									Computing National Curriculum								
									Computing Modules Across the year.								
er .	Understand what algorithms	Computer  Develop an awareness and discuss the fact that	Science	Through dicussions I can use	Understand that ICTcan be used to		Exploring the Digital Worl	d T				Communicating in the Digital World Understand digital still or video cameras can capture an image and	d Understand there are a variety	Recognise that changes can be made to	Understand the different ways	Use technology safely and respect information private; identifying where when they have concerns about co-internet or other online is an beginning to understand that	fully, keeping person
	are and how they are implemented as programs on digital devices.			logical reasoning to predict the behaviour of simple programs.	Understand that ICT can be used to sort items and information. Understand that ICT can help us solve oroblems	Understand that ICT can be use	ed to create, display and change graphs easily.	Understand that the internet gives racid	access to a wide variety of information and resources.	Know that multimedia includes sound, text and graphics and can be used to communicate in different ways.	Understand that devices have stops, record, playback functions and thar sound can be recorded on the computer as a sound file.	cameras can capture an image and the need to frame an image and the camera still. Understand that	of different tools in a graphics package and they each have a different ourpose.	Recognise that changes can be made to documents to improve appearance or add new ideas. Be able to organise data fee. Documents, images, sound files! by	that messages can be sent; email, text, letter, phone, messaging, blogging, Begin to	information private; identifying where when they have concerns about co- internet or other online to	to go for help and a intent or contact on technologies.
	I can explain that an algorithm	different aloerithms that  I can use a mouse, pen, finge to move and place items on a m screen to explore a	are out of order in	I can make a good guess of what is going to happen in a	I am beginning to sort items on a						I am beginning to create music to affect mood and			I can develop my familiarity and correct use of a keyboard, spacebar, backspace,	I can contribute ideas to a	I can keep my login some online con	tent personal and
	is a set of instructions.	simulation. I can create and follow	I am beginning to be able to say that if	program.	computer.	I can create a simple gra	ph in a computer program (pictogram)	I can log or	nto a learning platform.	I can sort sound, pictures and text.	atmosphere.	picture/video. I am beginning to create a	font.colour)		class/wear bloe.	details safe, is unsuitable and	
		or children around a course.	something does not		I can ask a simple question in a branching data base. Begin to understand that if data has	I can answer sir	nple questions about a graph.	Lam beginning to understan	nd about search engines and safe search.	I can add sounnd, pictures and text to a program. (eg. 2create a story)	I am beginning to use a sound recorder to record and playback sounds.		I am beginning to use template to create a simple presenation.			I know it is important to respect others online.	when communical
		I know that an algorithm is written for a computer is called a program.	I can fix my code if it isn't working properly.		not been entered accurately it cannot be used to provide the correct answers. (Digital literacy)			I can navigate a learning	g platform to find a specific program.				I can use a paint package to create a picture.	I can begin to find my saved work.		I know where to go for help and su	pport when concer
	simulations can help them learn about the world around them.	arn n.			easier when using data (eg. Supermarket tills, banks, online			I am beginning to understand that information can be accessed using a range	I am beginning to understand that a URL is the address of a website which is indvidual to each site.				I can use a range of different			I can discuss common uses of I can information technology beyond I he	say what technolo in give examples of ome and school. (I
_	areas of learning. (Digital Literacy)				shopping			of different equipment. (Digital literacy) through own logon to a network or learning platform (Digital Literacy)	(Digital Literacy)				tools.			school. (Digital Literacy) old technology and a smart phone uses new technology. (Digital Literacy)	Literacyj
_	(home electrical devices, traffic	fic .															
