy & paste Online Safety	Data collection Mouse skills Keyboard skills Sensor monitors Algorithm Data	Programming Forward Backward Right angle turn Sequence Debug Predict Algorithm	Programming Forward Backward Right angle turn Sequence Debug Predict Algorithm	Animation Storyboard Frames Film Models
Year 3	**Journey inside a computer**	**Emailing**	**Top Trumps Databases**	**Programming- Espresso Coding**	**Espresso Coding.**	**Networks**

Design, write and debug programs. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors. **Online Safety (4 Lessons)** Add text between the heading and paragraph tags. Easily activate the goggles to investigate a web page. Explain how they altered the HTML to create their own posters. Change the colours and sizes of their object elements. Explain how they created their story. Adapt the basic elements of a story within a web page using the 'Inspect Elements' tool. Change an image within a web page and create their own news story, replacing the text and images of a webpage.	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web. Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour **Online Safety** Add text between the heading and paragraph tags. Easily activate the goggles to investigate a web page. Explain how they altered the HTML to create their own posters. Change the colours and sizes of their object elements. Explain how they created their story. Adapt the basic elements of a story within a web page using the 'Inspect Elements' tool. Change an image within a web page and create their own news story,	Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content. **Online Safety** Add text between the heading and paragraph tags. Easily activate the goggles to investigate a web page. Explain how they altered the HTML to create their own posters. Change the colours and sizes of their object elements. Explain how they created their story. Adapt the basic elements of a story within a web page using the 'Inspect Elements' tool. Change an image within a web page and create their own news story, replacing the text and images of a webpage.	Design, write and debug programs. 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. **Online Safety** Add text between the heading and paragraph tags. Easily activate the goggles to investigate a web page. Explain how they altered the HTML to create their own posters. Change the colours and sizes of their object elements. Explain how they created their story. Adapt the basic elements of a story within a web page using the 'Inspect Elements' tool. Change an image within a web page and create their own news story, replacing the text and images of a webpage.	Design, write and debug programs. 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. .	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web. **Digital Literacy** Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

		replacing the text and images of a webpage.				
Personalisation and Subject Links		*English*		**GREEN SCREEN to be used this half term** *Maths*	*English*	
Key Vocabulary	Instruction Input/output Algorithm Purpose Hard drive Component	Email Attachment Features Online responsibility Cyberbullying Spam Junk Phishing	Sequence Instruction Debugging Test and improve Commands Programming	Databases Records Fields Data Digital database Sort and filter	Storyboard Photos Multimedia Presentation Voiceover Transition styles	Network Device Wireless Journey Operations
Year 4	**Collaborative Learning** Selecting using and combining a variety of software to design and create a range of programs, systems and content that accomplish given goals. Understanding opportunities offered by the World Wide Web for communication and collaboration **Online Safety** Describe how to search over multiple platforms and are aware of the accuracy of the results presented. Describe some of the	**Website Design** Selecting using and combining a variety of software to design and create a range of programs, systems and content that accomplish given goals. Understanding opportunities offered by the World Wide Web for communication and collaboration. **Online Safety** Describe how to search over multiple platforms and are aware of the accuracy of the results presented. Describe some of the	**Programming 1 Further Coding *(Espresso Coding)*** Understand how to create a simple script in Scratch – be able to change sprite and prevent the sprite from rotating. Use decomposition to identify key features and understand how to decipher actions that make the quiz game work. Understand what a variable is and how to use the 'say' and 'ask' blocks. Create a variable and be able to use a variable to record a score.	**HTML** Add text between the heading and paragraph tags. Easily activate the goggles to investigate a web page. Explain how they altered the HTML to create their own posters. Change the colours and sizes of their object elements. Explain how they created their story. Adapt the basic elements of a story within a web page using the 'Inspect Elements' tool. Change an image within a web page and create their own news story, replacing the text and images of a webpage.	**Investigating Weather** Understanding why some sources are more trustworthy than others. Understanding the role of inputs and outputs in computerised devices. **Online Safety** Describe how to search over multiple platforms and are aware of the accuracy of the results presented. Describe some of the	**Programming 2 Computational Thinking *(Espresso Coding)*** Understand that problems can be solved more easily using computational thinking. Understand what the different code blocks do and create a simple game. Understand the terms 'pattern recognition' and 'abstraction' and

