



Whole School Key Learning in COMPUTING

EYFS Key Learning						
Technology Around us	Technology Around Us <i>(on-going throughout the year)</i> : Knowledge *Know that there is a range of technology in my home, at school, outside and in the wider world, e.g. microwave, oven, traffic lights, till, barcode scanner, phone, petrol pump, interactive whiteboard, tablet, e-books on screen, educational games					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Photography	*Devices can be used to take photos, e.g. tablet, phone, camera				*The webcam on Mashcams will take my photo and store in on the screen.	
Drawing skills		* Technology can be used to create pictures. *You can change the colour on Paint programs. *Images can be created using different tools.	*You can change the pencil width on screen. *You can erase or delete all or part of your picture using the undo button or eraser.			
Robots		*Remote control cars can move left, right, forwards and backwards. *They can go fast or slow. *Remote control cars follow the instructions that I give them, so I can plan their route.	*A Beebot can be programmed to follow one or more instructions. *The buttons on a Beebot, make it move, forwards, backwards or to turn to the left or right. *More than one instruction can be given to a Beebot to follow a planned route.			
Sounds		*Technology can make music and sounds. *I can use music from the iwb to sing and dance along to pm			*The microphone icon on Mashcams, records my words and the play icon plays them back to me.	*Sounds can be combined to create music on Purple Mash.and music can be created.
Safety and Privacy			*When something online feels uncomfortable, it is okay to say 'no' *Know who are trusted adults who can help with worries when online. *The Internet can give us lots of information but we	*We have individual log-ins and passwords to keep our information and work 'private' from others.	*The 'exit and save' button on Mini Mash, will save my own work in my personal tray that only my parents and teacher can see. *My work saved in my tray is my own digital content.	

			also need to use it with adult support to keep us safe.			
Mouse and Trackpad Skills				The mouse/touchpad can be used to move the cursor and objects purposefully around the screen.	*If I click the left hand mouse/touchpad button I can perform an action on the screen. *By clicking and dragging, I can move objects purposefully.	*To use the mouse/touchpad accurately to click and drag objects on the screen.
Keyboard Skills				*The keyboard has letters on which will help me log on using my own login and password. *I have to use my own personal details to log onto the Chromebook and Purple Mash. *The ENTER key submits my login and password.	*The spacebar on the keyboard is like a 'finger spacer', it gives spaces between words.	*The delete or backspace key deletes letters I have typed incorrectly. *The ENTER key moves typing to the next line or submits a selected instruction, (like my login and password).
Hardware	*I need to carry portable appliances carefully, with both hands so I dont drop and break them.			*Food and drink can spoil or break a Chromebook, tablet or phone, so I must keep my water bottle away from these devices. *I need to handle the iwb, Chromebooks and tablets with care, so as not to break them.		
Using Purple Mash with an Individual Login				*I can use the pictures to log onto Purple Mash and access Mini Mash from the home page. *I have my own login and password for the Chromebooks and Purple Mash.	*By clicking on my tray in Mini Mash, I can look at the work I have saved.	*I need to log out of Purple Mash AND the Chromebook before clicking the shit down button - (I don't just close the Chromebook lid).

Key vocabulary

Technology Around us	Touch screen tablet Interactive whiteboard					
Photography	Phone camera photos features. device.				webcam Photo image	
Drawing skills		select colours. choose tools	pencil width. Undo button. erase			
Robots		Remote control On Off moving Left Right Forwards Backwards	Beebots Routes Plan instruction buttons One step Forwards Backwards			

		Fast Slow	Left / right turn			
Sounds		sounds music			record playback	combine sounds Instrument Speed - fast / slow Names of instruments
Safety and Privacy			Internet safety Feelings - worried, unsure Keeping safe Names of key trusted people	private	personal digital content Internet website	
Mouse and Trackpad Skills				Touchpad Button Cursor Mouse Click icon	Left hand button Touchpad click and drag	
Keyboard Skills				Keyboard Letters of the alphabet Numbers Enter	Spacebar Capital letter shift	delete key backspace key
Hardware	Tablet Interactive whiteboard			Chromebook Laptop		
Using Purple Mash with an Individual Login				Login Username Password	save work own Mini Mash tray	Logout shut down

