

# Computing

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Managing self Developing skills to manage the school day successfully - routines.	<u>Physical Development</u> Fundamental movement skills acquired and to progress.	<u>Physical Development</u> Developing and refining a range of ball skills- developing confidence and competence.	<u>Managing self</u> Know and talk about the different factors that support their well being - eg screen time.	<u>Physical Development</u> Combining movements with ease and fluency. Developing foundations of handwriting style.	<u>Physical Development</u> Confidently and safely using a range of large and small apparatus indoors and outside, alone and in a group.
<b>Reception Personal, social and emotional development</b>	<p><b>Three and four year olds (prior learning)</b> - Remember rules without needing an adult to remind them.</p> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• Show resilience and perseverance in the face of a challenge.</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of ‘screen time’.</li> </ul> <p><b>Early Learning Goals - Managing self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul>					
<b>Physical Development</b>	<p><b>Three and four year olds (prior learning)</b> Match their developing physical skills to tasks and activities in the setting.</p> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> </ul>					
	<p><b>Three and four year olds - Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Explore how things work.</li> </ul>					
<b>Expressive Arts and Design</b>	<p><b>Reception</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><b>ELG - Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>					
	<p><b>Continuous Provision opportunities</b> Through ALL areas of provision, children are showing resilience and perseverance to face daily challenges. Areas always looking to build confidence to try new activities and show independence, resilience and perseverance in the face of challenge. Remembering rules without needing an adult to remind them, used and applied throughout areas of provision - eg. in computing expectation that the focus programme remains on screen.</p> <p><b>INSIDE</b> <b>Reading-</b> variety of texts with links to computing. Phonics games on iPads - reading links.</p>					

<p><b>Writing area</b>- Fine motor skills developed using a range of different tools.</p> <p><b>Block play (construction)</b> - Using iPads to take photos of their constructions when completed.</p> <p><b>Small world</b>- Exploring how things work through play.</p> <p><b>Home Corner</b>- Exploring how things work, applying and testing understanding through play.</p> <p><b>Maths area</b>- Resources to explore, match and investigate through the curriculum in face of challenges.</p> <p><b>Computers</b>- Basic computer skills and digital literacy being developed. Area of 2 computers - Purple mash, phonics/maths. Enhancements - Beebots and iPads.</p> <p><b>Creative area</b>- Using a range of materials to role play and creating their own and making sense of 'technology.'</p> <p><b>OUTSIDE</b></p> <p><b>Sand / Water / Sensory Garden / Mud kitchen</b> - Developing small motor skills through use of a range of different tools and learning scenarios.</p> <p><b>Climbing Frames</b> - Opportunities for physical development and refinements.</p> <p><b>Den building / Obstacle Course</b> - Developing physical skills matched to the setting throughout the year.</p>
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## KS1

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Computing systems and networks</b>	<b>Creating media</b>	<b>Programming A</b>	<b>Data and information</b>	<b>Creating media</b>	<b>Programming B</b>
<b>Year 1</b>	Technology around us (1.1)	Digital painting (1.2)	Moving a robot (1.3)	Grouping data (1.4)	Digital writing (1.5)	Programming animations (1.6)
<b>Year 2</b>	Information technology around us (2.1)	Digital photography (2.2)	Robot algorithms (2.3)	Pictograms (2.4)	Making music (2.5)	Programming quizzes (2.6)

## KS2

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Computing systems and networks</b>	<b>Creating media</b>	<b>Programming A</b>	<b>Data and information</b>	<b>Creating media</b>	<b>Programming B</b>

<b>Year 3</b>	Connecting computers (3.1)	Stop-frame animation (3.2)	Sequencing sounds (3.3)	Branching databases (3.4)	Desktop publishing (3.5)	Events and actions in programs (3.6)
<b>Year 4</b>	The internet (4.1)	Audio production (4.2)	Repetition in shapes (4.3)	Data logging (4.4)	Photo editing (4.5)	Repetition in games (4.6)
<b>Year 5</b>	Sharing information (5.1)	Video production (5.2)	Selection in physical computing (5.3)	Flat-file databases (5.4)	Vector drawing (5.5)	Selection in quizzes (5.6)
<b>Year 6</b>	Internet communication (6.1)	Webpage creation (6.2)	Variables in games (6.3)	Introduction to spreadsheets (6.4)	3D modelling (6.5)	Sensing (6.6)

