

Computing is embedded throughout school life at Springmead. We show pupils not only how to interact with software and hardware, but teach them the skills to help shape the innovations of the future. Discrete lessons teach pupils increasingly complex computing skills throughout their time in school and are always made relevant to the real world and cross-curricular learning. Using technology safely and respectfully is paramount in all computing at Springmead. We teach Online Safety so that our pupils have a solid foundation to navigate the online world in an effective and safe way.

Online Safety

	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	See Lifeskills progression document				
Online Safety	Self image and identity				
	Give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened.	Explain what is meant by the term 'identity'	Explain how my online identity can be different to my offline identity	Explain how identity online can be copied, modified or altered.	Identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why It is important to challenge and reject inappropriate representations online
	Give examples of how they might get help	Explain how people can represent themselves in different ways online	Describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them	Demonstrate how to make responsible choices about having an online identity, depending on context	Describe issues online that could make anyone feel sad, worried, uncomfortable or frightened
		Explain way in which someone might change their identity depending on what they are doing online and why	Explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this		Know and can give examples of how to get help, both on and offline
					Explain the importance of asking until I get the help needed
	Online relationships				
	Explain who I should ask before sharing things about myself or others online	Describe ways pople who have similar likes and interstes get get together online	Describe strategies for safe and fun experiences in a range of online social environments (e.g., livestreaming, gaming platforms)	Give examples of technology-specific forms of communication (e.g., emojis, memes and GIFS)	Explain how sharing something online may have an impact either positively or negatively
	Give examples of how someone might use technology to communicate with others they don't know offline and why this might be risky	Explain what it means to 'know someone' online and why this might be different from knowing them offline	Give examples of how to be respectful to others online and describe how to recognize healthy and unhealthy online behaviours	Explain that there are some people I can communicate with online who may want to do me or my friends harm and I can recognize that this is not my / our fault	Describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.

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	Describe different ways to ask for, give or deny permission online and can identify who can help me if I am not sure	Explain what is meant by ‘trusting someone online’, why this is different from ‘liking someone online’ and why it is important to be careful about who to trust online including what information and content they are trusted with		Describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions (e.g., gaming communities or social media groups)	Describe how things shared privately online can have unintended consequences for others (e.g., screengrabs)
	Explain why I have a right to say ‘no’ or ‘I will have to ask someone’	Explain why someone may change their mind about trusting anyone with something they feel nervous, worried or uncomfortable		Explain how someone can get help if they are having problems and identify when to tell a trusted adult	Explain that taking or sharing inappropriate images of someone (e.g., embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this
	Identify who can help me if something happens online without my consent	Explain how someone’s feelings can be hurt by what is said or written online		Demonstrate how to support others (including those who are having difficulties online)	
	Explain how to make others feel if I do not ask their permission or ignore their answers before sharing something online	Explain the importance of giving and gaining permission before sharing things online			
	Explain why I should always ask a trusted adult before accepting or agreeing to something online				
	Online reputation				
	Explain how information put online about someone can last a long time	Explain how to search for information about others online	Describe how to find out information about others by searching online.	Search for information about an individual online and summarise the information found	Explain the ways in which anyone can develop a positive online reputation
	Describe how anyone’s online information could be seen by others	Give examples of what anyone may or may not be willing to share online	Explain ways that some of the information about anyone online could have been created, copied or shared by others	Describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect	Explain strategies anyone can use to protect their ‘digital personality’ and online reputation
	Know who to talk to if something has been put online without consent or if it is incorrect	Explain the need to be careful before sharing anything personal			
		Explain who someone can ask if they are unsure about putting something online			
	Online bullying				
	Explain what bullying is, how people bully others and how bullying can make someone feel	Describe appropriate ways to behave towards other people online and why this is important	Recognise when someone is upset, hurt or angry online. I can describe ways people can be bullied through a range of media (e.g., image, video, text, chat)	Recognise online bullying can be different to bullying in the physical world and can describe some of those differences	Describe how to capture bullying content as evidence (e.g., screengrab, URL, profile) to share with others who can help me