Year 1/2 (Elm & Redwood) Cycle A Topic	Unit 1.1 Online Safety & Exploring Purple Mash Weeks – 4 Programs – Various	Unit 2.5 Effective Searching Weeks – 3 Programs – Browser	Unit 1.4 Lego Builders Weeks – 3 Programs – 2DIY	Unit 1.9 Technology outside school Weeks – 2 Programs – Various	Unit 1.2 Grouping & Sorting Weeks – 2 Programs – 2DIY	Unit 2.6 Creating Pictures Weeks – 5 Programs – 2PaintAPicture	Unit 1.8 Spreadsheets Weeks – 3 Programs – 2Calculate	Unit 1.7 Coding Weeks – 6 Programs – 2Code	Unit 2.1 Coding Weeks – 5 Programs – 2Code
	Key Learning	<ul style="list-style-type: none"> To log in safely. To learn how to find saved work in the Online Work area and find teacher comments. To learn how to search Purple Mash to find resources. To become familiar with the icons and types of 	<ul style="list-style-type: none"> To understand the terminology associated with searching. To gain a better understanding of searching on the Internet. 	<ul style="list-style-type: none"> To compare the effects of adhering strictly to instructions to completing tasks without complete instructions. To follow and create simple instructions on the computer. To consider how the order 	<ul style="list-style-type: none"> To walk around the local community and find examples of where technology is used. To record examples of technology outside school. 	<ul style="list-style-type: none"> To sort items using a range of criteria. To sort items on the computer using the 'Grouping' activities in Purple Mash. 	<ul style="list-style-type: none"> To learn the functions of the 2Paint a Picture tool. To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir). To recreate Pointillist art and look at the work of pointillist artists such as Seurat. To learn about the work of Piet Mondrian and recreate the style using the lines template. 	<ul style="list-style-type: none"> To know what a spreadsheet program looks like. To locate 2Calculate in Purple Mash. To enter data into spreadsheet cells. To use 2Calculate image tools to 	<ul style="list-style-type: none"> To understand what instructions are and predict what might happen when they are followed. To use code to make a computer program. To understand what object and actions are. To understand what an event is. To use an event to control an object.

	resources available in the Topics section. <ul style="list-style-type: none"> To start to add pictures and text to work. To explore the Tools and Games section of Purple Mash. To learn how to open, save and print. To understand the importance of logging out 	<ul style="list-style-type: none"> To create a leaflet to help someone search for information on the Internet 	of instructions affects the result.		*To reason about criteria for sorting,	<ul style="list-style-type: none"> To learn about the work of William Morris and recreate the style using the patterns template. To explore surrealism and eCollage. 	add clipart to cells. <ul style="list-style-type: none"> To use 2Calculate control tools: lock, move cell, speak and count. 	<ul style="list-style-type: none"> To begin to understand how code executes when a program is run. To understand what backgrounds and objects are. To plan and make a computer program. 	<ul style="list-style-type: none"> To understand that different objects have different properties. To understand what different events do in code. To understand the function of buttons in a program. To understand and debug simple programs.
Vocabulary	private, Avatar, my work area, log in, log out, saving, search, Purple Mash tools,	Internet, search, search engine	algorithm, code, computer, debugging, instructions, program	computer, technology	criteria sort groups	palette, share, template, Impressionism, Pointillism	button, calculation, cell, clip-art, column, count tool, data, delete, image, lock cell, move cell, row, speak tool, spreadsheet, value	action, algorithm, background. Code, coding, command, debug/debugging, event, execute, instruction, object, output, plan, programmer, run	action, algorithm, background, button, collision detection, debug/debugging, event, design mode, key pressed, nesting, object, predict, properties, run, scale, scene, sequence, sound, test, timer, when clicked/swiped