_	lights, cashpoints, level	Develop an awareness and		Through dicussions I can use	Understand that ICTcan be used to							Understand digital still or video	Understand there are a variety	Recognise that changes can be made to		Use technology safely and respect	fully, keeping per
	are and how they are implemented as programs on digital devices.	discuss the fact that n computer programs have different aloerithms that	Starting to create and debue simple programs	the behaviour of simple	sort items and information. Understand that ICT can help us solve problems	Understand that ICT can be use	nd to create, display and change graphs easily.	Understand that the internet gives rapid	access to a wide variety of information and resources.	Know that multimedia includes sound, text and graphics and can be used to communicate in different ways.	Understand that devices have stops, record, playback functions and thar sound can be recorded on the computer as a sound file.		of different tools in a graphics package and they each have a different purpose.	documents to improve appearance or add new ideas. Be able to organise data fez. Documents. imaess. sound files) by		information private; identifying where when they have concerns about co- internet or other online t	to go for help an
	I can explain an algorithm is a set of instructions to complete	a I can make choices in an	I can design a simple	I can make predictions when programming devices (actual						I can change content on a file such as text, sound and	I can create pieces for different moods and	I can use a digital camera to take a picture or record a video with	I can use a paint package to create a picture to communicate their ideas using shape, line and	documents to improve appearance or add new ideas. Be able to organise data fee. Documents, images, sound files! by I ma able to confidently use a keybaord correctly (space bar, back space, return,	I can communicate electronically	,	
	task.	simulation.	purpose.	or on screen). I can spot something in a	I can oreanise data usine a database.	I can use a range of programs to cre	eate different graphs.	I can use menus, hyperi	links to navigate a learning platform.	images.	atmosphere.	developed control.	colour.  I can use a variety of skills using:	shift)	through email.	I know the consequences of not search	ing safely online.
			a simple shape on screen or to control a	program that has an action or effect.	I can find data using specific searches.	I can interpret graphs, discus	s information and answer simple questions.	I can enter text into a sear	ch engine to find a specfic web address.	I can include photos, texts and sound in my creations.	I can use various sound recorders to record and play back sounds.	I am beginning edit digital photographs.	range of tools and techniques to communicate a specific idea.	I can save, name and find my work.	I can share my work safely and electronically.	I understand some content online is un aimed at selling.	suitable and ma
	Start to know games and simulations can help them learn about the world around them.	arn	I know I need to carefully plan my algorithm so it will work when I make it into	I can say what will happen in	I can use a range of programs to			I am beginning to understand that info	ormation can be accessed using a range of different		I can edit digital data such as music composition	I can create a sequence of images together which together form a	I can formate some text (size,		I can confidently contribute	I know that some information is person	nal and should no
	(Digital Literacy)  Know that ICT can help in other	her	code. I can find and correct		organise information.  Begin to understand that if data has not been entered accurately it cannot	_		equipm	ent. (Digital literacy)		software.	short animation.	font.colour)		ideas to a dass/wear eroup blos. Understand that many different people contribute to a learning	shared.  I know it is important to respect	
_	areas of learning. (Digital Literacy)		some errors in my program (debug)		be used to provide the correct answers. (Digital literacy)			Jan 1 to be sware of drilling localities	the address of a website which is indvidual to each site Sigital Literacy)		I can use template to create simple presentations for different ourposes.		I can add captions to ohotographs and graphics.		platform or blog. (Digital Literacy)		w where to go fo ort when concer sed at school an
	(home electrical devices, traffic lights, cashpoints, level				Supermarket tills, banks, online shopping)			through own logon to a network or learning platform (Digital Literacy)	<ul> <li>I discuss and recognise the purpose and value of the internet in everyday life (Diglital Liberacy)</li> </ul>							information technology beyond skills school. (Digital Literacy) in	s am learning ca in the real world (
			Use logical reasoning to									Understand that files of different types can be attached to emails.	Understand that a digital image				
	Design, write and debug programs that accomplish specific goals including	To solve problems by	evolain how simple	and various forms of input	Understand that questions are key to organsing data efficently in a branching database. Understand the need to structure information properly in a		Evalue different search engines and explain their choices in using these for different ourposes. Know that some information found	Start to understand computer networks	Begin to understand that different programs create different graphs and are appropriate to different purposes. Some graphs are easier to read than	Understand that evaluation and improvement is a vital part of a design process and that ICT allows changes to happen guickly and efficiently. Recognise the key	Talk about software which allows easy manipulation and reaction of small and manipulation a	types can be attached to emails. Understand there are other methods of communication. Eg. Bloozing, instant messaging, and	can be captured from a number			Use technology safely and respect information private: identifying where	fully, keeping pe
	specific goals including controlling or simulating physical systems.	decomposing them into smaller parts. I am beginning to solve	I can identify the	and output. To use sequence, selection and repetition in programs.	database. Understand the need to structure information properly in a database.	To know, understand and use the vocabulary file, record and field.	through searching is more relevant than	provide multiple services such as WWW.	purposes. Some graphs are easier to read than others. Begin to make choices about how to present data to solve a specific problem.	part of a design process and that ICT allows changes to happen quickly and efficiently. Recognise the key features of different layouts and consider how to meet the needs of the audience.	and begin to understand that copy right exists on most recorded music and other media.	begin to know when each of these would be used.	used to enhance a presentation or communicate an idea.			information private; identifying where when they have concerns about co- internet or other online to I can explain the	technologies.
