Computing Progression of Knowledge, Skills and Vocabulary

THE ACORN FEDERATION
LONG LANE CHURCH OF ENGLAND SCHOOL
MARSTON MONTGOMERY SCHOOL

Unit	Technology around us		IT around us		Connecting Computers		The Internet		Systems and searching		Communication and collaboration	
	Year 1	Year 2	Year 1	Year 2	LKS2	UKS2	LKS2	UKS2	LKS2	UKS2	LKS2	UKS2
	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											
Computing Systems and Networks	To identify technology

To identify a computer and its main parts

To use a mouse in different ways

To use a keyboard to type on a computer

To use the keyboard to edit text

To create rules for using technology responsibly | To identify and explain technology as something that helps us

To identify and use a computer and its main parts

To use a mouse to open and create things

To use a keyboard confidently to type on a computer

To use the keyboard and arrow keys to edit text and move the cursor

To create rules for using technology responsibly and keeping us safe | To recognise the uses and features of information technology

To identify the uses of information technology in the school

To identify information technology beyond school

To explain how information technology helps us

To explain how to use information technology safely | To recognise and identify the uses and features of information technology

To identify the uses of information technology in the school and sort it in how it is used

To identify information technology beyond school and talk about its uses

To explain how information technology helps us and say how we use it

To demonstrate how to use information technology safely

To explain that choices are made when using information technology | To explain how digital devices function

To identify input and output devices

To recognise how digital devices can change the way we work

To explain how a computer network can be used to share information

To explore how digital devices can be connected

To recognise the physical components of a network | To explain how digital devices function and follow a process

To identify and design input and output devices

To recognise how digital devices can change the way we work and suggest differences

To explain how a computer network can be used to share information and recognise different connections

To recognise how digital devices can be connected

To recognise the physical components of a network and identify the benefits | To describe how networks physically connect to other networks

To recognise how networked devices make up the internet

To outline how websites can be shared via the World Wide Web (WWW)

To describe how content can be added and accessed on the World Wide Web (WWW)

To recognise how the content of the WWW is created by people

To evaluate the consequences of unreliable content | To describe and demonstrate how networks physically connect to other networks

To recognise and explain how networked devices make up the internet

To explain how websites can be shared via the World Wide Web (WWW)

To recognise and explain how content can be added and accessed on the World Wide Web (WWW)

To explain how the content of the WWW is created by people

To evaluate and explain the consequences of unreliable content | To explain that computers can be connected together to form systems

To recognise the role of computer systems in our lives

To experiment with search engines

To describe how search engines, select results

To explain how search results are ranked

To recognise why the order of results is important, and to whom | To explain that computers can be connected together to form systems using a number of parts

To recognise the role of computer systems in our lives and identify the human elements

To experiment with search engines and refine my findings

To describe and relate how search engines, select results

To explain how search results are ranked and order by rank

To understand why the order of results is important, and to whom | To explain the importance of internet addresses

To recognise how data is transferred across the internet

To explain how sharing information online can help people to work together

To evaluate different ways of working together online

To recognise how we communicate using technology

To evaluate different methods of online communication | To explain the importance of internet addresses and how data is transferred

To identify how data is transferred across the internet

To demonstrate how sharing information online can help people to work together

To evaluate different ways of working together online both privately and publicly

To identify how we communicate using technology

To evaluate different methods of online communication and explain how it might not be private |
| **Vocabulary** | Technology, computer, mouse, trackpad, keyboard, screen, double-click, typing, | | Information technology (IT), computer, barcode, scanner/scan | | Digital device, input, process, output, program, digital, non-digital, connection, network, network switch, server, wireless access point, network cables, network sockets, information, download, content, | | Internet, network, router, network security, network switch, server, wireless access point (WAP), router, website, web page, web address, router, routing, web browser, World Wide Web, content, links, files, use, content, download, sharing, ownership, permission, information, sharing, accurate, honest, content, adverts, search engine, connection, process | | System, connection, digital, input, process, output, search, search engine, refine, index, crawler, bot, search engine, ordering, ranking, links, algorithm, search engine optimisation (SEO), content creator, selection, ranking, | | Communication, protocol, data, address, Internet Protocol (IP) address, Domain Name Server (DNS), packet, header, data payload, chat, explore, slide deck, reuse, remix, collaboration, communication, internet, public, private, one-way, two-way, one-to-one, one-to-many | |