Year 1/2 (Redwood) Cycle B Topic	Unit 1.1 Online Safety & Exploring Purple Mash Weeks – 4 Programs – Various	Unit 1.5 Maze Explorers Weeks – 3 Programs – 2Go	Unit 2.4 Questioning Weeks – 5 Programs – 2Question, 2Investigate	Unit 2.2 Online Safety Weeks – 2 Programs – Various	Unit 1.6 Animated Story Books Weeks – 5 Programs – 2Create A Story	Unit 2.7 Making Music Weeks – 3 Programs – 2Sequence	Unit 2.3 Spreadsheets Weeks – 4 Programs – 2Calculate	Unit 1.3 Pictograms Weeks – 3 Programs – 2Count	Unit 2.8 Presenting Ideas Weeks – 4 Programs – Various
Key Learning	<ul style="list-style-type: none"> To log in safely. To learn how to find saved work in the Online Work area and find teacher comments. To learn how to search Purple Mash to find resources. 	<ul style="list-style-type: none"> To understand the functionality of the direction keys. To understand how to create and debug a set of instructions (algorithm). To use the additional 	<ul style="list-style-type: none"> To learn about data handling tools that can give more information than pictograms. To use yes/no questions to separate information. To construct a binary tree to identify items. To use 2Question (a binary tree database) to answer questions. 	<ul style="list-style-type: none"> To use digital technology to share work, communicate and connect with others on P.Mash To have some understanding about 	<ul style="list-style-type: none"> To introduce e-books and the 2Create a Story tool. To add animation to a story. To add sound to a story, including voice recording and music the children have composed. To work on a more complex story, including 	<ul style="list-style-type: none"> To make music digitally using 2Sequence. To explore, edit and combine sounds using 2Sequence. To edit and refine 	<ul style="list-style-type: none"> To use 2Calculate image, lock, move cell, speak and count tools to make a counting machine. To learn how to copy and paste in 2Calculate. To use the totalling tools. 	<ul style="list-style-type: none"> To understand that data can be represented in picture format. To contribute to a class pictogram. To use a pictogram to record the 	<ul style="list-style-type: none"> To explore how a story can be presented in different ways. To make a quiz about a story or class topic. To make a fact file on a non-fiction topic. To make a

	<ul style="list-style-type: none"> To become familiar with the icons and types of resources available in the Topics section. To start to add pictures and text to work. To explore the Tools and Games section of Purple Mash. To learn how to open, save and print. To understand the importance of logging out 	<p>direction keys as part of an algorithm.</p> <ul style="list-style-type: none"> To understand how to change and extend the algorithm list. To create a longer algorithm for an activity. To set challenges for peers. To access peer challenges set by the teacher as 2Dos 	<ul style="list-style-type: none"> To use a database to answer more complex search questions. To use the Search tool to find information. 	<p>sharing more globally on the Internet.</p> <ul style="list-style-type: none"> To introduce Email as a communication tool using 2Respond. To understand how we should talk to others in an online situation. To open and send simple emails. To understand that information put online leaves a digital footprint or trail. To identify the steps that can be taken to keep personal data and hardware secure. 	<p>adding backgrounds and copying and pasting pages.</p> <ul style="list-style-type: none"> To share e-books on a class display board. 	<p>composed music.</p> <ul style="list-style-type: none"> To think about how music can be used to express feelings and create tunes which depict feelings. To upload a sound from a bank of sounds into the Sounds section. To record and upload environmental sounds into Purple Mash. To use these sounds to create tunes in 2Sequence. 	<ul style="list-style-type: none"> To use a spreadsheet for money calculations. To use the 2Calculate equals tool to check calculations. To use 2Calculate to collect data and produce a graph. 	<p>results of an experiment.</p>	<p>presentation to the class</p>
Vocabulary	private, Avatar, my work area, log in, log out, saving, search, Purple Mash tools,	algorithm, challenge, command, direction, instruction, left and right, route, undo, unit	Pictogram, data, questions, collate, Binary Tree, Avatar, database	search, display board, Internet, sharing, email, attachment, digital footprint	animation, background, Clip-art gallery, E-book, edit, font, sound, sound effect, text	bpm, composition, digitally, instrument, music, sound effects (Sfx), sound track, tempo, volume	Backspace key, copy and paste, columns, cells, count tool, delete key, equals tool, image toolbox, lock tool, move cell tool, rows, speak tool, spreadsheet	Collect data, compare, data, Pictogram, record results, title	Concept Map (Mind Map), node, animated, quiz, non-fiction, presentation, narrative, audience