methods used to persuade people to buy online. Explain the difference between fact, opinion and belief and recognise these online. Explain what a bot is and give examples of different bots. Explain some positive and negative distractions of using technology and small strategies on how to reduce the amount of time spent on technology.	methods used to persuade people to buy online. Explain the difference between fact, opinion and belief and recognise these online. Explain what a bot is and give examples of different bots. Explain some positive and negative distractions of using technology and small strategies on how to reduce the amount of time spent on technology.	Understand what a variable is and how it works within a program. **Online Safety** Describe how to search over multiple platforms and are aware of the accuracy of the results presented. Describe some of the methods used to persuade people to buy online. Explain the difference between fact, opinion and belief and recognise these online. Explain what a bot is and give examples of different bots. Explain some positive and negative distractions of using technology and small strategies on how to reduce the amount of time spent on technology.	**Online Safety** Describe how to search over multiple platforms and are aware of the accuracy of the results presented. Describe some of the methods used to persuade people to buy online. Explain the difference between fact, opinion and belief and recognise these online. Explain what a bot is and give examples of different bots. Explain some positive and negative distractions of using technology and small strategies on how to reduce the amount of time spent on technology.	methods used to persuade people to buy online. Explain the difference between fact, opinion and belief and recognise these online. Explain what a bot is and give examples of different bots. Explain some positive and negative distractions of using technology and small strategies on how to reduce the amount of time spent on technology.	how they help to solve a problem. Create a Scratch program which draws a square and at least one other shape. Understand how computational thinking can help to solve problems and apply computational thinking to problems they face. **Online Safety** Describe how to search over multiple platforms and are aware of the accuracy of the results presented. Describe some of the methods used to persuade people to buy online. Explain the difference between fact, opinion and belief and recognise these online. Explain what a bot is and give

						examples of different bots. Explain some positive and negative distractions of using technology and small strategies on how to reduce the amount of time spent on technology.
Personalis ation and Subject Links		*History*	*History*		**GREEN SCREEN to be used this half term** *Science and Geography.*	
Year 5	**Creating media: Stop motion animation** Using keywords and phrases, identifying inaccurate information, learning page rank works as well. These lessons are available for both Microsoft and Google schools. **Online Safety** Understand that passwords need to be	**Sonic Pi Music** Design, write and debug programs. 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	**Micro:bit** Design, write and debug programs. 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.	**Search Engines** Understand computer networks including the internet; how they can provide multiple services, such as the world wide web. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour **Online Safety**	**Mars Rover 1** Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web.	**Mars Rover 2** Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content. Understand computer networks including the internet; how they can provide

strong and that apps require some form of passwords. Recognise a couple of the different types of online communication and know who to go to if they need help with any communication matters online. Search for simple information about a person, such as their birthday or key life moments. Know what bullying is and that it can occur both online and in the real world. Recognise when health and wellbeing are being affected in either a positive or negative way through online use. Offer a couple of advice tips to combat the negative effects of online use.	and to detect and correct errors. **Online Safety** Understand that passwords need to be strong and that apps require some form of passwords. Recognise a couple of the different types of online communication and know who to go to if they need help with any communication matters online. Search for simple information about a person, such as their birthday or key life moments. Know what bullying is and that it can occur both online and in the real world. Recognise when health and wellbeing are being affected in either a positive or negative way through online use. Offer a couple of advice tips to combat the negative effects of online use.	**Online Safety** Understand that passwords need to be strong and that apps require some form of passwords. Recognise a couple of the different types of online communication and know who to go to if they need help with any communication matters online. Search for simple information about a person, such as their birthday or key life moments. Know what bullying is and that it can occur both online and in the real world. Recognise when health and wellbeing are being affected in either a positive or negative way through online use. Offer a couple of advice tips to combat the negative effects of online use.	Understand that passwords need to be strong and that apps require some form of passwords. Recognise a couple of the different types of online communication and know who to go to if they need help with any communication matters online. Search for simple information about a person, such as their birthday or key life moments. Know what bullying is and that it can occur both online and in the real world. Recognise when health and wellbeing are being affected in either a positive or negative way through online use. Offer a couple of advice tips to combat the negative effects of online use.	**Online Safety** Understand that passwords need to be strong and that apps require some form of passwords. Recognise a couple of the different types of online communication and know who to go to if they need help with any communication matters online. Search for simple information about a person, such as their birthday or key life moments. Know what bullying is and that it can occur both online and in the real world. Recognise when health and wellbeing are being affected in either a positive or negative way through online use. Offer a couple of advice tips to combat the negative effects of online use.	multiple services, such as the world wide web. **Online Safety** Understand that passwords need to be strong and that apps require some form of passwords. Recognise a couple of the different types of online communication and know who to go to if they need help with any communication matters online. Search for simple information about a person, such as their birthday or key life moments. Know what bullying is and that it can occur both online and in the real world. Recognise when health and wellbeing are being affected in either a positive or negative way through online use. Offer a couple of advice tips to combat the

						negative effects of online use.
Personalisation and Subject Links		*Reading* *Music*			**GREEN SCREEN to be used this half term**	
Key Vocabulary	Online safety Danger Stop motion Animation Storyboards Editing	Sonic Pi Debugging Programming Loops Adapting	BBC micro: bit Programming Algorithm Polling programme Animation Debugging	Research Accurate information Fake information Relevant Canva Web index Page rank Web crawlers	Data Data transfer Binary code Random access memory Robot Programming	Pixel Digital image RAM ROM 3D design
Year 6	**Bletchley Park** Understand computer networks including the internet; how they can provide multiple services, such as the world wide web. 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 on a range of digital devices to design and create a range of	**Bletchley Park (Cont)** Understand computer networks including the internet; how they can provide multiple services, such as the world wide web. 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 on a range of digital devices to design and create a range of	**Big Data 1** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content. Understand computer networks including the internet; how they can provide multiple services,	**Big Data 2** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content. Understand computer networks including the internet; how they can provide multiple services,	**Coding** Design, write and debug programs. 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	**Coding** Design, write and debug programs. 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