	I can make a real life situation into an algorithm for a program.	n problems by making a patter and by breaking the instructions into smaller part	n difference in using between the effect of a	I can experiment with timers in my programs	I can collect appropriate information and enter it into a database.	I am beginning to understand and use files, record and field.	I am beginning to skim read and find relevant information.	I am beginning to recognise the main component parts of hardware which allow computers to join and form a network.	I am beginning to penerate different exanho	I am beginning to use font sizes, colours and effects to communicate meaning for a given audience.	I can use ICT to select sounds and use them in other applications.	I can log on to an email account and send an email.	I can independently with greater control capture digital skills or videos.			I can create a secure   a secure passwo	aving negative ind conseque
	program. I can design an algorithm carefully thinking about what I want it to do and how I can turn		I can read programs			The state of the s	Lam developing key assections and key words	computers to join and form a network.  I am starting to understand that network and communication components can be found in many different devices which	I am beginning to generate different graphs.	communicate meaning for a given audience.  I am starting to identify errors with my work and some	Other applications.  Compare the difference contributions of sounds, word and images from a variety of electronic	I can use email to repsond to others appropriately and attach	I am beginning to select and			password and not sharing in I understand the I can report importance of unacceptable keeping safe online content and cont	taking tex
	it into a code.		will do.		Answer simple questions from the information in their data base.  Talk about the advantages of using ICT		problem.  Beging to recognise that anyone can author on	allow them to join the internet.  Begin to understand the opportunities	I am beginning to compare different types of graphs.	editing tools.	sources. (Digital Literacy)	files. Understand that emails and messages have to be sent to a	import from digital images.  I am beginning to capture video			and behaving online in more the I am beginning to understand I know	han sites may w when an ema
			I can solve open ended problems with floor		to sort, classify and interrogate information quickly. (Digital Literacy) Discuss how ICT has become		the internet and sometimes the web content is inaccurate and even offensive. (Digital Literacy)	networks offer for communication and collaboration. (Digital Literacy)	I am beginning to understand that different graphs are used for different purposes.	I am beginning to use layout and use design features wouch text boxes, columns and borders.		specific 'address' with a need for accuracy. (Digital Literacy)	footage and put into simple movie editing software.			that when I am online I am shoul creating a digital tattoo. or re-	ld be ignored, no ported.