Unit	Digital Painting		Digital Photography		Stop Frame Animation		Audio Production		Video Production		Web Page creation	
	Year 1	Year 2	Year 1	Year 2	LKS2	UKS2	LKS2	UKS2	LKS2	UKS2	LKS2	UKS2
Creating Media A	To describe what different freehand tools do To use the shape tool and the line tools To make careful choices when painting a digital picture To explain why I chose the tools I used To use a computer on my own to paint a picture To compare painting a picture on a computer and on paper	To explain what different freehand tools do To use the shape tool and the line tools to recreate the work of an artist To make appropriate choices when painting a digital picture To explain why I chose the tools I used and explain why they are useful To use a computer on my own to paint a picture in the style of an artist To compare painting a picture on a computer and on paper and explain the differences	To use a digital device to take a photograph To make choices when taking a photograph To describe what makes a good photograph To decide how photographs can be improved To use tools to change an image To recognise that photos can be changed	To use a digital device to take a photograph and recognise which devices can be used To explain choices when taking a photograph in landscape or portrait To describe what makes a good photograph and retake it if necessary To decide how photographs can be improved by changing the light To use tools to change an image to create a desired effect To recognise that photos can be changed and identify which photos are changed	To explain that animation is a sequence of drawings or photographs To relate animated movement with a sequence of images To plan an animation To identify the need to work consistently and carefully To review and improve an animation To evaluate the impact of adding other media to an animation	To explain that animation is a sequence of drawings or photographs and how it works To relate animated movement with a sequence of images and predict the outcome To plan and describe an animation To demonstrate the need to work consistently and carefully To review and improve an animation through given feedback To evaluate and explain the impact of adding other media to an animation	To identify that sound can be recorded To explain that audio recordings can be edited To recognise the different parts of creating a podcast project To apply audio editing skills independently To combine audio to enhance my podcast project To evaluate the effective use of audio	To identify and explain that sound can be recorded To demonstrate that audio recordings can be edited To recognise the different parts of creating a podcast project and different parts remain editable To apply and improve my audio editing skills independently To combine audio to enhance my podcast project and explain the differences To evaluate the effective use of audio and suggest improvements	To explain what makes a video effective To identify digital devices that can record video To capture video using a range of techniques To create a storyboard To identify that video can be improved through reshooting and editing To consider the impact of the choices made when making and sharing a video	To explain what makes a video effective and identify its features To demonstrate digital devices that can record video To capture video using a range of techniques and discuss my findings To create a storyboard and outline the scenes To demonstrate that video can be improved through reshooting and editing To justify the impact of the choices made when making and sharing a video	To review an existing website and consider its structure To plan the features of a web page To consider the ownership and use of images (copyright) To recognise the need to preview pages To outline the need for a navigation path To recognise the implications of linking to content owned by other people	To review an existing website and consider that it is written in HTML To plan the features of a web page and suggest media to include To consider and explain the ownership and use of images (copyright) To evaluate the need to preview pages To outline the need for a navigation path and link them with hyperlinks To explain the implications of linking to content owned by other people
Vocabulary	Paint program, tool, paintbrush, erase, fill, undo, Piet Mondrian, primary colours, shape tools, line tool, fill tool, undo tool, Henri Matisse, Wassily Kandinsky, feelings, brush style, Georges Seurat, pointillism, brush size, pictures, painting, computers, like, prefer, dislike, opinion, respectful, critical, evaluate,		Device, camera, photograph, capture, image, digital, landscape, portrait, framing, subject, compose, light sources, flash, focus, background, editing, filter, format, lighting, focus, filter		Animation, flip book, Stop-frame, frame, sequence, image, photograph, setting, character, events, onion skinning, consistency, delete, frame, evaluation, media, import, transition, evaluate, record, save, feedback, review,		Audio, microphone, speaker, headphones, input device, device, sound, podcast, edit, trim, layer, record, playback, load, save, MP3, editing, evaluate, , output, align, selection, import, feedback, export		Video, audio, camera, talking head, panning, close up, microphone, lens, close up, mid-range, long shot, moving subject, side by side, high angle, low angle, normal angle, static, zoom, pan, tilt, storyboard, filming, review, import, split, trim, clip, edit, reshoot, delete, reorder, export, evaluate, share,		Website, web page, browser, media, Hypertext Markup Language (HTML) hyperlink, evaluate, external link, subpage, home page, preview, evaluate, device, Google Sites, copyright, fair use, logo, layout, header, purpose implication, embed, breadcrumb trail, navigation	

