KINNERLEY C.E PRIMARY SCHOOL COMPUTING
CURRICULUM OBJECTIVES

OWLETS (YN/YR)						
	Autumn		Spring		Summer	
Year A	MY LITTLE WORLD!	PRINCESSES AND KNIGHTS	DINOSAURS	PIRATES	HOLIDAYS NEAR AND FAR	MINI BEASTS AND MINI WORLDS
Year B	SUPERHEROES!	I LIKE TO PLAY!	THIS IS MY HOME	BABY ANIMALS ON THE FARM	JUNGLE ADVENTURES	LET'S GO SEE…

BARN OWLS (Y1/Y2)						
	Autumn		Spring		Summer	
Year A	ALL ABOUT ME	CASTLES	AMAZING ANIMALS	ARCTIC ADVENTURES	SUN SEA AND SAND	THE SECRET WORLD OF PLANTS
	IT: Online Safety (basics – staying safe) **Computing systems and networks** Technology around us (Year 1)	**Computing systems and networks** IT Around Us (Year 2)	**Creating Media** Digital Writing (Year 1)	**Creating Media** Making Digital Music (Year 2)	**Programming A** Moving a robot (Year 1)	**Programming A** Robot Algorithms (Year 2)
Objectives	-To recognise the uses and features of information technology -To identify the uses of information technology in the school -To identify information technology beyond school -To explain how information technology helps us	-To recognise the uses and features of information technology -To identify the uses of information technology in the school -To identify information technology beyond school -To explain how information technology helps us -To explain how to use	-To use a computer to write -To add and remove text on a computer -To identify that the look of text can be changed on a computer -To make careful choices when changing text -To explain why I used the tools that I chose	-To say how music can make us feel -To identify that there are patterns in music -To experiment with sound using a computer -To use a computer to create a musical pattern -To create music for a purpose -To review and refine our computer work	-To explain what a given command will do -To act out a given word -To combine forwards and backwards commands to make a sequence -To combine four direction commands to make sequences -To plan a simple program	-To describe a series of instructions as a sequence -To explain what happens when we change the order of instructions -To use logical reasoning to predict the outcome of a program -To explain that programming projects

	-To explain how to use information technology safely -To recognise that choices are made when using information technology -To identify technology -To identify a computer and its main parts -To use a mouse in different ways -To use a keyboard to type on a computer -To use the keyboard to edit text -To create rules for using technology responsibly	information technology safely -To recognise that choices are made when using information technology	-To compare typing on a computer to writing on paper		-To find more than one solution to a problem	can have code and artwork -To design an algorithm -To create and debug a program that I have written
National Curriculum Areas	1.4 Use technology purposefully to create, organise, store, manipulate, and retrieve digital content 1.5 Recognise common uses of information technology beyond school 1.6 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	1.4 Use technology purposefully to create, organise, store, manipulate, and retrieve digital content 1.5 Recognise common uses of information technology beyond school 1.6 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.	1.4 Use technology purposefully to create, organise, store, manipulate, and retrieve digital content 1.6 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.	1.4 Use technology purposefully to create, organise, store, manipulate, and retrieve digital content	1.1 Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions 1.2 Create and debug simple programs 1.3 Use logical reasoning to predict the behaviour of simple programs 1.5 Recognise common uses of information technology beyond school	1.1 Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions 1.2 Create and debug simple programs 1.3 Use logical reasoning to predict the behaviour of simple programs