	I can identify an error in my program and fix it.	у	other programmmable	I know that a variable stores information while a programme is running.	indepsenible in the modern world, what would certain jobs be like without ICT? (Digital Literacy)		Start to understand the dynamics of a search engine and know that there are different search enaines. (Dialtal Literacy)	Discuss whether a game is suitable or a website appropriate for their age group. (Deitial Literacy)		I am can select text , sounds and images from electronic resources and use it in their own work.			I can create a short animated sequence from captured images in simple story boarding.			Begin to use technology safely, respectfully and responsibly. (Digital Literacy)	
	simulations to teach pilots, driving simulators, weather				collecting, analysing, evaluating real- world date (Digital Literacy)					I can select specific areas of a painting, copy and paste to make repeating patterns and reszie elements.		the internet can be used for communication. (Digital Literacy)					
	What would there own game look like? (Digital Literacy)	ne								To discuss different troe of audiences. (Distal Liberacy)		private (learning platform or public presence (social networks) (Dietal	:				
	DOC MAY (Digital DataCy)									ICT and in what form and start to independently select		promise (social minority project					
										ways to communicate their own ideas. (Digital Literacy)							
			Use logical reasoning to									Understand that files of different types can be attached to emails.	Understand that a digital image				
	Design, write and debug programs that accomplish specific goals including	To solve problems by	explain how simple algorithms work and to detect and correct	Begin to work with variables and various forms of input and output. To use sequence,	Understand that questions are key to organsing data efficently in a branching database. Understand the need to structure information properly in a	s.	Evalue different search engines and explain their choices in using these for different purposes. Know that some information found	Start to understand computer networks	Begin to understand that different programs create different graphs and are appropriate to different purposes. Some graphs are easier to read than others. Begin to make choices about how to present	Understand that evaluation and improvement is a vital part of a design process and that ICT allows changes to happen quickly and efficiently. Recognise the kay features of different layouts and consider how to meet	Talk about software which allows easy manipulation and creation of sound and music	Understand there are other	can be cantured from a number			Use technology safely and respect information private; identifying where	fully, keeping pers
	ohrsical systems.  I can turn a real life situation to	decomposing them into smaller parts.	programs.	programs.	database.	vocabulary file, record and field.	through searching is more relevant than others.	provide multiple services such as WWW.	others. Begin to make choices about how to present data to solve a specific problem.	the needs of the audience.	and begin to understand that copy right exists on most recorded music and other media.	begin to know when each of these would be used.	or communicate an idea.  I can independently with greater			when they have concerns about co- internet or other online t	ntent or contact o technologies.
	solve an algorithm, using a design that shows how I can accomplish this in code.	I can make a pattern by breaking the instructions into smaller parts (decomposing)		program designs more accurately to create repetition effects	I can use collected data to convey how they solved a problem.	I am confident in using files, record and fields.	I can use key questions and key words to s search for a specific information to answer a problem.	I can recognise the main component parts of hardware which allow computers to join and form a network. I understand that network and	I can create different graphs using a range of software and compare them	I can use different font sizes, colours and effects to communicate meaning for a given audience and insert and edit and simple tables.	I can use ICT to record sounds/voice to use in other applications.	I can create purposeful content and attach this to emails.	control capture digital skills or d videos and use the enhanced tools (landscape, zoom)			I have a good understanding of the online safety rules we learn at school.	demonstrate how rent online techno y.