Year 3/4 (Chestnut and Maple) Cycle A Topic	Coding	Unit 3.2 Online safety	Unit 3.3 Spreadsheets	Unit 3.4 Touch Typing	Unit 3.5 Email (including email safety)	Unit 3.6 Branching Databases	Unit 3.7 Simulations	Unit 3.8 Graphing
	Number of Weeks – 6	Weeks – 3	Weeks – 3	Weeks – 4	Weeks – 6	Weeks – 4	Weeks – 3	Weeks – 3
	Main Programs – 2Code See table below for breakdown	Programs – Various	Weeks – 3 Programs – 2Calculate	Programs – 2Type	Programs – 2Email, 2Connect, 2DIY	Programs – 2Question	Programs – 2Simulate, 2Publish	Programs – 2Graph

Key Learning	<ul style="list-style-type: none"> To understand what a flowchart is and how flowcharts are used in computer programming. To understand that there are different types of timers and select the right type for purpose. To understand how to use the repeat command. To understand the importance of nesting. To design and create an interactive scene 	<ul style="list-style-type: none"> To know what makes a safe password. To learn methods for keeping passwords safe. To understand how the Internet can be used in effective communication. To understand how a blog can be used to communicate with a wider audience. To consider the truth of the content of websites. To learn about the meaning of age restrictions symbols on digital media and devices. 	<ul style="list-style-type: none"> To use the symbols more than, less than and equal to, to compare values. To use 2Calculate to collect data and produce a variety of graphs. To use the advanced mode of 2Calculate to learn about cell references. 	<ul style="list-style-type: none"> To introduce typing terminology. To understand the correct way to sit at the keyboard. To learn how to use the home, top and bottom row keys. To practise typing with the left and right hand. 	<ul style="list-style-type: none"> To think about different methods of communication. To open and respond to an email using an address book. To learn how to use email safely. To add an attachment to an email. To explore a simulated email scenario. 	<ul style="list-style-type: none"> To sort objects using just 'yes' or 'no' questions. To complete a branching database using 2Question. To create a branching database of the children's choice 	<ul style="list-style-type: none"> To consider what simulations are. To explore a simulation. To analyse and evaluate a simulation. 	<ul style="list-style-type: none"> To enter data into a graph and answer questions. To solve an investigation and present the results in graphic form
Vocabulary	action, alert, algorithm, bug, click event, collision detection event, command, debug/debugging, flowchart, nesting, input, interval, repeat, sequence, turtle object	appropriate / inappropriate, blog, password, internet, permission, reliable source, reputable source, spoof, permission, verify, vlog, website	advanced mode, bar graph, equals, cell address, data, rows, more than and equal tool, Pie Chart, Quiz tool, Spin tool, Spreadsheet, table	Posture, keys, space bar, typing	address book, attachment, BCC (Blind Carbon Copy), CC, communication, compose, email, inbox, password, personal information, save to draft, trusted contact, cyberbullying	Binary Tree, branching dataases, data, debugging, database	analysis, simulaton , Evaluation, modelling, decision	axis, chart, coloumn, data, graph, investigation, row, sorting, tally chart