Unit	Moving a Robot		Robot Algorithms		Sequencing Sounds		Repetition in Shapes		Selection in Physical Computing		Variables in Games	
	Year 1	Year 2	Year 1	Year 2	LKS2	UKS2	LKS2	UKS2	LKS2	UKS2	LKS2	UKS2
Programming A	To explain what a given command will do

To act out a given word

To combine forwards and backwards commands to make a sequence

To combine four direction commands to make sequences

To plan a simple program

To find more than one solution to a problem | To demonstrate what a given command will do

To act out a given word and explain how I responded

To combine forwards and backwards commands to make a sequence and predict the outcome

To combine four direction commands to make sequences and predict the outcome

To plan a simple program and explain what my program should do

To demonstrate more than one solution to a problem | To describe a series of instructions as a sequence

To explain what happens when we change the order of instructions

To use logical reasoning to predict the outcome of a program

To explain that programming projects can have code and artwork

To design an algorithm

To create and debug a program that I have written | To demonstrate a series of instructions as a sequence

To demonstrate what happens when we change the order of instructions

To use logical reasoning to predict the outcome of a program and discuss my findings

To demonstrate that programming projects can have code and artwork

To design an algorithm to create a program

To create and debug the different parts of a program that I have written | To explore a new programming environment

To identify that commands, have an outcome

To explain that a program has a start

To recognise that a sequence of commands can have an order

To change the appearance of my project

To create a project from a task description | To explore and explain a new programming environment

To demonstrate that commands have an outcome

To explain that a program can start in different ways

To explain that a sequence of commands can have an order

To change the appearance of my project and explain my choices

To create a project from a task description and implement the algorithm as code | To identify that accuracy in programming is important

To create a program in a text-based language

To explain what 'repeat' means

To modify a count-controlled loop to produce a given outcome

To decompose a task into small steps

To create a program that uses count-controlled loops to produce a given outcome | To identify and explain that accuracy in programming is important

To create a program in a text-based language using a given template

To explain what 'repeat' means and identify patterns

To modify a count-controlled loop to produce a given outcome and predict alternative outcomes

To decompose a task into small steps and use a procedure in a program

To design and create a program that uses count-controlled loops to produce a given outcome | To control a simple circuit connected to a computer

To write a program that includes count-controlled loops

To explain that a loop can stop when a condition is met

To explain that a loop can be used to repeatedly check whether a condition has been met

To design a physical project that includes selection

To create a program that controls a physical computing project | To control a simple circuit connected to a computer to make a LED switch on

To write and use a program that includes count-controlled loops

To explain that a loop can stop when a condition is met in response to an input

To demonstrate that a loop can be used to repeatedly check whether a condition has been met

To design a physical project that includes selection and describe what my project will do

To create, test and debug a program that controls a physical computing project | To define a 'variable' as something that is changeable

To explain why a variable is used in a program

To design a project that builds on a given example

To use my design to create a project

To evaluate my project | To identify and define a 'variable' as something that is changeable

To recognise why a variable is used in a program

To demonstrate how to improve a game by using variables

To design a project that builds on a given example and explain my design choices

To use my design to create a project and test the code I have written

To evaluate my project and use the findings to improve my game |
| Vocabulary | Forwards, backwards, turn, clear, go, commands, instructions, directions, left, right, plan, algorithm, program, route, sequence, input, outcome, repeat, mode, design mode, | | Instruction, sequence, clear, unambiguous, algorithm, program, order, algorithm, instructions, prediction, program, Artwork, design, route, mat, debugging, decomposition | | 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, order, note, chord, design, algorithm, bug, debug, loop, volume, tempo, dynamics, | | Program, turtle, commands, code, snippet, algorithm, debug, pattern, repeat, repetition, count-controlled loop, value, trace, decompose, procedure, size, larger, smaller, rotate, | | Microcontroller, components, connection, infinite loop, output component, motor, repetition, count-controlled loop, crumble controller, switch, LED, Sparkle, crocodile clips, connect, battery box, program, condition, input, output, selection, action, debug, | | Variable, change, name, value, set, design, event, algorithm, code, task, artwork, program, project, test, improve, share, debug, evaluate | |