	I can identify errors in my code	de	I can read programs the contain several steps and predict the	I can use variables within my program and know how to	Talk about the advantages of using ICT to sort, classify and interrogate		I can skim read and find relevant information	communication components can be found in many different devices which allow them	I know that different graphs are used for different	I can use appropriate editing tools to ensure their work is	Compare the difference contributions of sounds, word and images from a variety of electronic	I can share digital content using a range of application	I can select, and import images from digital cameras and prepare for use.			I can demonstrate how to use a I know	w I have a right to
	by using different methods.  Discuss ways simulations are used to help us (e. flight simulations to teach pilots,	**	outcomes with	code. Example- using a loop	information quickly. (Digital Literacy) Discuss how ICT has become indepsenible in the modern world, what would certain jobs be like without		and change strategies if necessary.  Beging to recognise that anyone can author on the internet and sometimes the web content is anaccurate and even offensive. (Digital	to join the internet.  Begin to understand the opportunities networks offer for communication and	purposes.	clear and error free.  I can use layout, design features such as text boxes,	sources. (Digital Literacy)	(email/blogging) Understand that emails and messages have to be sent to a specific 'address' with a need for	(Cropping/resizing/editing) I can create a short animated sequence from captured images in simple storyboarding s/w to			few online services safely. Online I recognise that my well being conce cane be affected by how I use online	report with ease a ern with content of
	driving simulators, weather Discuss what makes a good game, what do games need?	d d		is met such as the answers	what would certain jobs be like without ICT? (Digital Literacy) Discuss the impact of ICT on society, What would life be like without ICT for		Literacy)  Start to understand the dynamics of a search	collaboration. (Digital Literacy)		columns, borders and orientation of page.		accuracy. (Digital Literacy)	communicate a specific idea.			technology. Straet I know that anyone can create a user showing any age or gender I know	tgies to keep safe
	What would there own game look like? (Digital Literacy)				collecting, analysing, evaluating real-		engine and know that there are different					the internet can be used for				and anothing any age or genoes in coor	
				in my programming 'If statements'	world date (Digital Literacy)		search engines. (Digital Literacy)			I can use copy and paste to refine and reorder content.		communication. (Digital Literacy) Begin to understand about online	I can capture video footage and edit it to create a short film. Discuss and evaluate the quality			who they say they are. or res	ld not be opened ported.
				statements'	world date (Digital Distracy)		search engines. (Digital Literacy) Start to knoe that search results are ordered based on the popularity of the website and that this can affect what information people access (Diotal Literacy)			I can select specific areas of painting, copy and paste to make repeating patterm, resize, elements investigate		communication. (Digital Literacy) Begin to understand about online identities and differences between private (learning platform or public	edit it to create a short film. Discuss and evaluate the quality of their own and others' captures images and make			who they say they are. or reg Begin to use technology safely, respectfully and responsibly.	id not be opened
				statements'  I can use the user inputs and output feature within my	worst date (organ overacy)		search engines. (Digital Uteracy) Start to knoe that search results are ordered based on the popularity of the website and that this can affect what information people access (Digital Uteracy) Discuss that sometimes personal infromation can be used to encoruge people to buy things			I can select specific areas of painting, copy and paste to make repeating patterm, resize, elements investigate symmetry and reflection tools. I can select suitable text, sound and images from		communication. (Digital Literacy) Begin to understand about online identities and differences between	edit it to create a short film. Discuss and evaluate the quality of their own and others' captures images and make			who they say they are. or reg Begin to use technology safely, respectfully and responsibly. (Digital Literacy) I know that whenever I am	id not be opened
				statements'	worrs gaw (Uighta Useraty)		search engines. (Digital Useracy) Salar to know blue search results are ordined based on the popularity of the website and that the can affect what information people across (Digital Useracy) Oscoss that sometimes personal information can be used to encourage people to buy things and begin to recognise with a colin adverst book like and why some oecole might choose to			I can select specific areas of painting, copy and packe to make repeating pattern, reside, elements investigate symmetry and reflection tools. I can select suitable text, sound and images from electronic resources and use it appropriately in their work.		communication. (Digital Literacy) Begin to understand about online identities and differences between private (learning platform or public	edit it to create a short film. Discuss and evaluate the quality of their own and others' captures images and make			who they say they are. or reg Begin to use technology safely, respectfully and responsibly. (Digital Literacy)	id not be opened.
				statements'  I can use the user inputs and output feature within my	World Date (Lighter Liver acy)		search engines. (Digital Literacy) Start to knoe that search results are ordered based on the popularity of the webste and that this can affect what information people access (Digital Literacy) Discuss that sometimes personal information can be used to encoruge people to buy things and begin to recognise what online adverts			I can select specific areas of painting, copy and paste to make repeating patterm, resize, elements investigate symmetry and reflection tools. I can select suitable text, sound and images from		communication. (Digital Literacy) Begin to understand about online identities and differences between private (learning platform or public	edit it to create a short film. Discuss and evaluate the quality of their own and others' captures images and make			who they say they are. or reg Begin to use technology safely, respectfully and responsibly. (Digital Literacy) I know that whenever I am	id not be opened.