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	Explain why anyone who experiences bullying is not to blame	Give examples of how bullying behaviour could appear online and how someone can get support	Explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation)	Describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying	Explain how someone would report online bullying in different contexts
	Talk about how anyone experiencing bullying can get help			Explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult	
				Identify a range of ways to report concerns and access support both in school and at home about online bullying	
				Explain how to block abusive users	
				Describe the helpline services which can help people experiencing bullying, and how to access them (e.g., Childline or The Mix)	
	Managing online information				
	Use simple key words in search engines	Explain the difference between a 'belief', 'opinion' or 'fact' and give examples of how and where they might be shared online	Analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others	Explain the benefits and limitations of using different types of search technologies e.g., voice-activation search engine	Explain how search engines work and how results are selected and ranked
	Demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections)	Explain that not all opinions shared may be accepted as true or fair to others	Describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g., social media, image sites, video sites)	Explain how some technology can limit the information I am presented with	Describe how some online information can be opinion and can offer examples
	Explain what voice activated searching is and how it might be used and know it is not a real person	Describe and demonstrate how we can get help from a trusted adults if we see content that makes us feel sad, uncomfortable, worried or frightened	Describe some of the methods used to encourage people to buy things online (e.g., advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online	Evaluate digital content and can explain how to make choices about what is trustworthy e.g., differentiating between adverts and search results	Explain how to use search technologies effectively

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	Explain the difference between things that are imaginary, ‘make up’ or ‘make believe’ and things that are ‘true’ or ‘real		Explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true	Explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence	Explain how and why some people may present ‘opinions’ as ‘facts’; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.
	Explain why some information I find online may not be real or true		Explain that technology can be designed to act like or impersonate living things (e.g., bots) and describe what the benefits and the risks might be	Identify ways the internet can draw us to information for different agendas, e.g., website notifications, pop-ups, targeted ads	Demonstrate how to analyse and evaluate the validity of ‘facts’ and information and I can explain why using these strategies are important
			Explain what is meant by fake news e.g., why some people will create stories or alter photographs and put them online to pretend something is true when it isn’t	Describe how fake news may affect someone’s emotions and behaviour and explain why this may be harmful. I can explain what is meant by a ‘hoax’	Explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this
				Explain why someone would need to think carefully before they share	
	Privacy and security				
	Explain and give examples of what is meant by ‘private’ and ‘keeping things private’	Describe simple strategies for creating and keeping passwords private	Describe strategies for keeping personal information private, depending on context	Explain what a strong password is and demonstrate how to create one	Describe effective ways people can manage passwords (e.g., storing them securely or saving them in browser)
	Describe and explain some rules for keeping personal information	Give reasons why someone should only share information with people they choose to and can trust	Explain that internet use is never fully private and is monitored, e.g., adult supervision	Explain how many free apps or services may read and share private information (e.g., friends, contacts, likes, images, videos, voice, messages, geolocation) with others	Explain what to do if a password is shared, lost or stolen
		Explain that if they are not sure or feel pressured then they should tell a trusted adult	Describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure	Explain what app permissions are and can give some examples	Describe how and why people should keep their software and apps up to date, e.g., auto updates
		Describe how connected devices can collect and share anyone’s information with others	Know what the digital age of consent is and the impact this has		Describe simple ways to increase privacy on apps and services that provide privacy settings

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			on online services asking for consent		Describe ways in which some online content targets people to gain money or information illegally; describe strategies to help me identify such content (e.g., scams, phishing)
					Know that online services have terms and conditions that govern their use
	Health, wellbeing and lifestyle				
	Explain simple guidance for using technology in different environemtns and settings	Explain why spending too much time using technology can sometimes have a negative impact on anyone	Explain how using technology can be a distraction from other things, in both a positive and negative way	Describe ways technology can affect health and wellbeing both positively (e.g., mindfulness apps) and negatively	Describe common systems that regulate agerelated content (e.g., PEGI, BBFC, parental warnings) and describe their purpose
	Say how rules and guides can help anyone accessing online technologies	Can examples of both positive and negative activities where it is easy to spend a long of time engaged	Identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time	Describe some strategies, tips or advice to promote health and well-being with regards to technology	Recognise and can discuss the pressures that technology can place on someone and how / when they could manage this
		Explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable		Recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals	Recognise features of persuasive design and how they are used to keep users engaged (current and future use)
				Explain how and why some apps and games may request or take payment for additional content (e.g., in-app purchases, loot boxes) and explain the importance of seeking permission from a trusted adult before purchasing.	Assess and action different strategies to limit the impact of technology on health (e.g., night-shift mode, regular breaks, correct posture, sleep, diet and exercise)
	Copyright and ownership				
	Recognise that content on the internet may belong to other people	Explain why copying someone’s work from the internet without permission isn’t fair and can explain what problems this might cause	When searching on the internet for content to use, able to explain why we need to consider who owns it and whether I have the right to reuse it	Assess and justify when it is acceptable to use the work of others	Demonstrate the use of search tools to find and access online content which can be reused by others
	Describe why other people’s work belongs to them			Give examples of content that is permitted to be reused and know how this content can be found online	Demonstrate how to make references to and acknowledge sources I have used from the internet