Year B	SUPERHEROES!	TOYS	HOUSES AND HOMES	GREAT FIRE OF LONDON	OUR AMAZING WORLD	TRAVEL AND TRANSPORT
	IT: Online Safety (what to do if unsure when using IT) **Data and information** Grouping Data (Year 1)	**Data and information** Pictograms (Year 2)	**Creating media** Digital Painting (Year 1)	**Creating media** Digital Photography (Year 2)	**Programming B** Programming Animations (Year 1)	**Programming B** An Introduction to Quizzes (Year 2)
Objectives	-To label objects -To identify that objects can be counted -To describe objects in different ways -To count objects with the same properties -To compare groups of objects -To answer questions about groups of objects	-To recognise that we can count and compare objects using tally charts -To recognise that objects can be represented as pictures -To create a pictogram -To select objects by attribute and make comparisons -To recognise that people can be described by attributes -To explain that we can present information using a computer	-To describe what different freehand tools do -To use the shape tool and the line tools -To make careful choices when painting a digital picture -To explain why I chose the tools I used -To use a computer on my own to paint a picture -To compare painting a picture on a computer and on paper	-To use a digital device to take a photograph -To make choices when taking a photograph -To describe what makes a good photograph -To decide how photographs can be improved -To use tools to change an image -To recognise that photos can be changed	-To choose a command for a given purpose -To show that a series of commands can be joined together -To identify the effect of changing a value -To explain that each sprite has its own instructions -To design the parts of a project -To use my algorithm to create a program	-To explain that a sequence of commands has a start -To explain that a sequence of commands has an outcome -To create a program using a given design -To change a given design -To create a program using my own design -To decide how my project can be improved
National Curriculum Areas	1.4 Use technology purposefully to create, organise, store, manipulate, and retrieve digital content 1.6 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.	1.4 Use technology purposefully to create, organise, store, manipulate, and retrieve digital content 1.6 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.	1.4 Use technology purposefully to create, organise, store, manipulate, and retrieve digital content	1.4 Use technology purposefully to create, organise, store, manipulate, and retrieve digital content 1.5 Recognise common uses of information technology beyond school 1.6 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.	1.1 Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions 1.2 Create and debug simple programs 1.3 Use logical reasoning to predict the behaviour of simple programs 1.4 Use technology purposefully to create,	1.1 Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions 1.2 Create and debug simple programs 1.3 Use logical reasoning to predict the behaviour of simple programs 1.4 Use technology purposefully to create,

					organise, store, manipulate, and retrieve digital content	organise, store, manipulate, and retrieve digital content

	SNOWY OWLS (Y3/Y4)					
	Autumn		**Spring**		**Summer**	
Year A	**FOOD GLORIOUS FOOD**	**THE ROMANS ARE COMING!**	**THE RAINFOREST**	**CHOCOLATE – YUM!**	**SEA AND COAST**	**OFF ON HOLIBOBS?**
	Computing Systems & Networks Connecting Computers (Year 3)	**Computing Systems & Networks** The Internet (Year 4)	**Creating Media** Desktop Publishing (Year 3)	**Creating Media** Audio Editing (Year 4)	**Programming B** Events and Action (Year 3)	**Programming A** Repetition in Shapes (Year 4)
Objectives	-To explain how digital devices function -To identify input and output devices -To recognise how digital devices can change the way we work -To explain how a computer network can be used to share information -To explore how digital devices can be connected -To recognise the physical components of a network	-To describe how networks physically connect to other networks -To recognise how networked devices, make up the internet -To outline how websites can be shared via the World Wide Web (WWW) -To describe how content can be added and accessed on the World Wide Web (WWW) -To recognise how the content of the WWW is created by people -To evaluate the consequences of unreliable content	-To recognise how text and images convey information -To recognise that text and layout can be edited -To choose appropriate page settings -To add content to a desktop publishing publication -To consider how different layouts can suit different purposes -To consider the benefits of desktop publishing	-To identify that sound can be recorded -To explain that audio recordings can be edited -To recognise the different parts of creating a podcast project -To apply audio editing skills independently -To combine audio to enhance my podcast project -To evaluate the effective use of audio	-To explain how a sprite moves in an existing project -To create a program to move a sprite in four directions -To adapt a program to a new context -To develop my program by adding features -To identify and fix bugs in a program -To design and create a maze-based challenge	-To identify that accuracy in programming is important -To create a program in a text-based language -To explain what 'repeat' means -To modify a count-controlled loop to produce a given outcome -To decompose a task into small steps -To create a program that uses count-controlled loops to produce a given outcome
National Curriculum Areas	2.2 Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	2.4 Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide	2.5 Use search technologies effectively, appreciate how results are selected and ranked,	2.5 Use search technologies effectively, appreciate how results are selected and ranked,	2.1 Design, write and debug programs that accomplish specific goals, including controlling or simulating physical	2.1 Design, write and debug programs that accomplish specific goals, including controlling or simulating physical