				statements'  I can use the user inputs and output feature within my	with the Line cop		search engines. (Digital Uneracy) Salar to know the search results are ordined based on the popularity of the website and that the can affect what information people across (Digital Uheracy) Oscoss that sometimes personal information can be used to encourage people to buy things and begin to recognise with a colin adverst book like and why some oecole might choose to			I can select spacific areas of painting, copy and paste to make reposting pattern, exists, elements treversigate symmetry and reflection tools. I can select suitable text, cound and images from electronic resources and use it appropriately in their work. I can use hyperfinks to produce a non-linear, interactive		communication. (Digital Literacy) Begin to understand about online identities and differences between private (learning platform or public	edit it to create a short film. Discuss and evaluate the quality of their own and others' captures images and make			who they say they are. or reg Begin to use technology safely, respectfully and responsibly. (Digital Literacy) I know that whenever I am	id not be opened
				statements'  I can use the user inputs and output feature within my	some Lane (Logica Lond-ery)		search engines. (Digital Uneracy) Salar to know the search results are ordined based on the popularity of the website and that the can affect what information people across (Digital Uheracy) Oscoss that sometimes personal information can be used to encourage people to buy things and begin to recognise with a colin adverst book like and why some oecole might choose to			I can select specific areas of painting, copy and paste to make reposting pattern, exists, elements treversigate symmetry and reflection tools. I can select suitable test, cound and images from electronic resources and use it appropriately in their work. I can use hyperfinks to produce a non-linear, interactive presentation.		communication. (Digital Literacy) Begin to understand about online identities and differences between private (learning platform or public	edit it to create a short film. Discuss and evaluate the quality of their own and others' captures images and make			who they say they are. or reg Begin to use technology safely, respectfully and responsibly. (Digital Literacy) I know that whenever I am	id not be opened
	Use togical reasoning to explain how some simple algorithms		I can design, write and debug propuses that	statements.  I can use the user inputs and output feature within my program-such as 'print screen'.		Know that ICT enables you to search and sift through large	send-majors, (higher liberary). Send-majors, (higher liberary). More than the original controlled the controlle	Orderstand that spreadulers can automate function and agreement of the spreadulers can automate function and agreement of the spreadulers can automate function and agreement of the spreadulers can be applied to	Assurences of camputer networks and how they can	Less belor specific area et aplanting, copy and passiv to make reposting parties, recisio, elements threetigate symmetry and reflection trans.  It can assist suitable service, sound and images from electronic resource and use it appropriately in their work.  I can use hyperficial to produce a non-thear, interactive amendment of the contractive amendment of the contractive amendment.  Cut and in what form and direct to independently select ways to communicate that one will discuss.	Orderstand the partectal of multivaries to inhomenium prevention or prevention and more hore by	communication, (Dypter Userap) (Experimental Experimental	edit it to create a short film. Discuss and evaluate the quality of their own and others' captures images and make			with they age that are, the stage of the sta	id not be opened ported.
	how some simple algorithms work and to detect and correct errors in algorithms and I can use logical methods to	air Use requence, selection and repetition in programs. Workston in the control of the control o	debug programs that accoplish a specific goal	statements.  I can use the user inputs and output feature within my program-such as 'print screen'.	Solve problems through selecting, processing and presenting date: deserges acculations from thair work.	information and describe the	send-majors, (higher liberary). Send-majors, (higher liberary). More than the original controlled the controlle	Ordentated that appendiferent can authorities function, making it assist to test worklob. Understand that draugh and the state of the s	Assurances of computer nationals and how they can analysis arrived, such as the WWW.	Ican leiter specific area of painting, copy and passis to make reposting parties, recise, elements traversigned symmetry and reflection train.  Ican select suitable su, cound and image from dechronic resource and use it appropriately in their work.  I can use hypotrisks to produce a non-linear, interactive assertations.  To discuss different type of audiences. Digital Elemany Country of the co	Orderstand the potential if multimedia to information or personal and town how to integral and multi-major and much implication or personal and much implication in the control of the con	communication. Digital Elevany, and control and control and control and difference between private (searning platform or public presence (possil reflectful) Digital.	well to ourse about the Council and Audition the Council and Audition the capture is regard and make decisions. (Digital tibrary) the council and the Council and the Audition to decisions to			who they are three and implication of the property of the prop	fully, keeping pe to go for help an enter or contact technologies.