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Computing					
	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Refer to KS1 Computing curriculum.	Pupils should be taught to: - 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 - 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.			
Connecting Systems and networks	<u>Information around us</u>	<u>Information around us</u>	<u>The internet</u>	<u>Systems and searching</u>	<u>Communication and collaboration</u>
	Recognise the uses and features of information technology	Explain how digital devices function	Describe how networks physically connect to other networks	Explain that computers can be connected together to form systems	To explain the importance of internet addresses
	Identify the uses of information technology in the school	Identify input and output devices	Recognise how networked devices make up the internet	Recognise the role of computer systems in our lives	To recognise how data is transferred across the internet
	Identify information technology beyond school	Recognise how digital devices can change the way we work	Outline how websites can be shared via the World Wide Web (WWW)	Experiment with search engines	To explain how sharing information online can help people to work together
	Explain how information technology helps us	Explain how a computer network can be used to share information	Describe how content can be added and accessed on the World Wide Web (WWW)	Describe how search engines select results	Evaluate different ways of working together online
	Explain how to use information technology safely	Explore how digital devices can be connected	Recognise how the content of the WWW is created by people	Explain how search results are ranked	Recognise how we communicate using technology
	Recognise that choices are made when using information technology	Recognise the physical components of a network	Evaluate the consequences of unreliable content	Recognise why the order of results is important, and to whom	Evaluate different methods of online communication
Creating Media	<u>Digital photography</u>	<u>Stop frame animation</u>	<u>Audio Production</u>	<u>Video Production</u>	<u>Webpage creation</u>
	Use a digital device to take a photograph	Explain that animation is a sequence of drawings or photographs	Identify that sound can be recorded	Explain what makes a video effective	Review an existing website and consider its structure
	Make choices when taking a photograph	Relate animated movement with a sequence of images	Explain that audio recordings can be edited	Identify digital devices that can record video	Plan the features of a web page
	Describe what makes a good photograph	Plan an animation	Recognise the different parts of creating a podcast project	Capture video using a range of techniques	Consider the ownership and use of images (copyright)
	Decide how photographs can be improved	Identify the need to work consistently and carefully	Apply audio editing skills independently	Create a storyboard	Recognise the need to preview pages
	Use tools to change an image	Review and improve an animation	Combine audio to enhance my podcast project	Identify that video can be improved through reshooting and editing	Outline the need for a navigation path

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	Recognise that photos can be changed	Evaluate the impact of adding other media to an animation	Evaluate the effective use of audio	Consider the impact of the choices made when making and sharing a video	Recognise the implications of linking to content owned by other people
	Digital music	Desktop Publishing	Photo editing	Introduction to vector graphics	3D Modelling
	Say how music can make us feel	Recognise how text and images convey information	Explain that the composition of digital images can be changed	Identify that drawing tools can be used to produce different outcomes	Recognise that you can work in three dimensions on a computer
	Identify that there are patterns in music	Recognise that text and layout can be edited	Explain that colours can be changed in digital images	Create a vector drawing by combining shapes	Identify that digital 3D objects can be modified
	Experiment with sound using a computer	Choose appropriate page settings	Explain how cloning can be used in photo editing	Use tools to achieve a desired effect	Recognise that objects can be combined in a 3D model
	Use a computer to create a musical pattern	Add content to a desktop publishing publication	Explain that images can be combined	Recognise that vector drawings consist of layers	Create a 3D model for a given purpose
	Create music for a purpose	Consider how different layouts can suit different purposes	Combine images for a purpose	Group objects to make them easier to work with	Plan my own 3D model
	Review and refine our computer work	Consider the benefits of desktop publishing	Evaluate how changes can improve an image	Apply what I have learned about vector drawings	To create my own digital 3D model
Programming	Robot algorithms	Sequencing Sounds	Repetition in shapes	Selection in Physical computing	Variables in games
	Describe a series of instructions as a sequence	Explore a new programming environment	Identify that accuracy in programming is important	Control a simple circuit connected to a computer	Define a 'variable' as something that is changeable
	Explain what happens when we change the order of instructions	Identify that commands have an outcome	Create a program in a text-based language	Write a program that includes count-controlled loops	Explain why a variable is used in a program
	Use logical reasoning to predict the outcome of a program	Explain that a program has a start	Explain what 'repeat' means	Explain that a loop can stop when a condition is met	Choose how to improve a game by using variables
	Explain that programming projects can have code and artwork	Recognise that a sequence of commands can have an order	Modify a count-controlled loop to produce a given outcome	Explain that a loop can be used to repeatedly check whether a condition has been met	Design a project that builds on a given example
	Design an algorithm	Change the appearance of my project	Decompose a task into small steps	Design a physical project that includes selection	Use my design to create a project
	Create and debug a program that I have written	Create a project from a task description	Create a program that uses count-controlled loops to produce a given outcome	Create a program that controls a physical computing project	Evaluate my project
	Programming quizzes	Events and actions in programs	Repetition in games	Explain how selection is used in computer programs	Create a program to run on a controllable device
	Explain that a sequence of commands has a start	Explain how a sprite moves in an existing project	Develop the use of count-controlled loops in a different programming environment	Relate that a conditional statement connects a condition to an outcome	Explain that selection can control the flow of a program
	Explain that a sequence of commands has an outcome	Create a program to move a sprite in four directions	Explain that in programming there are infinite loops and count controlled loops	Explain how selection directs the flow of a program	Update a variable with a user input