	2.4 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 2.6 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 2.7 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Web, and the opportunities they offer for communication and collaboration 2.5 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 2.6 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 2.7 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	and be discerning in evaluating digital content 2.6 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	and be discerning in evaluating digital content 2.6 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 2.7 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	systems; solve problems by decomposing them into smaller parts 2.2 Use sequence, selection, and repetition in programs; work with variables and various forms of input and output 2.3 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 2.6 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	systems; solve problems by decomposing them into smaller parts 2.3 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 2.6 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
Year B	**GET READY, GET FIT!**	**LIGHTS, CAMERA, ACTION!**	**WALK LIKE AN EGYPTIAN**	**YOU'RE MY HERO!**	**HOW DOES YOUR GARDEN GROW?**	**MORE INVADERS!**
	Data and Information Branching Databases (Year 3)	**Data and Information** Data Logging (Year 4)	**Creating Media** Animation (Year 3)	**Creating Media** Photo Editing (Year 4)	**Programming A** Sequence in Music (Year 3)	**Programming B** Repetition in Games (Year 4)
Objectives	-To create questions with yes/no answers -To identify the attributes needed to collect data about an object -To create a branching database	-To explain that data gathered over time can be used to answer questions -To use a digital device to collect data automatically	-To explain that animation is a sequence of drawings or photographs -To relate animated movement with a sequence of images -To plan an animation	-To explain that the composition of digital images can be changed -To explain that colours can be changed in digital images	-To explore a new programming environment -To identify that commands, have an outcome	-To develop the use of count-controlled loops in a different programming environment -To explain that in programming there are

	-To explain why it is helpful for a database to be well structured -To plan the structure of a branching database -To independently create an identification tool	-To explain that a data logger collects 'data points' from sensors over time -To recognise how a computer can help us analyse data -To identify the data needed to answer questions -To use data from sensors to answer questions	-To identify the need to work consistently and carefully -To review and improve an animation -To evaluate the impact of adding other media to an animation	-To explain how cloning can be used in photo editing -To explain that images can be combined -To combine images for a purpose -To evaluate how changes can improve an image	-To explain that a program has a start -To recognise that a sequence of commands can have an order -To change the appearance of my project -To create a project from a task description	infinite loops and count controlled loops -To develop a design that includes two or more loops which run at the same time -To modify an infinite loop in a given program -To design a project that includes repetition -To create a project that includes repetition
National Curriculum Areas	2.6 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 2.7 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	2.2 Use sequence, selection, and repetition in programs; work with variables and various forms of input and output 2.6 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 2.7 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	2.6 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 2.7 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	2.6 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 2.7 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	2.1 Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 2.2 Use sequence, selection, and repetition in programs; work with variables and various forms of input and output 2.3 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 2.6 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	2.1 Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 2.2 Use sequence, selection, and repetition in programs; work with variables and various forms of input and output 2.3 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

	LONG-EARED OWLS (Y5 / Y6)					
	Autumn		Spring		Summer	
Year A	ANCESTRY.COM	DOCTOR DOCTOR!	FORCES OF NATURE	FAR OFF LANDS!	CAVERNOUS CANYON!	VICTORIOUS VIKINGS?
	Computing Systems & Networks Sharing Information (Year 5)	**Computing Systems & Networks** Communication (Year 6)	**Data and Information** Spreadsheets (Year 6)	**Data and Information** Flat file databases (Year 5)	**Programming B** Selection in Quizzes (Year 5) *Child net Competition*	**Programming A** Variables in Games (Year 6)
Objectives	-To explain that computers can be connected together to form systems -To recognise the role of computer systems in our lives -To experiment with search engines -To describe how search engines select results -To explain how search results are ranked -To recognise why the order of results is important, and to whom	-To explain the importance of internet addresses -To recognise how data is transferred across the internet -To explain how sharing information online can help people to work together -To evaluate different ways of working together online -To recognise how we communicate using technology -To evaluate different methods of online communication	-To create a data set in a spreadsheet -To build a data set in a spreadsheet -To explain that formulas can be used to produce calculated data -To apply formulas to data -To create a spreadsheet to plan an event -To choose suitable ways to present data	-To use a form to record information -To compare paper and computer-based databases -To outline how you can answer questions by grouping and then sorting data -To explain that tools can be used to select specific data -To explain that computer programs can be used to compare data visually -To use a real-world database to answer questions	-To explain how selection is used in computer programs -To relate that a conditional statement connects a condition to an outcome -To explain how selection directs the flow of a program -To design a program which uses selection -To create a program which uses selection -To evaluate my program	-To define a 'variable' as something that is changeable -To explain why a variable is used in a program -To choose how to improve a game by using variables -To design a project that builds on a given example -To use my design to create a project -To evaluate my project
National Curriculum Areas	2.1 Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 2.2 Use sequence, selection, and repetition in programs; work with variables and various forms of input and output 2.4 Understand computer networks, including the internet; how they can provide multiple services,	2.4 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 2.6 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	2.6 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	2.5 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 2.6 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,	2.1 Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 2.2 Use sequence, selection, and repetition in programs; work with variables and various forms of input and output 2.3 Use logical reasoning to explain how some simple algorithms work	2.1 Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 2.2 Use sequence, selection, and repetition in programs; work with variables and various forms of input and output 2.3 Use logical reasoning to explain how some simple algorithms work