## Year 1

	Computing systems and networks – Technology around us	Creating Media – Digital painting	Programming A – Moving a robot	Data and Information – Grouping Data	Creating Media – Digital Writing	Programming B – Programming animations
<b>Knowledge Goals</b>  These should be taken from the End Points section of the Unit Rationale	Identify examples of technology and explain how they can help us  Recognise that a computer is an example of technology  Describe what a keyboard is for	Explain what different freehand tools do  Recognise that computers can be used to create a range of art  Recognise a tool can be adjusted	Explain what a given command does  Predict the outcome of a sequence involving up to four commands  Match a command to an outcome  Understand that a program is a set	Explain how objects have been grouped  Know that labels are used to identify a group with similar characteristics	Know that a keyboard is used to enter text into a computer  Know that the appearance of text can be changed	Explain what a sprite is  Compare different programming blocks  Know a series of commands can be joined together to form a program  Understand that a program is a set

	<p>Know a computer stores work in files</p> <p>Give examples of rules to keep them safe and healthy when they are using technology in and beyond the home</p>		<p>of commands that a computer can run</p> <p>Know that a series of instructions can be issued before they are enacted</p>			<p>of commands a computer can run</p>
<p><b>Tier 2 vocabulary</b></p> <p>These should be taken from the Vocabulary section of any Session plans that include one, but only the Tier 2 should be used.</p>	<p>technology, computer, mouse, trackpad, keyboard, screen, double-click, typing.</p>	<p>paint program, tool, paintbrush, erase, fill, undo, shape tools, line tool, fill tool, undo tool, colour, brush style, brush size, pictures, painting, computers</p>	<p>word processor, keyboard, keys, letters, type, numbers, space, backspace, text cursor, capital letters, toolbar, bold, italic, underline, mouse, select, font, undo, redo, format, compare, typing, writing.</p>	<p>object, label, group, search, image, property, colour, size, shape, value, data set, more, less, most, fewest, least, the same</p>	<p>Bee-Bot, forwards, backwards, turn, clear, go, commands, instructions, directions, left, right, route, plan, algorithm, program.</p>	<p>ScratchJr, command, sprite, compare, programming, area, block, joining, start, run, program, background, delete, reset, algorithm, predict, effect, change, value, instructions, design.</p>

	Computing Systems and Networks – Information Technology Around us	Creating media - Digital music	Creating media - Digital photography	Data and information – Pictograms	Programming A - Robot algorithms	Programming B - Programming quizzes
<p><b>Knowledge Goals</b></p> <p>These should be taken from the End Points section of the Unit Rationale</p>	<p>To recognise different types of computers used in school</p> <p>To identify that a computer is a part of information technology</p> <p>To recognise the features of information technology</p> <p>To talk about uses of information technology</p> <p>To say how rules for using information technology can help us</p> <p>To explain how information</p>	<p>Reflect on a piece of music</p> <p>Follow a rhythm pattern</p> <p>Understand that a computer can generate different sounds</p> <p>Understand that a computer can be used to make a sequence of notes</p> <p>Understand how pattern and rhythm can be used to depict an animal</p>	<p>Explain some aspects of taking a good photograph</p> <p>Know that a photo can be portrait or landscape</p>	<p>To use a tally chart to collect data</p> <p>To show I can enter data onto a computer</p> <p>To use a computer to view data in different formats</p> <p>To use a computer to answer comparison questions (graphs, tables)</p> <p>To suggest appropriate headings for tally charts and pictograms</p> <p>To use a computer program to present</p>	<p>Understand a series of instructions</p> <p>Understand different algorithms by changing the sequence of commands</p> <p>Predict what a sequence of commands will do</p>	<p>Know that a sequence can be started using a variety of event blocks</p> <p>Know that a sequence has an outcome, and identify different programs that have the same outcome</p> <p>Know the backgrounds can be changed through the programming blocks</p> <p>Understand the role of the numbers on ScratchJr blocks</p>

