Dunalley Primary School Computing Curriculum 2026-2027

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn		**Computing systems and networks – Technology around us**	**Creating media – digital photography**	**Creating media – stop-frame animation**	**Data and information – data logging**	**Programming A – Selection in physical computing**	**Computing systems and networks – communication**
	Self-image and identity Online reputation Online Relationships Online Bullying	Self-image and identity Online reputation Online Relationships Online Bullying	Self-image and identity Online reputation Online Relationships Online Bullying	Self-image and identity Online reputation Online Relationships Online Bullying	Self-image and identity Online reputation Online Relationships Online Bullying	Self-image and identity Online reputation Online Relationships Online Bullying	Self-image and identity Online reputation Online Relationships Online Bullying
Spring		**Creating media – Digital painting**	**Programming B – programming quizzes**	**Programming A – sequencing sounds**	**Computing systems and networks – The Internet**	**Creating media – video production**	**Data and information - spreadsheets**
	Managing online information Privacy and Security	Managing online information Privacy and Security	Managing online information Privacy and Security	Managing online information Privacy and Security	Managing online information Privacy and Security	Managing online information Privacy and Security	Managing online information
Summer		**Programming A – Moving a robot** **Programming B – introduction to animation**	**Data and information - pictograms**	**Creating media – Desktop publishing** **Programming B – events and actions**	**Programming A – Repetition in shapes** **Programming B – Repetition in games**	**Programming B – selection in quizzes**	**Programming A – variables in games** **Programming B – sensing** **Creating media – 3D modelling**
	Copyright and ownership Health, wellbeing and lifestyle	Copyright and ownership Health, wellbeing and lifestyle	Copyright and ownership Health, wellbeing and lifestyle	Health, wellbeing and lifestyle	Copyright and ownership Health, wellbeing and lifestyle	Copyright and ownership Health, wellbeing and lifestyle	Privacy and Security Copyright and ownership Health, wellbeing and lifestyle

Dunalley Primary School Computing Curriculum 2026-2027

Overview

Key

Units of work taken from Teach Computing Scheme of work: www.teachcomputing.org

Units of work based on 'Education for a connected world' Project taken from Evolve:

Year group	Computing systems and networks	Creating media	Data and information	Programming	Online Safety
EYFS					X
1	X	X		X	X
2		X	X	X	X
3		X		X	X
4	X		X	X	X
5		X		X	X
6	X	X	X	X	X

[ProjectEVOLVE - Education for a Connected World Resources]

Curriculum coverage

Year 1 Online Safety additional resources to support Project Evolve Curriculum – Digiduck Stories from Childnet. [Digiduck Stories | Childnet]

Year 1	**Aut 1** Self-image and identity (Digiduck's Big decision) Online reputation (Digiduck's famous friend)	**Aut 2** Online Relationships Online Bullying (Digiduck's Big decision)	**Spr 1** Managing online information (Detective Digiduck) Privacy and Security (Digiduck's famous friend)	Spr 2	Sum 1	**Sum 2** Copyright and ownership Health, wellbeing and lifestyle (Digiduck saves the day)

Dunalley Primary School Computing Curriculum 2026-2027

Year 6				
Unit of work	**Unit overview**	**National curriculum coverage**	**Resources**	**Vocabulary**
Computing systems and networks – communication	In this unit, the class will learn about the World Wide Web as a communication tool. First, they will learn how we find information on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines. They will then investigate different methods of communication, before focusing on internet-based communication. Finally, they will evaluate which methods of internet communication to use for particular purposes.	• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • 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 • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use and combine a variety of software (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 • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	iPads	Search, search engine, Google, Bing, Yahoo!, Swisscows, DuckDuckGo, refine Index, crawler, bot, Ranking, optimisation, links, web crawlers, content creator, selection, Communication, public, private, one-way, two-way, one-to-one, one-to-many, SMS, email, WhatsApp, blog, YouTube, Twitter, BBC Newsround
Creating media – 3D modelling	During this unit, learners will develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, including combining 3D objects to make a house and examining the differences between working	• 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	Laptops/iPads Tinkercad.com teacher accounts and student accounts. .	2D, 3D, 3D object, 3D space, view resize, colour, lift, rotate, position, select, duplicate, dimensions, placeholder, hole, group, ungroup,

	digitally with 2D and 3D graphics. Learners will progress to making accurate 3D models of physical objects, such as a pencil holder, which include using 3D objects as placeholders. Finally, learners will examine the need to group 3D objects, then go on to plan, develop, and evaluate their own 3D model of a photo frame.	• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact		resize, design, modify, evaluate, improve
Data information - spreadsheets	This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer questions. Finally, learners will create graphs and charts, and evaluate their results in comparison to questions asked.	• 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	Laptops Excel or Google sheets	Spreadsheet, data, data heading, data set, cells, columns and rows, format, common attribute formula, calculation, input, output, calculate, operation, formula, cell, range, duplicate, sigma Graph, chart, evaluate, results, comparison, questions, software, tools.
Programming A – variables in games	This unit explores the concept of variables in programming through games in Scratch. First, pupils will learn what variables are and relate them to	• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Laptops Scratch	Variable, change, name, value, set, design, event, task, algorithm, design,