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	Create a program using a given design	Adapt a program to a new context	Develop a design that includes two or more loops which run at the same time	Design a program which uses selection	Use a conditional statement to compare a variable to a value
	Change a given design	Develop my program by adding features	Modify an infinite loop in a given program	Create a program which uses selection	Design a project that uses inputs and outputs on a controllable device
	Create a program using my own design	Identify and fix bugs in a program	Design a project that includes repetition	Evaluate my program	Develop a program to use inputs and outputs on a controllable device
	Decide how my project can be improved	Design and create a maze-based challenge	Create a project that includes repetition		
Data and Information	Pictograms	Branching databases	Data logging	Flat file databases	Introduction to spreadsheets
	Explain that we can present information using a computer	Create questions with yes/no answers	Explain that data gathered over time can be used to answer questions	Use a form to record information	Create a data set in a spreadsheet
	Recognise that we can count and compare objects using tally charts	Identify the attributes needed to collect data about an object	Use a digital device to collect data automatically	Compare paper and computer-based databases	Build a data set in a spreadsheet
	Recognise that objects can be represented as pictures	Create a branching database	Explain that a data logger collects 'data points' from sensors over time	Outline how you can answer questions by grouping and then sorting data	Explain that formulas can be used to produce calculated data
	Create a pictogram	Explain why it is helpful for a database to be well structured	Recognise how a computer can help us analyse data	Explain that tools can be used to select specific data	Apply formulas to data
	Select objects by attribute and make comparisons	Plan the structure of a branching database	Identify the data needed to answer questions	Explain that computer programs can be used to compare data visually	Create a spreadsheet to plan an event
	Recognise that people can be described by attributes	Independently create an identification tool	Use data from sensors to answer questions	Use a real-world database to answer questions	Choose suitable ways to present data

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		Autumn		Spring		Summer	
LKS2	Year A	Online Safety Online reputation	Online Safety Self-image and identity Online bullying	Online Safety Online relationships	Online Safety Privacy and security	Online Safety Managing online information	Online Safety Health, wellbeing and lifestyle Copyright and ownership
		Data and information Branching databases Building and using branching databases to group objects using yes/no questions. (j2data Branch and Pictogram)	Programming Block A Sequencing Sounds Creating sequences in a block-based programming language to make music (Scratch)	Data and information Data logging Recognising how and why data is collected over time, before using data loggers to carry out an investigation. (Data logger or similar)	Creating Media Audio Production Capturing and editing audio to produce a podcast, ensuring that copyright is considered. (Laptops-audacity)	Programming Block B Repetition in games Using a block-based programming language to explore count-controlled and infinite loops when creating a game. (Scratch)	Creating Media Photo editing Manipulating digital images and reflecting on the impact of changes and whether the required purpose is fulfilled. (Laptops-Paint.NET)
	Year B	Online Safety Online bullying	Online Safety Self-image and identity Online reputation	Online Safety Online relationships	Online Safety Privacy and security	Online Safety Managing online information	Online Safety Health, wellbeing and lifestyle Copyright and ownership
		Connecting systems and networks Connecting Computers Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks (Painting program)	Creating Media Desktop Publishing Creating documents by modifying text, images, and page layouts for a specified purpose. (Canva.com)	Programming Block A Events and actions in programs Writing algorithms and programs that use a range of events to trigger sequences of actions. (Scratch)	Connecting systems and networks The internet Recognising the internet as a network of networks including the WWW, and why we should evaluate online content. (Various websites)	Creating Media Stop frame animation Capturing and editing digital still images to produce a stop-frame animation that tells a story. (iMotion)	Programming Block B Repetition in Shapes Using a text-based programming language to explore count-controlled loops when drawing shapes. (FMSLogo/Turtle academy)
UKS2	Year A	Online Safety Online bullying	Online Safety Self-image and identity Online reputation	Online Safety Online relationships	Online Safety Privacy and security	Online Safety Managing online information	Online Safety Health, wellbeing and lifestyle Copyright and ownership
		Data and information Flat file databases Using a database to order data and create charts to answer questions. (j2data Database)	Creating Media Video Production Planning, capturing, and editing video to produce a short film.	Programming Block A Selection in physical computing Exploring conditions and selection using a programmable microcontroller. (Crumble controller)	Data and information Introduction to spreadsheets Answering questions by using spreadsheets to organise and calculate data. (Google sheets/Excel)	Creating Media Webpage creation Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation. (Google sites)	Programming Block B Variables in games Exploring variables when designing and coding a game. (Scratch)
	Year B	Online Safety Online bullying Online reputation	Online Safety Self-image and identity	Online Safety Online relationships	Online Safety Privacy and security	Online Safety Managing online information	Online Safety Health, wellbeing and lifestyle Copyright and ownership
		Connecting systems and networks Systems and searching Recognising IT systems in the world and how some can enable searching on the internet. (Google Slides)	Creating Media Introduction to vector graphics Creating images in a drawing program by using layers and groups of objects. (Google Drawings/Publisher)(iMovie/canva)	Programming Block A Selection in quizzes Exploring selection in programming to design and code an interactive quiz. (Scratch)	Connecting systems and networks Communication and collaboration Exploring how data is transferred by working collaboratively online. (Google Slides)	Creating Media 3D modelling Planning, developing, and evaluating 3D computer models of physical objects. (Tinkercad)	Programming Block B Sensing Movement (microbit)