	<p>technology benefits us</p> <p>To recognise that choices are made when using information technology</p>			<p>information in different ways</p> <p>give simple examples of why some information should not be shared</p>		
<p><b>Tier 2 vocabulary</b></p> <p>These should be taken from the Vocabulary section of any Session plans that include one, but only the Tier 2 should be used.</p>	<p>Information technology (IT), computer, barcode, scanner/scan</p>	<p>music, quiet, loud, feelings, emotions, pattern, rhythm, pulse, pitch, tempo, rhythm, notes, create, emotion, beat, instrument, open, edit.</p>	<p>device, camera, photograph, capture, image, digital, landscape, portrait, framing, subject, compose, light sources, flash, focus, background, editing, filter, format, framing, lighting,</p>	<p>more than, less than, most, least, common, popular, organise, data, object, tally chart, votes, total, pictogram, enter, data, compare, objects, count, explain, attribute, group, same, different, conclusion, block diagram, sharing</p>	<p>instruction, sequence, clear, unambiguous, algorithm, program, order, prediction, artwork, design, route, mat, debugging, decomposition</p>	<p>sequence, command, program, run, start, outcome, predict, blocks, design, actions, sprite, project, modify, change, algorithm, build, match, compare, debug, features, evaluate, decomposition, code.</p>

### Year 3

	<p>Computing systems and networks - Connecting computers</p>	<p>Creating Media - Stopframe animation</p>	<p>Programming A - Sequencing sounds</p>	<p>Data and Information - Branching databases</p>	<p>Creating Media - Desktop Publishing</p>	<p>Programming B - Events and actions in programs</p>
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<p><b>Knowledge Goals</b></p> <p>These should be taken from the End Points section of the Unit Rationale</p>	<p>To develop an understanding of digital devices, with an initial focus on inputs, processes, and outputs.</p> <p>To compare digital and non-digital devices. To understand computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches.</p> <p>To discover the benefits of connecting devices in a network.</p>	<p>To use a range of techniques to create a stop-frame animation.</p> <p>To apply those skills to create a story-based animation.</p> <p>To add other types of media to their animation, such as music and text.</p> <p>Unit uses the context of Romans, but this can be adapted to suit your curriculum topics.</p>	<p>To explore the concept of sequencing in programming through Scratch.</p> <p>To develop an understanding of the programming environment, which will be new to most learners.</p> <p>To be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences.</p>	<p>To develop an understanding of what a branching database is and how to create one.</p> <p>To use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects.</p> <p>To create physical and on-screen branching databases. To create an identification tool using a branching database, which they will test by using it.</p> <p>To consider real-world applications for branching databases.</p>	<p>To become familiar with the terms 'text' and 'images' and emojis and understand that they can be used to communicate messages offline and online.</p> <p>To use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents.</p> <p>To understand the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template. To add text and images to create their own pieces of work using desktop publishing software.</p>	<p>To explore the links between events and actions, while consolidating prior learning relating to sequencing.</p> <p>To program /manipulate a sprite and then explore movement within the context of a maze, using design to choose an appropriately sized sprite.</p> <p>To investigate programming extensions, through the use of Pen blocks.</p> <p>To explore drawing lines with sprites and changing the size and colour of lines.</p>
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<p><b>Tier 2 vocabulary</b></p> <p>These should be taken from the Vocabulary section of any Session plans that include one, but only the Tier 2 should be used.</p>	<p>digital device, input, process, output, program, digital, non-digital, connection, network, switch, server, wireless access point, cables, sockets</p>	<p>text, images, advantages, disadvantages, communicate, font, style, landscape, portrait, orientation, placeholder, template, layout, content, desktop publishing, copy, paste, purpose, benefits.</p>	<p>animation, flip book, stopframe, frame, sequence, image, photograph, setting, character, events, onion skinning, consistency, evaluation, delete, media, import, transition.</p>	<p>attribute, value, questions, table, objects, branching, database, objects, equal, even, separate, structure, compare, order, organise, selecting, information, decision tree.</p>	<p>Scratch, programming, blocks, commands, code, sprite, costume, stage, backdrop, motion, turn, point in direction, go to, glide, sequence, event, task, design, run the code, order, note, chord, algorithm, bug, debug, code.</p>	<p>motion, event, sprite, algorithm, logic, move, resize, extension block, pen up, set up, pen, design, action, debugging, errors, setup, code, test, debug, actions.</p>
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## Year 4