Year 3/4 (Chestnut and Maple) Cycle B Topic	Coding	Unit 4.2 Online safety	Unit 4.3 Spreadsheets	Unit 4.4 Writing for different audiences	Unit 4.5 Logo	Unit 4.6 Animation	Unit 4.7 Effective Search	Unit 4.8 Hardware Investigators
	Number of Weeks – 6	Weeks – 4	Weeks – 6	Weeks – 5	Weeks – 4	Weeks – 3	Weeks – 3	Weeks – 2
	Main Programs – 2Code See table below for breakdown	Programs – Various	Programs – 2Calculate	Programs – 2Email, 2Connect, 2DIY	Programs – Logo	Programs – 2Animate	Programs – Browser	

<p>Key Learning</p>	<ul style="list-style-type: none"> • To begin to understand selection in computer programming. • To understand how an IF statement works. • To understand how to use co-ordinates in computer programming. • To understand the 'repeat until' command. • To understand how an IF/ELSE statement works. • To understand what a variable is in programming. • To use a number variable. • To create a playable game. 	<ul style="list-style-type: none"> • To understand how children can protect themselves from online identity theft. • To understand that information put online leaves a digital footprint or trail and that this can aid identity theft. • To identify the risks and benefits of installing software including apps. • To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. • To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. • To identify the positive and negative influences of technology on health and the environment. • To understand the importance of balancing game and screen time with other parts of their lives. 	<ul style="list-style-type: none"> • To format cells as currency, percentage, decimal to different decimal places or fraction. • To use the formula wizard to calculate averages. • To combine tools to make spreadsheet activities such as timed times tables tests. • To use a spreadsheet to model a real-life situation. • To add a formula to a cell to automatically make a calculation in that cell. 	<ul style="list-style-type: none"> • To explore how font size and style can affect the impact of a text. • To use a simulated scenario to produce a news report. • To use a simulated scenario to write for a community campaign. 	<ul style="list-style-type: none"> • To learn the structure of the coding language of Logo. • To input simple instructions in Logo. • Using 2Logo to create letter shapes. • To use the Repeat function in Logo to create shapes. • To use and build procedures in Logo. 	<ul style="list-style-type: none"> • To discuss what makes a good animated film or cartoon. • To learn how animations are created by hand. • To find out how animation can be created in a similar way using the computer. • To learn about onion skinning in animation. • To add backgrounds and sounds to animations. • To be introduced to 'stop motion' animation. • To share animation on the class display board and by blogging. 	<ul style="list-style-type: none"> • To locate information on the search results page. • To use search effectively to find out information. • To assess whether an information source is true and reliable 	<ul style="list-style-type: none"> • To understand the different parts that make up a computer. • To recall the different parts that make up a computer.
<p>Vocabulary</p>	<p>action, alert, algorithm, background, button, code blocks, command, debug/debugging, design, execute, event, flowchart, 'Is' statement, 'If/Else' statement, input, nest, object, prompt implement, repeat until, predict, repeat, run, properties, selection, sequence, timer, variable</p>	<p>AdFly, attachment citation, collaborate, cookies, Copyright, digital footprint, Malware, phishing, plagiarism, ransomware, spam, virus, SMART rules, watermark</p>	<p>Spreadsheet, row, column, formula, average, budget, chart, data, decimal place, equals tool, format cell, formula wizard, line graph, percentage, timer, place value, random number tool, spin tool</p>	<p>campaign, format, font, genre, opinion, reporter, viewpoint</p>	<p>debugging, grid, LOGO, LOGO command (e.g FD, BK, RT, LT), multi line mode, pen down, pen up, prediction, procedure, repeat, run speed, SETPC, SETPS</p>	<p>animation, FPS (frames per second), frame, onion skinning, pause, stop motion</p>	<p>balanced view, Easter eggs, Internet, key words, reliability, results page, search engine</p>	<p>components, CPU, graphics card, hard drive, input, motherboard, network card, output, peripherals, RAM, software</p>

