



COMPUTING

CORE VOCABULARY (October '22)

*(e-safety June'19 DfE guidance)

Computer Science (CS)	
Information technology (IT)	
Digital Literacy (DL) (*incl e-safety)	

Key Stage 1: Year 1/2 (*e-safety first week of each topic: 1. Smartie 2. DigiDuck 3-5. Jessie & Friends-ThinkUKnow 6. Espresso online safety computing 1)

Topic: Barefoot Computing/ Coding A algorithm, bug, debug, instructions, command, sequence	Topic: Video presentations zoom, shrink, resize, microphone, audio, video, open, save	Topic: Making graphs data, information, facts, presentation, text, font	Topic: Giving commands algorithm, bug, debug, instructions, command, sequence	Topic: Writing an animated story animation, content, audience, open, save, text, font	Topic: Using email safely email, junk, spam, address book, send, reply
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Key Stage 1: Year 1/2 (*e-safety first week of each topic: 1. Smartie 2. DigiDuck 3-5. Jessie & Friends-ThinkUKnow 6. Espresso online safety computing 1)

Topic: Barefoot Computing algorithm, bug, debug, instructions, command, sequence	Topic: Coding C algorithm, bug, debug, instructions, command, sequence	Topic: Developing keyboard skills keyboard, space bar, shift, capitals, lower case, return	Topic: Using email appropriately email, junk, spam, address book, send, reply	Topic: Presenting data data, information, facts, presentation, open, save	Topic: Presenting your ideas animation, content, audience, slideshow, images, effects
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Lower Key Stage 2: Year 3/4 (Cycle A) (*e-safety first week of each topic: Espresso online safety unit Espresso digital literacy, Think U Know 6-7 units Think U Know- Band Runner last half term)

Topic: Logo algorithm, bug, debug, instructions, command, sequence, repeat, angles, turns, 360, language	Topic: Internet safe searches key words, operators, hits, browser, search engine, trusted, secure, text, font	Topic: Making a branching database Topic: Making graphs data, information, facts, presentation, closed questions, multiple choice, branching database, sort, analyse	Topic: Information Gatherers key words, operators, hits, browser, search engine, trusted, secure, research	Topic: Data-Handling data, information, facts, presentation, closed questions, multiple choice, branching database, sort, analyse, spreadsheet, formula, cells, row, column	Topic: Stop Go animation, content, audience, simulation
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Lower Key Stage 2: Year 3/4 (Cycle B) (*e-safety first week of each topic: Espresso online safety unit, Think U Know 6-7 units Espresso digital literacy-sorting facts and opinions Think U Know- Band Runner last half term)

Topic: Coding IV algorithm, bug, debug, instructions, command, sequence, repeat, block, event, loop, control, sprite	Topic: Writing a blog blog, post, blogger, content, online, respond, link	Topic: Using email 2 email, junk, spam, address book, send, reply, attachments, forward, cc, bcc, inbox, sent, archive	Topic: Internet safe searches 2 key words, operators, hits, browser, search engine, trusted, secure, research	Topic: Interactive books ebooks, online, audio, audience, present, copy, paste, navigate	Topic: Coding V algorithm, bug, debug, instructions, command, sequence, repeat, block, event, loop, control, sprite
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Upper Key Stage 2: Year 5/6 (Cycle A) (*e-safety first week of each topic: Think U Know Jigsaw, Play Like Share, #Live Skills, Band Runner, Kara Winston & The Safe Crew, Espresso e-safety unit)

Topic: Coding VI--Writing an animated story block code, motion, events, control, variables, co-ordinates, if, forever, loop, animate, algorithm, bug, debug, instructions, command, sequence, repeat, block, event, loop, control, sprite, online community, sharing, script, input, output, bug, de-bug	Topic: Building my own web page ebooks, online, audio, audience, present, copy, paste, navigate, web page, address, interact, hyperlinks, publish	Topic: Coding VII block code, motion, events, control, variables, co-ordinates, if, forever, loop, animate, algorithm, bug, debug, instructions, command, sequence, repeat, block, event, loop, control, sprite, online community, sharing, script, input, output	Topic: Creating my own e-book II ebooks, online, audio, audience, present, copy, paste, navigate, share, collaborate	Topic: Presentations slideshow, audience, hyperlink, transition, effect, collaborate, background, text, font, embedded video, present, import	Topic: Spreadsheets data, information, facts, presentation, closed questions, multiple choice, branching database, sort, analyse, spreadsheet, formula, cells, row, column, extrapolate, interrogate
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Year 5/6 (Cycle B) (*e-safety first week of each topic: Think U Know Jigsaw, Play Like Share, #Live Skills, Band Runner, Kara Winston & The Safe Crew, Espresso e-safety unit)

Topic: Coding VIII--Designing a game block code, motion, events, control, variables, co-ordinates, if, forever, loop, animate, algorithm, bug, debug, instructions, command, sequence, repeat, block, event, loop, control, sprite, online community, sharing, script, input, output, timer, collaborate	Topic: Project/Collaborative Working ebooks, online, audio, audience, present, copy, paste, navigate, share, collaborate	Topic: Research Presentation slideshow, audience, hyperlink, transition, effect, collaborate, background, text, font, embedded video, present, import	Tools: Espresso Coding block code, motion, events, control, variables, co-ordinates, if, forever, loop, animate, algorithm, bug, debug, instructions, command, sequence, repeat, block, event, loop, control, sprite, online community, sharing, script, input, output	Topic: The Olympics and Ancient Greece ebooks, online, audio, audience, present, copy, paste, navigate, web page, address, interact, hyperlinks, publish
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We believe these skills are important for life because:

- We want children to have confidence and flexibility to use existing and future digital technologies successfully . (IT)
- We want children to develop a logical approach to creating content and problem solving that can be applied to real life situations (CS)
- We want children to embrace new technologies but to also have a keen appreciation of e-safety, data security and the impact of their digital footprint so that they can use digital devices in a responsible manner now and in their futures. (DL) *(*also reinforced in RHE lessons)*