	<p>Computing systems and networks - Connecting computers - The internet</p>	<p>Creating Media - Audio production</p>	<p>Creating Media - Photo editing</p>	<p>Data and Information - Data logging</p>	<p>Programming A - Repetition in shapes</p>	<p>Programming B - Repetition in games</p>
<p><b>Knowledge Goals</b></p> <p>These should be taken from the End Points section of the Unit Rationale</p>	<p>To apply knowledge and understanding of networks, to appreciate the internet as a network of networks which</p>	<p>To identify the input device (microphone) and output devices (speaker or headphones) required to work</p>	<p>To develop an understanding of how digital images can be changed and edited, and how they can then be resaved and reused.</p>	<p>To consider how and why data is collected over time.</p> <p>To consider the senses that humans use to</p>	<p>To create programs by planning, modifying, and testing commands to create shapes and patterns.</p>	<p>To explore the concept of repetition in programming using the Scratch environment.</p>

	<p>need to be kept secure.</p> <p>To 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.</p> <p>To evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.</p>	<p>with sound digitally.</p> <p>To discuss the ownership of digital audio and the copyright implications of duplicating the work of others.</p> <p>To use software to record audio and use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files.</p> <p>To evaluate their work and give feedback to their peers.</p>	<p>To consider the impact that editing images can have and evaluate the effectiveness of their choices.</p>	<p>experience the environment and how computers can use special input devices called sensors to monitor the environment.</p> <p>To investigate data points, data sets, and logging intervals.</p> <p>To use a computer to review and analyse data.</p> <p>To pose questions and then use data loggers to automatically collect the data needed to answer those questions.</p>	<p>To develop understanding of Logo, a text-based programming language.</p> <p>To understand and investigate repetition and loops within programming.</p>	<p>To discover similarities between two programming environments.</p> <p>To look at the difference between count-controlled and infinite loops and use knowledge to modify existing animations and games using repetition.</p> <p>To design and create a game which uses repetition, applying stages of programming design throughout.</p>
<p><b>Tier 2 vocabulary</b></p> <p><a href="#">These should be taken from the Vocabulary section of any Session plans</a></p>	<p>internet, network, router, security, switch, server, wireless access point (WAP), website, web page, web address, routing,</p>	<p>audio, microphone, speaker, headphones, input device, output device, sound, podcast, edit, trim, align,</p>	<p>image, edit, digital, crop, rotate, undo, save, adjustments, effects, colours, hue, saturation, sepia, vignette,</p>	<p>data, table, layout, input device, sensor, logger, logging, data point, interval, analyse, dataset, import, export, logged,</p>	<p>Logo (programming environment), program, turtle, commands, code snippet, algorithm, design, debug, pattern,</p>	<p>Scratch, programming, sprite, blocks, code, loop, repeat, value, infinite loop, count-controlled loop, costume,</p>

that include one, but only the Tier 2 should be used.	web browser, World Wide Web, content, links, files, use, download, sharing, ownership, permission, information, accurate, honest, content, adverts	layer, import, record, playback, selection, load, save, export, MP3, evaluate, feedback.	image, retouch, clone, select, combine, made up, real, composite, cut, copy, paste, alter, background, foreground, zoom, undo, font.	collection, review, conclusion.	repeat, repetition, count-controlled loop, value, trace, decompose, procedure.	repetition, forever, animate, event block, duplicate, modify, design, algorithm, debug, refine, evaluate.
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## Year 5