Unit	Grouping Data		Pictograms		Branching Data Bases		Data Logging		Flat File Data Bases		Introduction to Spreadsheets	
	Year 1	Year 2	Year 1	Year 2	LKS2	UKS2	LKS2	UKS2	LKS2	UKS2	LKS2	UKS2
Data and Information	To label objects To identify that objects can be counted To describe objects in different ways To count objects with the same properties To compare groups of objects To answer questions about groups of objects	To identify and label objects To demonstrate that objects can be counted To describe objects in different ways even with objects of similar properties To count objects with the same properties in different ways To describe and compare groups of objects To answer questions about groups of objects and share what I have found	To recognise that we can count and compare objects using tally charts To recognise that objects can be represented as pictures To create a pictogram To select objects by attribute and make comparisons To recognise that people can be described by attributes To explain that we can present information using a computer	To demonstrate that we can count and compare objects using tally charts To demonstrate that objects can be represented as pictures To create and explain a pictogram To select objects and arrange them by attribute and make comparisons To demonstrate that people can be described by attributes To explain that we can present information in different ways using a computer	To create questions with yes/no answers To identify the attributes needed to collect data about an object To create a branching database To explain why it is helpful for a database to be well structured To plan the structure of a branching database To independently create an identification tool	To create questions with yes/no answers about a selection of objects To identify the attributes needed to collect data about an object and sort them into groups To create and test a branching database To explain why it is helpful for a database to be well structured and split into similarly sized groups To plan the structure of a branching database by creating questions To independently create and test an identification tool	To explain that data gathered over time can be used to answer questions To use a digital device to collect data automatically To explain that a data logger collects 'data points' from sensors over time To identify the data needed to answer questions To use data from sensors to answer questions	To explain that data gathered over time can be used to answer questions and create different question To use a digital device to collect data automatically to answer a given question To recognise how a computer can help us analyse data To demonstrate how a computer can help us analyse data To confidently identify the data needed to answer questions To use data from sensors to answer questions and draw conclusions	To use a form to record information To compare paper and computer-based databases To outline how you can answer questions by grouping and then sorting data To explain that tools can be used to select specific data To explain that computer programs can be used to compare data visually To use a real-world database to answer questions	To use, order and sort a form to record information To compare and explain the differences of paper and computer-based databases To demonstrate how you can answer questions by grouping and then sorting data To demonstrate that tools can be used to select specific data To explain and refine programs on computes so they can be used to compare data visually To use and refine a real-world database to answer questions	To create a data set in a spreadsheet To build a data set in a spreadsheet To explain that formulas can be used to produce calculated data To apply formulas to data To create a spreadsheet to plan an event To choose suitable ways to present data	To create a data set in a spreadsheet and suggest how I structured my data To build and explain a data set in a spreadsheet To demonstrate that formulas can be used to produce calculated data To apply formulas to data that include a range of cells To create a spreadsheet to plan an event and answer questions To choose suitable ways to present data and use a chart to show the answer to questions
Vocabulary	Object, label, group, search, image, property, colour, size, shape, value, colour, data set, more, less, most, fewest, the same, least, greater, fewer, organise, total, compare, different,		More, less, most, least, organise, data, object, tally chart, votes, total, pictogram, enter, compare, count, explain, group, same, different, popular, conclusion, block diagram, sharing, data, common, attribute		Attribute, value, questions, table, objects, branching database, equal, even, separate, structure, compare, order, organise, analyse, data set, group, compare, criteria,		Data, table, layout, input, device, sensor, data logger, logging, data point, interval, analyse, data set, import, export, logged, collection, review, conclusion, filter, presentation, organise, compare, question,		Database, data, information, record, field, sort, order, group, record, search, value, criteria, graph, chart, axis, compare, filter, presentation,		Data, collecting, table, structure, spreadsheet, cell, cell reference, data item, format, formula, calculation, input, output, calculate, operation, range, duplicate, sigma, propose, question, data set, organised, Chart, evaluate, results, comparison, questions, software, tools, data	

