

| National curriculum coverage - Years 5 and 6 | 5.1 Systems and searching | 5.2 Video production | 5.3 Selection in physical computing | 5.4 Flat-file databases | 5.5 Introduction to vector graphics | 5.6 Selection in quizzes | 6.1 Communication and collaboration | 6.2 Webpage creation | 6.3 Variables in games | 6.4 Introduction to spreadsheets | 6.5 3D modelling | 6.6 Sensing movement |
|--|---------------------------|----------------------|-------------------------------------|-------------------------|-------------------------------------|--------------------------|-------------------------------------|----------------------|------------------------|----------------------------------|------------------|----------------------|
| 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 | ✓ | ✓ | | | | | | ✓ | ✓ | | ✓ | |