	Computing systems and networks - systems and searching	Creating Media - Introduction to vector graphics	Creating Media – Video production	Data and Information - Flat-file databases	Programming A - Selection in physical computing	Programming B - Making Quizzes
<b>Knowledge Goals</b>  These should be taken from the End Points section of the Unit Rationale	To develop an understanding of computer systems and how information is transferred between systems and devices.  To consider small-scale systems as well as large-scale systems.	To create vector drawings, learning how to use different drawing tools to help create images.  To recognise that images in vector drawings are created using shapes and lines, and each individual element in the	To learn how to create short videos by working in pairs or groups.  To understand/ be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video.	To understand how a flat-file database can be used to organise data in records.  To use tools within a database to order and answer questions about data.  To understand and create graphs and	To use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment.  To use a microcontroller (Crumble	To develop 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

	<p>To explain the input, output, and process aspects of a variety of different real-world systems.</p> <p>To discover how information is found 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.</p>	<p>drawing is called an object.</p> <p>To layer objects and begin grouping and duplicating them to support the creation of more complex pieces of work.</p>	<p>To use a guide / step-by-step support to take an idea from conception to completion.</p> <p>To reflect on and assess their progress in creating a video.</p>	<p>charts from data to help solve problems.</p> <p>To use a real-life database to answer a question, and present work to others.</p>	<p>controller) and learn how to connect and program it to control components (including output devices — LEDs and motors).</p> <p>To explore conditions as a means of controlling the flow of actions in a program.</p> <p>To use a knowledge of repetition and conditions when introduced to the concept of selection (through the ‘if...then...’ structure) and to write algorithms and programs that utilise this concept.</p>	<p>whether a condition is ‘true’ or ‘false’.</p> <p>To represent understanding in algorithms, and then by constructing programs in the Scratch programming environment.</p> <p>To write programs that ask questions and use selection to control the outcomes based on answers given.</p> <p>To design and evaluate a quiz in response to a given task and implement it as a program.</p>
<p><b>Tier 2 vocabulary</b></p> <p><a href="#">These should be taken from the Vocabulary</a></p>	<p>system, connection, digital, input, process, storage, output, search, search engine,</p>	<p>vector, drawing tools, object, toolbar, vector drawing, move, resize, colour, rotate,</p>	<p>video, audio, camera, talking head, panning, close up, video camera, microphone,</p>	<p>database, data, information, record, field, sort, order, group, search, value, criteria, graph,</p>	<p>microcontroller, USB, components, connection, infinite loop, output</p>	<p>Selection, condition, true, false, count-controlled loop, outcomes, conditional</p>

<p>section of any Session plans that include one, but only the Tier 2 should be used.</p>	<p>refine, index, bot, ordering, links, algorithm, search engine optimisation (SEO), web crawler, content creator, selection, ranking.</p>	<p>duplicate/copy, zoom, select, align, modify, layers, order, copy, paste, group, ungroup, reuse, reflection</p>	<p>lens, mid-range, long shot, moving subject, side by side, angle (high, low, normal), static, zoom, pan, tilt, storyboard, filming, review, import, split, trim, clip, edit, reshoot, delete, reorder, export, evaluate, share.</p>	<p>chart, axis, compare, filter, presentation.</p>	<p>component, motor, repetition, count-controlled loop, Crumble controller, switch, LED, Sparkle, crocodile clips, connect, battery box, program, condition, Input, output, selection, action, debug, circuit, power, cell, buzzer</p>	<p>statement, algorithm, program, debug, question, answer, task, design, input, implement, test, run, setup, operator</p>
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## Year 6