Year 5/6 (Oak) Cycle A Topic	Unit 5.1 Coding Number of Weeks – 6 Main Programs – 2Code	Unit 5.2 Online safety Weeks – 3 Programs - Various	Unit 5.3 Spreadsheets Weeks – 5 Programs – 2Calculate	Unit 5.4 Databases Weeks – 4 Programs – 2Question, 2Investigate	Unit 5.5 Game Creator Weeks – 5 Programs – 2DIY 3D	Unit 5.6 3D Modelling Weeks – 4 Programs – 2Design and Make	Unit 5.7 Concept Maps Weeks – 4 Programs – 2Connect
Key Learning	<ul style="list-style-type: none"> • To begin to simplify code. • To create a playable game. • To understand what a simulation is. • To program a simulation using 2Code. • To know what decomposition and abstraction are in computer science. • To take a real-life situation, decompose it and think about the level of abstraction. • To understand how to use friction in code. * To begin to understand what a function is and how functions work in code. • To understand what the different variables types are and how they are used differently. • To understand how to create a string. • To understand what concatenation is and how it works. 	<ul style="list-style-type: none"> *To gain a greater understanding of the impact that sharing digital content can have. • To review sources of support when using technology and children’s responsibility to one another in their online behaviour.. • To know how to maintain secure passwords. • To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. • To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. • To learn about how to reference sources in their work. • To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. 	<ul style="list-style-type: none"> • To use formulae within a spreadsheet to convert measurements of length and distance. • To use the count tool to answer hypotheses about common letters in use. • To use a spreadsheet to model a reallife problem. • To use formulae to calculate area and perimeter of shapes. • To create formulae that use text variables. • To use a spreadsheet to help plan a school cake sale. 	<ul style="list-style-type: none"> • To learn how to search for information in a database. • To contribute to a class database. • To create a database around a chosen topic. 	<ul style="list-style-type: none"> • To plan a game. • To design and create the game environment. • To design and create the game quest. • To finish and share the game. • To self and peer evaluate. 	<ul style="list-style-type: none"> • To be introduced to 2Design and Make and the skills of computer aided design. • To explore the effect of moving points when designing. • To design a 3D Model to fit certain criteria. • To refine and print a model. 	<ul style="list-style-type: none"> • To understand the need for visual representation when generating and discussing complex ideas. • To understand the uses of a 'concept map'. • To understand and use the correct vocabulary when creating a concept map. • To create a concept map. • To understand how a concept map can be used to retell stories and information. • To create a collaborative concept map and present this to an audience.

		*To ensure reliability through using different methods of communication.					
Vocabulary	abstraction, action, algorithm, concatenation, debug/debugging, decomposition, efficient, event, flowchart, function, input, nesting, object, output, physical system, properties, repeat, selection, sequence, simplify, timer, variable	citation, collaborate, communication, Copyright, Creative Commons Licence, encrypt, identity theft, ownership, PEGI ratings, malware, password, personal information, phishing, reliable source, SMART rules, spoof, validity	Spreadsheet, column, advance mode, data, rows, format, formula, Formula Wizard, formula bar, 'How Many' tool, totaling tool, variables	arrange, Avatar, chart, collaborative, data, database, field, group, record, database report, group, search, sort, statistics,	Evaluation, feedback, image, instructions, promotion, quest, scene, screenshot, texture, theme	2D, 3D, 3D printing, CAD-Computer Aided Design, design brief, net, Pattern fill, points, template	concept, concept map, connection, collaborate, node, Presentation Mode, Story Mode