	real-world examples of values that can be set and changed. Pupils will then use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, pupils will experiment with variables in an existing project, then modify them, then they will create their own project. In Lesson 4, pupils will focus on design. Finally, in Lesson 6, pupils will apply their knowledge of variables and design to improve their game in Scratch.	• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • 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		artwork, program, project, code, test, debug, improve, evaluate, share.
Programming B - sensing	This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – 'Programming A'. It offers learners the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit. The unit begins with a simple program for learners to build in and test in the programming environment, before transferring it to their micro:bit. Learners then take on three new projects in Lessons 2, 3, and 4, with each lesson adding more depth.	• Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • 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	Mirco:bits with Micro USB leads and battery packs/batteries Laptops	Micro:bit, MakeCode, input, process, output, flashing, USB, selection, condition, if then else, variable, random, sensing, accelerometer, compass, direction, navigation, design, task, algorithm, step counter, plan, create, code, test, debug.

Dunalley Primary School Computing Curriculum 2026-2027

Year 5				
Unit of work	**Unit overview**	**National curriculum coverage**	**Resources**	**Vocabulary**
Programming A – Selection in physical computing	In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program components (including output devices- LEDs and motors) through the application of their existing programming knowledge. Learners are introduced to conditions as a means of controlling the flow of actions and make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the if, then structure).	• Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • 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	Crumble starter kits x15 Geared motors and wheels	Microcontroller, components, connection, infinite loop output motor, repetition, count-controlled loop Crumble controller, switch, motor, LED, Sparkle, crocodile clips, connect, battery box, program, Selection, condition, action, repetition
Creating media – video production	This unit gives learners the opportunity to learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and	• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals,	Tablet with video recording capabilities (iPads) iMovie	Video, audio, camera, talking head, panning, close up Video camera, microphone, lens, close up, mid range, long shot, moving subject, side by

	manipulating video. Active learning is encouraged through guided questions and by working in small groups to investigate the use of devices and software. Learners are guided with step-by-step support to take their idea from conception to completion. At the teacher's discretion, the use of green screen can be incorporated into this unit. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.	including collecting, analysing, evaluating, and presenting data and information • Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact		side, high angle, low angle, normal angle Storyboard, filming, review
Programming B – selection in quizzes	In this unit, pupils develop their knowledge of 'selection' by revisiting how 'conditions' can be used in programming, and then learning how the 'if… then… else...' structure can be used to select different outcomes depending on whether a condition is 'true' or 'false'. They represent this understanding in algorithms, and then by constructing programs using the Scratch programming environment. They learn how to write programs that ask questions and use selection to control the outcomes based on the answers given. They use this knowledge	• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	iPads or computers with Scratch	Selection, condition, true, false, count-controlled loop, outcomes, conditional statement (the linking together of a condition and outcomes), algorithm, program, debug Task, design, input, algorithm, input, program

	to design a quiz in response to a given task and implement it as a program. To conclude the unit, learners evaluate their program by identifying how it meets the requirements of the task, the ways they have improved it, and further ways it could be improved.			

Year 4				
Unit of work	**Unit overview**	**National curriculum coverage**	**Resources**	**Vocabulary**
Computing systems and networks – The Internet	Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet and will be given opportunities to explore the World Wide Web for themselves, in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.	• 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 • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use, and combine a variety of software (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 • Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	iPads	Internet, network, router, network security Network switch, server, wireless access point (WAP), router Website, web page, web address, router, routing, route tracing, browser World Wide Web, internet, content, website, web page, links, files content, download, sharing, ownership, permission Information, accurate, honest, content, adverts

Data and information – Data Logging	In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.	• ...work with various forms of input • 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	Data logger Computer iPad	Data, table (layout) Input device, sensor, data logger Data logger, logging, data point, interval Analyse, data set, import, export Data, data logger, logged, collection Analyse, review, conclusion
Programming A – repetition in shapes	Learners will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.	• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Laptop or iPad using Turtle Academy. Laptops would be easier to allow for more screen space.	Program, turtle, commands, code snippet Algorithm, design, debug, Logo commands (see Glossary handout) Pattern, repeat, repetition, count-controlled loop, algorithm, value trace, value decompose, procedure

		• 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		
Programming B – repetition in games	Learners will explore the concept of repetition in programming using the Scratch environment. The unit begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments. Learners look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.	• Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs • 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	Laptops with Scratch	Scratch, programming, sprite, blocks, code, loop, repeat, value Block, repeat, forever, infinite loop, count-controlled loop, costume Repetition, forever, animate, costume, event block, duplicate modify, design algorithm debug, refine, evaluate