	Computing systems and networks - Communication and collaboration	Creating media - Webpage creation	Creating Media 3D Modelling	Data and Information - Introduction to spreadsheets	Programming - Variables in games	Programming - Sensing movement
<p><b>Knowledge Goals</b></p> <p>These should be taken from the End Points section of the Unit Rationale</p>	<p>To explore how data is transferred over the internet.</p> <p>To understand addressing, before moving on to the makeup and</p>	<p>To be introduced to creating websites for a chosen purpose.</p> <p>To identify what makes a good web page and use this information to</p>	<p>To develop knowledge and understanding of using a computer to produce 3D models.</p> <p>To familiarise themselves with</p>	<p>To be introduced to spreadsheets.</p> <p>To organise data into columns and rows to create an own data set.</p>	<p>To understand and explore concept of variables in programming through games in Scratch.</p> <p>To explore what variables are and</p>	<p>To bring together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables</p>

	<p>structure of data packets.</p> <p>To investigate how the internet facilitates online communication and collaboration; to complete shared projects online and evaluate different methods of communication.</p> <p>To learn how to communicate responsibly by considering what should and should not be shared on the internet.</p>	<p>design and evaluate their own website using Google Sites.</p> <p>To develop a` understanding throughout the process of copyright and fair use of media, the aesthetics of the site, and navigation paths.</p>	<p>working in a 3D space, moving, resizing, and duplicating objects.</p> <p>To create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy.</p> <p>To examine the benefits of grouping and ungrouping 3D objects and using skills to plan, develop, and evaluate own 3D model of a building.</p>	<p>To be taught the importance of formatting data to support calculations, while also being introduced to formulas and to begin to understand how they can be used to produce calculated data.</p> <p>To apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them.</p> <p>To use spreadsheets to plan an event and answer questions. To create charts, and evaluate results in comparison to questions asked.</p>	<p>relate them to real-world examples of values that can be set and changed.</p> <p>To use variables to create a simulation of a scoreboard.</p> <p>To explore the Use-Modify-Create model, to experiment with variables in an existing project, then modify them, before they create their own project.</p> <p>To apply their knowledge of variables and design to improve games in Scratch.</p>	<p>(introduced in Year 6 – ‘Programming A’.</p> <p>To use all constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit.</p> <p>To use a design template to design a program, applying knowledge of the programming constructs and using the design to create a micro:bit-based step counter.</p>
<b>Tier 2 vocabulary</b>	communication, protocol, data, address, Internet Protocol (IP),	website, web page, browser, media, Hypertext Markup Language	TinkerCAD, 2D, 3D, shapes, select, move, perspective,	data, collecting, table, structure, spreadsheet, cell, cell reference,	variable, change, name, value, set, design, event, algorithm, code,	Micro:bit, MakeCode, input, process, output, flashing, USB,

<p>These should be taken from the Vocabulary section of any Session plans that include one, but only the Tier 2 should be used.</p>	<p>Domain Name Server (DNS), packet, header, data payload, chat, explore, slide deck, reuse, remix, collaboration, internet, public, private, oneway, two-way, one-to-one, one-to-many.</p>	<p>(HTML), logo, layout, header, media, purpose, copyright, fair use, home page, preview, evaluate, device, Google Sites, breadcrumb trail, navigation, hyperlink, subpage, evaluate, implication, external link, embed.</p>	<p>view, handles, resize, lift, lower, recolour, rotate, duplicate, group, cylinder, cube, cuboid, sphere, cone, prism, pyramid, placeholder, hollow, choose, combine, construct, evaluate, modify.</p>	<p>data item, format, formula, calculation, spreadsheet, input, output, operation, range, duplicate, sigma, propose, question, data set, organised, chart, evaluate, results, sum, comparison, software, tools.</p>	<p>task, artwork, program, project, code, test, debug, improve, evaluate, share, assign, declare</p>	<p>trace, selection, condition, if then else, variable, random, sensing, accelerometer, value, compass, direction, navigation, design, task, algorithm, step counter, plan, create, code, test, debug.</p>
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