Year 5/6 (Oak) Cycle B Topic	Unit 6.1 Coding	Unit 6.2 Online safety	Unit 6.3 Spreadsheets	Unit 6.4 Blogging	Unit 6.5 Text Adventures	Unit 6.6 Networks	Unit 6.7 Quizzing
	Number of Weeks – 6	Weeks – 3	Weeks – 5	Weeks – 5	Weeks – 5	Weeks – 3	Weeks – 6
	Main Programs – 2Code	Programs - Various	Programs – 2Calculate	Programs – 2Blog	Programs – 2Code, 2Connect		Programs – 2Quiz, 2DIY, Text Toolkit, 2Investigate
Key Learning	<ul style="list-style-type: none"> • To design a playable game with a timer and a score. • To plan and use selection and variables. • To understand how the launch command works. • To use functions and understand why they are useful. • To understand how functions are created and called. • To use flowcharts to create and debug code. • To create a simulation of a room in which devices can be controlled. • To understand how user input can be used in a program. • To understand how 2Code can be used to make a text-adventure game. 	<ul style="list-style-type: none"> • To identify benefits and risks of mobile devices broadcasting the location of the user/device. • To identify secure sites by looking for privacy seals of approval. • To identify the benefits and risks of giving personal information. • To review the meaning of a digital footprint. • To have a clear idea of appropriate online behaviour. • To begin to understand how information online can persist. 	<ul style="list-style-type: none"> • To use a spreadsheet to investigate the probability of the results of throwing many dice. • To use a spreadsheet to calculate the discount and final prices in a sale. • To use a spreadsheet to plan how to spend pocket money and the effect of saving money. • To use a spreadsheet to plan a school charity day to maximise the money donated to charity. 	<ul style="list-style-type: none"> • To identify the purpose of writing a blog. • To identify the features of a successful blog. • To plan the theme and content for a blog. • To understand how to write a blog and a blog post. • To consider the effect upon the audience of changing the visual properties of the blog. • To understand how to contribute to an existing blog. • To understand how and why blog posts are approved by the teacher. • To understand the importance of commenting on blogs. 	<ul style="list-style-type: none"> • To find out what a text adventure is. • To use 2Connect to plan a story adventure. • To make a story-based adventure using 2Create a Story. • To introduce an alternative model for a text adventure which has a less sequential narrative. • To use written plans to code a mapbased adventure in 2Code. 	<ul style="list-style-type: none"> • To find out what a text adventure is. • To use 2Connect to plan a story adventure. • To make a story-based adventure using 2Create a Story. • To introduce an alternative model for a text adventure which has a less sequential narrative. 	<ul style="list-style-type: none"> • To create a picture-based quiz for young children. • To learn how to use the question types within 2Quiz. • To explore the grammar quizzes. • To make a quiz that requires the player to search a database. • To make a quiz to test your teachers or parents.

		<ul style="list-style-type: none"> • To understand the importance of balancing game and screen time with other parts of their lives. • To identify the positive and negative influences of technology on health and the environment. 				<ul style="list-style-type: none"> • To use written plans to code a mapbased adventure in 2Code. 	
Vocabulary	action, algorithm, command, coordinates, execute/run, event, decomposition, debug/debugging, flowchart, function, object, procedure, input, selection, tab, properties, sequence, simulation, timer, launch command, output, predict, repeat, repeat until, variable	data analysis, digital footprint, inappropriate, location sharing, password, PEGI rating, phishing, print screen, screen time, secure websites, spoof,	Spreadsheets, rows, columns, data, formula, advanced mode, budget, chart, count (how many) tool, dice tool, expense, format cell, formula bar, formula wizard, move cell tool, probability, profit	approval, archive, blog, blog post, collaborate, commenting, Vlog	Text-based adventure, debug/debugging, sprite, selection, function	hub/switch, Internet, local area network (LAN), network, router, wide area network (WAN), World Wide Web, Wi-Fi,	audience, audio, case-sensitive, clone, close, preview, quiz