	how some simple algorithms work and to detect and correct errors in algorithms and I can use logical methods to identify the cause of any bug with support to identify the	air Use requence, selection and repetition in programs. Workston in the control of the control o	debug programs that accoplish a specific goal including controlling an I can debug my programs as I work.	statements.  I can use the user inputs and output feature within my program-such as 'print screen'.	Solve problems through selecting, processing and presenting data:  Anagonal the investigation of the control of	I can search precisely when using a	send-majore, (higher liberoot) Martin town the author should be included the case that in the size of the control of the case that the first should be included the case that the first should be included the case that the control of the case of the beautiful send of the case of the beautiful send of the case of the ca	automate functions, making it easier to test variables. Understand that changes made to one element of a spreadsheet can I am able to enter labels and numbers into	Amounted of assignation existencies and Nove they can be active to the contraction of the contraction of the contraction possible and the contraction possible analysis are relicing to the the WEMEN.  I are starting to explain the difference between the instruction and the contraction a	Less belor specific area et aplanting, copy and passiv to make reposting parties, recisio, elements threetigate symmetry and reflection trans.  It can assist suitable service, sound and images from electronic resource and use it appropriately in their work.  I can use hyperficial to produce a non-thear, interactive amendment of the contractive amendment of the contractive amendment.  Cut and in what form and direct to independently select ways to communicate that one will discuss.	I can plan and create a short animated sequence	communication. Digital Elevany, and control and control and control and difference between private (searning platform or public presence (possil reflectful) Digital.	well it is evaluate about this will be about the different terms of di			who they are they are of the property of the p	dulty, keeping per big of help a meet or contact of the contact of
	how some simple algorithms work and to detect and correct errors in algorithms and I can use logical methods to identify the cause of any bug with support to identify the	Use sequence, whether and report report of the control of the cont	debug programs that accopish a specific goal including controlling an I can debug my programs as I work. I can make more complex real-life problems into	statements.  I can use the user inputs and output feature within my program-such as 'print screen'.	Soling problems through soliciting, decreasing end gravating data discussing end gravating data discussing endications from that work. Assigned the Improgram data improperties of the Control of the Con	I can search precisely when using a search engine to answer specific questions. Begin to understand how search engines rank and select results.	search engines. (Injust Obstran) Martin to been that each result are oriented to combine the combine to combine the combine of the combine to be a combine to the combi	automate functions, making it easier to test variables. Understand that changes made to one element of a spreadsheet can I am able to enter labels and numbers into a spread sheet. I am beginning to identify and enter the correct formulae into cells, modify data and	I am starting to explain the difference between the internet and the world wide web, I am beginning to be able to explain what a WAN and I (AN is and describe the process of how access to the	Icon letter specific area of painting, copy and passing to make reporting particular, recibe, elements to wealth or make reporting particular basis. It can allest suitable to the comment of the comment	I can plan and create a short animated sequence to communicate an idea.  I am developing the use of hyperlinks to produce	communities. Organizations. Organizations considerate and officerous between private (autorities and officerous between private (autorities and officerous between private (autorities and autorities and	well it is even a short limit of the other of the other of the other of the other ot			who they are three as	id not be opened  fully, keeping py to go for help a meter or centary  I am begin  I am begin  I am derstary  ine understary  ine understary  in a derstary  I am begin  I am
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