Unit	Digital Writing		Digital Music		Desktop Publishing		Photo Editing		Introduction to Vector Graphics		3D Modelling	
	Year 1	Year 2	Year 1	Year 2	LKS2	UKS2	LKS2	UKS2	LKS2	UKS2	LKS2	UKS2
Creating Media B	To use a computer to write To add and remove text on a computer To identify that the look of text can be changed on a computer To make careful choices when changing text To explain why I used the tools that I chose To compare typing on a computer to writing on paper	To use a computer to write and recognise keys on the keyboard To add and remove text on a computer including number and space keys To demonstrate that the look of text can be changed on a computer To demonstrate careful choices when clicking and dragging To explain why I used the tools that I chose and use undo to remove changes To compare typing on a computer to writing on paper and explain my preference	To say how music can make us feel To identify that there are patterns in music To experiment with sound using a computer To use a computer to create a musical pattern To create music for a purpose To review and refine our computer work	To say how music can make us feel and what I like/dislike To demonstrate that there are patterns in music To experiment with sound using a computer by changing the pitch To use a computer to create and refine a musical pattern To create music for a purpose from a given theme To review and refine our computer work and describe how it makes me feel	To recognise how text and images convey information To recognise that text and layout can be edited To choose appropriate page settings To add content to a desktop publishing publication To consider how different layouts can suit different purposes To consider the benefits of desktop publishing	To recognise how text and images convey information and messages clearly To recognise and explain that text and layout can be edited To choose appropriate page settings and recognise placeholders and say why they are important To add content to a desktop publishing publication to create a magazine cover To consider how different layouts can suit different purposes and match the layout to a purpose To consider the benefits of desktop publishing and why it might be helpful	To explain that the composition of digital images can be changed To explain that colours can be changed in digital images To explain how cloning can be used in photo editing To explain that images can be combined To combine images for a purpose To evaluate how changes can improve an image	To confidently explain that the composition of digital images can be changed To demonstrate that colours can be changed in digital images and why I chose them To explain how cloning can be used in photo editing and remove parts of the image To demonstrate that images can be combined To combine images for a purpose and describe the image I created To evaluate how changes can improve an image against a given criteria	To identify that drawing tools can be used to produce different outcomes To create a vector drawing by combining shapes To use tools to achieve a desired effect To recognise that vector drawings consist of layers To group objects to make them easier to work with To apply what I have learned about vector drawings	To demonstrate that drawing tools can be used to produce different outcomes To create, move, resize, and rotate a vector drawing by combining shapes To use tools to modify and achieve a desired effect To demonstrate that vector drawings consist of layers To group objects to make them easier to work with to further develop my vector drawing To apply what I have learned about vector drawings and reflect on the skills I have used	To recognise that you can work in three dimensions on a computer To identify that digital 3D objects can be modified To recognise that objects can be combined in a 3D model To create a 3D model for a given purpose To plan my own 3D model To create my own digital 3D model	To demonstrate that you can work in three dimensions on a computer To identify that digital 3D objects can be modified To demonstrate that digital 3D objects can be modified To demonstrate that objects can be combined in a 3D model To accurately create a 3D model for a given purpose To plan my own 3D model and combine objects in my design To create and modify my own digital 3D model
Vocabulary	Word processor, keyboard, keys, letters, numbers, space, backspace, text, capital letters, toolbar, bold, italic, Mouse, select, font, Undo, redo, compare, typing, writing type, cursor, underline, format		Device, camera, photograph, capture, image, digital, landscape, portrait, framing, subject, compose, light sources, flash, focus, background, editing, filter, format, lighting, focus, filter		Animation, flip book, Stop-frame, frame, sequence, image, photograph, setting, character, events, onion skinning, consistency, delete, frame, evaluation, media, import, transition, evaluate, record, save, feedback, review,		Audio, microphone, speaker, headphones, input device, output device, sound, podcast, edit, trim, align, layer, import, record, playback, selection, load, save, export, MP3, editing, evaluate, feedback, static, review, split, trim, edit, reorder,		Video, audio, camera, talking head, panning, close up, microphone, lens, close up, mid-range, long shot, moving subject, side by side, high angle, low angle, normal angle, static, zoom, pan, tilt, storyboard, filming, review, import, split, trim, clip, edit, reshoot, delete, reorder, export, evaluate, share,		Website, web page, browser, media, Hypertext Markup Language (HTML) hyperlink, evaluate, external link, subpage, home page, preview, evaluate, device, Google Sites, copyright, fair use, logo, layout, header, purpose implication, embed, breadcrumb trail, navigation	