Year 3				
Unit of work	**Unit overview**	**National curriculum coverage**	**Resources**	**Vocabulary**

Creating media – stop-frame animation	Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.	• 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 • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	iPads iMotion	Animation, flip book Stop frame animation, frame, sequence, image, photograph Setting, character, events, onion skinning consistency Evaluation, delete, frame, media, import, transition
Programming A – sequencing sounds	This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.	• Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs • 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	iPads or Laptops Scratch	Scratch, programming, blocks, commands, code, sprite, costume, stage, backdrop motion, turn, point in direction, go to, glide Sequence, event, task, design, code, run the code, note, chord Design, algorithm, bug, debug

Creating media – desktop publishing	Learners will understand that text and images can be used to communicate messages. They will use desktop publishing software to edit and improve premade documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.	• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use and combine a variety of software (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	iPads or Laptops Adobe Spark	Text, images, advantages, disadvantages, communicate Font, font style, communicate, template Landscape, portrait, orientation, placeholder, template Desktop publishing, copy, paste Layout, purpose Desktop publishing, benefits
Programming B – events and actions in programs	This unit explores the links between events and actions, while consolidating prior learning relating to sequencing. Learners begin by moving a sprite in four directions (up, down, left, and right). They then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also	• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	iPads or Laptops Scratch	Motion, event, sprite, algorithm, logic Move, resize, algorithm Extension block, pen up, set up Pen, design, event, action, algorithm Debugging, errors, setup Design, code, setup, test, debug, actions, events

	introduces programming extensions, through the use of Pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze-tracing program.	• 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 2				
Unit of work	**Unit overview**	**National curriculum coverage**	**Resources**	**Vocabulary**
Creating media – digital photography	Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.	• Use technology purposefully to create, organise, store, manipulate, and retrieve digital content • Recognise common uses of information technology beyond school • Use technology safely and respectfully, 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	iPads	Device, camera, photograph, capture, image, digital Landscape, portrait, horizontal, vertical, field of view, narrow, wide, format Framing, focal point, subject matter, field of view, format, compose Natural lighting, artificial lighting, flash, focus, background, foreground Editing, tools, colour, filter, images, Pixlr Format, framing, lighting, focus, filter, changed, real
Data and information - pictograms	Learners will begin to understand what the term data means and how data can be collected in the form of a	• use technology purposefully to create, organise, store, manipulate and retrieve digital content	j2e pictogram on laptops or iPads	More than, less than, most, least, organise, data, object, tally chart, votes, total

	tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.	• 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		Pictogram, enter, data, most, least, more common, least common Attribute, group, same, different, compare, pictogram, more than, less than, most popular, least popular, conclusion sharing, data
Programming B – programming quizzes	This unit initially recaps on learning from the Year 1 Scratch Junior unit 'Programming B - Programming animations'. Learners begin to understand that sequences of commands have an outcome and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.	• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs	Scratch junior APP on iPads	Sequence, command, program, run, program, start outcome, predict, , blocks Sprite, algorithm, blocks, design, Actions, , blocks, sequence, modify, change Compare, design, debug, program, features, evaluate

Dunalley Primary School Computing Curriculum 2026-2027

Year 1				
Unit of work	**Unit overview**	**National curriculum coverage**	**Resources**	**Vocabulary**
Computing Systems and Networks – Technology around us	Learners will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly.	• Recognise common uses of information technology beyond school • Use technology purposefully to create, organise, store, manipulate, and retrieve digital content • 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.	Laptops	Technology Computer, mouse/trackpad, keyboard, screen, click, drag, draw, click, double-click, click and drag Input device, Shift, space bar, capital letter, full stop Safely, responsibly, computer, technology
Creating media – digital painting	Learners will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.	• Use technology purposefully to create, organise, store, manipulate, and retrieve digital content	Paint Paintz APP	paint program, tool, paintbrush, erase, fill, undo Piet Mondrian, primary colours, shape tools, line tool, fill tool, Henri Matisse, Wassily Kandinsky, feelings, colour, brush style Georges Seurat, Pointillism, brush size Pictures, computers, like, prefer, dislike
Programming A – Moving a robot	This unit introduces learners to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify	• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • Create and debug simple programs	Beebots	Forwards, backwards, turn, clear, go, commands Instructions, directions Forwards, backwards, commands

	what each floor robot command does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms.	• Use logical reasoning to predict the behaviour of simple programs • Recognise common uses of information technology beyond school		Left, right, turn, commands Plan, algorithm, program Route, plan, program
Programming B – Introduction to animation	Learners will be introduced to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.	• Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs	iPads Scratch Junior	ScratchJr, Bee-Bot, command, sprite, compare, programming, programming area Block, joining, start block, run, program, programming area, background, delete, reset, algorithm, predict Effect, change, value, block Instructions, sprite, delete, program, algorithm Sprite, background, appropriate, algorithm programming blocks