programs, systems and content. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour **Online Safety** **(6 Lessons)** Discuss a range of issues online that can leave pupils feeling sad, frightened, worried or uncomfortable and can describe numerous ways to get help. Explain how sharing online can have both positive and negative impacts. Be aware of how to seek consent from others before sharing material online and can describe how content can still be shared online even if it is set to private. Explain what a 'digital reputation' is and what it can consist of. Understand the importance of capturing evidence of online bullying and can demonstrate some of these methods on the devices used at school.	programs, systems and content. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour **Online Safety** **(6 Lessons)** Discuss a range of issues online that can leave pupils feeling sad, frightened, worried or uncomfortable and can describe numerous ways to get help. Explain how sharing online can have both positive and negative impacts. Be aware of how to seek consent from others before sharing material online and can describe how content can still be shared online even if it is set to private. Explain what a 'digital reputation' is and what it can consist of. Understand the importance of capturing evidence of online bullying and can demonstrate some of these methods on the devices used at school.	such as the world wide web. **Online Safety** **(6 Lessons)** Discuss a range of issues online that can leave pupils feeling sad, frightened, worried or uncomfortable and can describe numerous ways to get help. Explain how sharing online can have both positive and negative impacts. Be aware of how to seek consent from others before sharing material online and can describe how content can still be shared online even if it is set to private. Explain what a 'digital reputation' is and what it can consist of. Understand the importance of capturing evidence of online bullying and can demonstrate some of these methods on the devices used at school. Describe ways to manage passwords and strategies to add extra security such as two-factor authentication. Explain what to do if passwords are shared, lost, or stolen. Describe strategies to identify scams. Explain ways to increase their privacy settings and	such as the world wide web. **Online Safety** **(6 Lessons)** Discuss a range of issues online that can leave pupils feeling sad, frightened, worried or uncomfortable and can describe numerous ways to get help. Explain how sharing online can have both positive and negative impacts. Be aware of how to seek consent from others before sharing material online and can describe how content can still be shared online even if it is set to private. Explain what a 'digital reputation' is and what it can consist of. Understand the importance of capturing evidence of online bullying and can demonstrate some of these methods on the devices used at school. Describe ways to manage passwords and strategies to add extra security such as two-factor authentication. Explain what to do if passwords are shared, lost, or stolen. Describe strategies to identify scams. Explain ways to increase their privacy settings and	to detect and correct errors. **Online Safety** **(6 Lessons)** Discuss a range of issues online that can leave pupils feeling sad, frightened, worried or uncomfortable and can describe numerous ways to get help. Explain how sharing online can have both positive and negative impacts. Be aware of how to seek consent from others before sharing material online and can describe how content can still be shared online even if it is set to private. Explain what a 'digital reputation' is and what it can consist of. Understand the importance of capturing evidence of online bullying and can demonstrate some of these methods on the	work and to detect and correct errors. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. **Online Safety** **(6 Lessons)** Discuss a range of issues online that can leave pupils feeling sad, frightened, worried or uncomfortable and can describe numerous ways to get help. Explain how sharing online can have both positive and negative impacts. Be aware of how to seek consent from others before sharing material online and can describe how content can still be shared online even if it is set to private. Explain what a 'digital reputation' is and what it can consist of.

	Describe ways to manage passwords and strategies to add extra security such as two-factor authentication. Explain what to do if passwords are shared, lost, or stolen. Describe strategies to identify scams. Explain ways to increase their privacy settings and understand why it is important to keep their software updated.	Describe ways to manage passwords and strategies to add extra security such as two-factor authentication. Explain what to do if passwords are shared, lost, or stolen. Describe strategies to identify scams. Explain ways to increase their privacy settings and understand why it is important to keep their software updated.	understand why it is important to keep their software updated.	understand why it is important to keep their software updated.	devices used at school.

Describe ways to manage passwords and strategies to add extra security such as two-factor authentication.

Explain what to do if passwords are shared, lost, or stolen.

Describe strategies to identify scams.

Explain ways to increase their privacy settings and understand why it is important to keep their software updated. | Understand the importance of capturing evidence of online bullying and can demonstrate some of these methods on the devices used at school. Describe ways to manage passwords and strategies to add extra security such as two-factor authentication. Explain what to do if passwords are shared, lost, or stolen. Describe strategies to identify scams. Explain ways to increase their privacy settings and understand why it is important to keep their software updated. |
| **Personalisation and Subject Links** | *History Maths* | *English* | *Science* | | *Art & Design Maths* | **GREEN SCREEN to be used this half term** |
| **Key Vocabulary** | Code breaking Password hacking Enigma code Secure Password | Radio play Record & edit Console Mobile phone design | Barcode QR code Infrared waves Data transmission RFID | Data transfers Wifi Mobile data Big data privacy | Create Design Loops Nested loops | Design Evaluate Debug Software Website |

	Digital literacy				Text based programming	Advert