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		Autumn		Spring		Summer	
LKS2	Year A	Data and information Branching databases Tree structure, branching database	Programming Block A Sequencing Sounds Scratch, backdrop, code, motion block, event block, motion, stage	Data and information Data logging Data logger, data set, data collection, sensors, data points, data file, logged data	Creating Media Audio Production Input device, output device, microphone, copyright, recording, podcast, soundwave view, 'trim' recording, import, align, layers (in recording), sound effect, background music, audio file	Programming Block B Repetition in games Count-controlled loop, loop, snippet of code, infinite loop, event block, code block	Creating Media Photo editing Rotate, crop, filter, colour effect, cloning, photo retouch, duplicate, combined image
	Year B	Connecting systems and networks Connecting Computers Input, process, output, network, network components, server, wireless access point, network switch	Creating Media Desktop Publishing Text, image, desktop publishing, return, shift, template, page orientation, place holder, layout	Programming Block A Events and actions in programs Event, action, code, programming, extension, pen extension, pen down block, bugs, debugging, outcome, pen trail, set up block	Connecting systems and networks The internet Router, world wide web, online content	Creating Media Stop frame animation Animation, frame, stop-frame animation, story board, sequence of frames, onion skinning	Programming Block B Repetition in Shapes Logo (website used), logo command, code snippet, repeat, loop, count controlled loop, decompose, decomposition, procedures
UKS2	Year A	Data and information Flat file databases Record, field, database, sorting, grouping	Creating Media Video Production Visual media, store, retrieve, export, reshoot	Programming Block A Selection in physical computing Crumble controller, programming, environment, circuit, sparkle, component, infinite loop, count-controlled loop, condition, conditional loop, selection, action	Data and information Introduction to spreadsheets Data input, spreadsheet, cell, cell format, produce calculated data, formula, cell references, duplicate	Creating Media Webpage creation HTML code, web layout, copyright, copyright-free, fair use, navigation path, hyperlink, user experience	Programming Block B Variables in games Variable, program variable, value
	Year B	Connecting systems and networks Systems and searching Digital system, physical connection, electronic connection, computer system, search engine, rank, web search, web crawler, search engine index, content creator	Creating Media Introduction to vector graphics Vector, vector drawing, alignment grid, resize handle, zoom tool, layers, duplicate (images), group and ungroup (images)	Programming Block A Selection in quizzes Conditions, 'if... then... else' structure, program flow, branching structure, setup code	Connecting systems and networks Communication and collaboration Web address, IP address, domain name server (DNS), data packet, header, data payload, copyright, internet communication, internet collaboration, security, privacy	Creating Media 3D modelling 3D model, three dimensions, lift, lower, workplace, recolour, placeholder	Programming Block B Sensing Movement Micro:bit, input, process, output device, emulator, controllable device, selection, accelerometer, operand