	such as the World Wide Web, and the opportunities they offer for communication and collaboration 2.6 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 2.7 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	given goals, including collecting, analysing, evaluating and presenting data and information 2.7 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact		evaluating and presenting data and information 2.7 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	and to detect and correct errors in algorithms and programs 2.6 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	and to detect and correct errors in algorithms and programs 2.6 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
Year B	**WAR HORSE**	**FROZEN WORLDS**	**OUR PLACE IN SPACE - EXTREME EARTH**	**THIEVES, BEWARE!**	**GROOVY GREEKS**	**WHEN STARS ARE SCATTERED**
	Creating Media Vector Drawing (Year 5)	**Creating Media** Web Page Creation (Year 6)	**Creating Media** Video Editing (Year 5)	**Creating Media** 3D Modelling (Year 6)	**Programming A** Selection in Physical Computing (Year 5) *Child net Competition*	**Programming B** Sensing (Year 6)
Objectives	-To identify that drawing tools can be used to produce different outcomes -To create a vector drawing by combining shapes -To use tools to achieve a desired effect -To recognise that vector drawings consist of layers	-To review an existing website and consider its structure -To plan the features of a web page -To consider the ownership and use of images (copyright) -To recognise the need to preview pages	-To explain what makes a video effective -To identify digital devices that can record video -To capture video using a range of techniques -To create a storyboard -To identify that video can be improved through reshooting and editing	-To recognise that you can work in three dimensions on a computer -To identify that digital 3D objects can be modified -To recognise that objects can be combined in a 3D model -To create a 3D model for a given purpose -To plan my own 3D model	-To control a simple circuit connected to a computer -To write a program that includes count-controlled loops -To explain that a loop can stop when a condition is met -To explain that a loop can be used to	-To create a program to run on a controllable device -To explain that selection can control the flow of a program -To update a variable with a user input -To use a conditional statement to compare a variable to a value

	-To group objects to make them easier to work with -To apply what I have learned about vector drawings	-To outline the need for a navigation path -To recognise the implications of linking to content owned by other people	-To consider the impact of the choices made when making and sharing a video	-To create my own digital 3D model	repeatedly check whether a condition has been met -To design a physical project that includes selection -To create a program that controls a physical computing project	-To design a project that uses inputs and outputs on a controllable device -To develop a program to use inputs and outputs on a controllable device
National Curriculum Areas	2.6 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	2.5 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 2.6 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 2.7 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	2.5 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 2.6 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 2.7 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	2.6 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 2.7 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	2.1 Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 2.2 Use sequence, selection, and repetition in programs; work with variables and various forms of input and output 2.3 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 2.6 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	2.1 Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 2.2 Use sequence, selection, and repetition in programs; work with variables and various forms of input and output 2.3 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 2.6 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

TEACH COMPUTING UNITS						
FS	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
	1. Computing systems and networks – Technology around us 2. Creating media – Digital painting 3. Programming A – Moving a robot 4. Data and information – Grouping data 5. Creating media – Digital writing 6. Programming B - Programming animations	1. Computing systems and networks – IT around us 2. Creating media – Digital photography 3. Programming A – Robot algorithms 4. Data and information – Pictograms 5. Creating media - Digital music 6. Programming B - Programming quizzes	1. Computing systems and networks – Connecting computers 2. Creating media - Stop-frame animation 3. Programming A - Sequencing sounds 4. Data and information – Branching databases 5. Creating media – Desktop publishing 6. Programming B - Events and actions in programs	1. Computing systems and networks – The Internet 2. Creating media - Audio production 3. Programming A – Repetition in shapes 4. Data and information – Data logging 5. Creating media – Photo editing 6. Programming B – Repetition in games	1. Computing systems and networks - Systems and searching 2. Creating media - Video production 3. Programming A – Selection in physical computing 4. Data and information – Flat-file databases 5. Creating media – Introduction to vector graphics 6. Programming B – Selection in quizzes	1. Computing systems and networks - Communication and collaboration 2. Creating media – Web page creation 3. Programming A – Variables in games 4. Data and information - Introduction to Spreadsheets 5. Creating media – 3D Modelling 6. Programming B - Sensing movement