Unit	Programming Animations		Programming Quizzers		Events and Actions in Programs		Repetition in Games		Selection in Quizzers		Sensing Movement	
	Year 1	Year 2	Year 1	Year 2	LKS2	UKS2	LKS2	UKS2	LKS2	UKS2	LKS2	UKS2
Programming B	To choose a command for a given purpose To show that a series of commands can be joined together To identify the effect of changing a value To explain that each sprite has its own instructions To design the parts of a project To use my algorithm to create a program	To demonstrate a command for a given purpose To explain that a series of commands can be joined together To identify and explain the effect of changing a value To explain that each sprite has its own instructions and show that a project can include more than one sprite To design the parts of a project and decide how each sprite will move To use and test my algorithm to create a program	To explain that a sequence of commands has a start To explain that a sequence of commands has an outcome To create a program using a given design To change a given design To create a program using my own design To decide how my project can be improved	To demonstrate that a sequence of commands has a start To explain that a sequence of commands and can predict the outcome To create a program using a given design and work out its actions To create a new design To create an algorithm using my own design To decide how my project can be improved by adding features	To explain how a sprite moves in an existing project To create a program to move a sprite in four directions To adapt a program to a new context To develop my program by adding features To identify and fix bugs in a program To design and create a maze-based challenge	To identify and explain how a sprite moves in an existing project To confidently create a program to move a sprite in four directions To adapt a program to a new context by using a programming extension To develop my program by adding features and identify additional features (from a given set of blocks) To identify, test and fix bugs in a program To design and create a maze-based challenge and make design choices and justify them	To develop the use of count-controlled loops in a different programming environment To explain that in programming there are infinite loops and count controlled loops To develop a design that includes two or more loops which run at the same time To modify an infinite loop in a given program To design a project that includes repetition To create a project that includes repetition	To develop the use of count-controlled loops in a different programming environment and predict the outcome To demonstrate that in programming there are infinite loops and count controlled loops To develop a design that includes two or more loops which run at the same time and explain the outcome To modify an infinite loop in a given program by re-using existing code To design and develop a project that includes repetition To create a project that includes repetition and then refine the algorithm	To explain how selection is used in computer programs To relate that a conditional statement connects a condition to an outcome To explain how selection directs the flow of a program To design a program which uses selection To create a program which uses selection To evaluate my program	To explain and recall how selection is used in computer programs To confidently relate that a conditional statement connects a condition to an outcome To explain how selection directs the flow of a program and show direct program flow in one of two ways To design and use a program which uses selection To create and test a program which uses selection To evaluate my program and identify ways the program could be improved	To create a program to run on a controllable device To explain that selection can control the flow of a program To update a variable with a user input To use a conditional statement to compare a variable to a value To design a project that uses inputs and outputs on a controllable device To develop a program to use inputs and outputs on a controllable device	To create and transfer a program to run on a controllable device To confidently explain that selection can control the flow of a program To update a variable with a user input and use a condition to change a variable To use a conditional statement to compare a variable to a value using an operand (e.g. <>=) in an if, then statement To accurately design a project that uses inputs and outputs on a controllable device To develop a program to use inputs and outputs on a controllable device and find and fix bugs
Vocabulary	Scratch Jr, Bee-Bot, command, sprite, compare, programming, block, joining, command, Start, run, program, background, delete, reset, algorithm, predict, effect, change, value, instructions, appropriate, program, build, design,		Sequence, command, program, run, start, outcome, blocks, sprite, algorithm, design, change, build, compare, design, debug, program, features, evaluate, predict, match, modify		Motion, event, sprite, algorithm, logic, move, resize, extension block, pen up, set up, pen, design, event, action, debugging, errors, setup, code, test, debug, actions, evaluate, modify, question,		Motion, event, sprite, algorithm, logic, move, resize, extension block, pen up, set up, pen, design, event, action, debugging, errors, setup, code, test, debug, actions, evaluate, modify, question,		Selection, condition, true, false, count-controlled loop, outcomes, conditional statement, algorithm, program, question, input, design, , run, test, setup, implement, debug, answer,		Input, process, output, flashing, USB, trace, selection, condition, if then else, variable, random, sensing, value, compass, direction, variable, algorithm, step counter, plan, create, code, test, debug Micro:bit, MakeCode, accelerometer, navigation, design, task,	