Computing

Subject Guide

Contents

Introduction 3
Yearly Overview 5
Curriculum coverage 6
Strand development 12
Vocabulary 20

Introduction

Intent

At Frith Manor, we understand that information technology is thoroughly intertwined with the modern world, and it is essential that we provide our children with the skills and knowledge necessary to successfully and safely navigate that world. We achieve this through a carefully balanced curriculum that covers all three strands of the subject at a primary level (computer science, digital literacy and information technology.)
Through this, we empower our children to be responsible users of technology both in and out of school. Our pupils are taught to do this confidently in a way that supports their mental wellbeing and opens up new opportunities for their future.

Implementation

Our scheme of work covers all aspects of the national curriculum, drawing a mixture of practical and 'unplugged' activities designed to ensure pupils are not just using computers, but understanding them. This is achieved through isolated computing topics that focus on introducing and developing these skills, as well as cross-curricular use of information technology to apply them.
We begin laying the foundations for this knowledge in Little Acorns, our two-year-old nursery, in which skills of sequencing simple actions and using real/pretend devices and tools to achieve outcomes are built. As children ascend through the years, they gain further access to our range of laptop trolleys, tablets and the Learning Resource Centre. In the latter example, we endeavour to illustrate the important link and combined usage of digital and print media in research.
In order to build our pupil's understanding of computer science, we use resources from *NCEE Teach Computing* to compound their understanding of *how* to programme a computer with *why* it works. This particularly comes through in the attention to consistent vocabulary throughout the school – the "computational thinking" language of "concepts" and "approaches." As this vocabulary is gradually expanded, our pupils deepen their grasp of computer science in a comfortably consistent manner.
An essential aspect of computing at all ages is the concept of safety – both our own, and that of our peers. We take the subject of online safety extremely seriously and aim to provide children with the skills needed to keep them safe. We believe that information technology – particularly the internet – is an incredibly useful tool, but as with all tools safety derives from knowledge. How to use it, how to recognise when it is being misused, and how to confidently deal with these problems when they arise. We achieve this through our taught e-safety sessions, our pupil frequently revisiting our acceptable use policy, and through cross-curricular links in PSHE sessions. In addition, we encourage openness and honesty regarding concerns and questions about e-safety.
From year 3 upwards, each class has two **digital leaders**: pupils who take greater responsibility and leadership for computing within their classes. This includes assisting teachers in safely setting-up and packing-away resources, providing in-class technical support to less confident peers when problems arise, and operating as trusted "digital ambassadors" for their year groups, offering and directing their peers to support when necessary. As part of our 2022 celebration of Safer Internet Day, these digital leaders took part in a video in which they answered questions posed by their peers throughout the school about the issues that were concerning them (available on the website.)

Impact

By the time children leave Frith Manor, they have received a complete and thorough programme of high-quality, well-planned Computing. As a North London school that receives pupils from all different backgrounds at all different ages, we understand the importance of carefully structuring the delivery of this knowledge in such a way that the various strands are revisited and further developed at regular intervals. For our long-term pupils this compounds their knowledge, and for newer starters it means they are not at a significant disadvantage for having missed a particular area and can latch on.

Through the careful balance of specifically computing curriculum focused sessions and cross-curricular activities, we provide our children the ability to see the ways in which information technology can assist and support our lives. They understand their role in doing this safely and their responsibilities to themselves and others in being a digital presence.

Yearly Overview

LTP	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Little Acorns	Breakdown of Little Oaks Curriculum can be found in Little Acorns Yearly Curriculum Overview Areas of learning: UNDERSTANDING THE WORLD - Technology					
Little Oaks	Breakdown of Little Oaks Curriculum can be found in Little Oaks Yearly Curriculum Overview Areas of learning: UNDERSTANDING THE WORLD - Technology					
Reception	Breakdown of Reception Curriculum can be found in Reception Yearly Curriculum Overview Areas of learning: UNDERSTANDING THE WORLD - Technology					
Year 1			Computing Systems - Technology around us.	Data and Information - Grouping Data	Creating Media - Digital Painting	Programming A - Beebots
Year 2	Computing systems - IT around us	Creating Media - Digital Music	Programming A - Beebots		Data and Information - Pictograms	
Year 3	Computing systems – Connecting computers		Creating media – Desktop publishing		Programming A – Sequencing sounds	
Year 4	Computing systems- The Internet	Creating media – Photo editing	Programming A- Repetition in shapes	Programming B – Repetition in games	Creating media – Audio productions	Data and information – Data logging
Year 5	Data and Information - Databases	Creating Media - Introduction to vector graphics	Programming A- Selection in physical computing	Programming B - Selection in quizzes	Creating Media - Video productions	Computing systems– Systems and searching
Year 6	Data & Information Intro to spreadsheets	Programming A Variables in games	Communication & collaboration	Programming B- sensing movement	Creating media -3D modelling	Creating media- Web page creation

Curriculum coverage

EYFS

Technology	
Operate a mechanical toy Swipe an iPad using the touch screen wind-up toys, pulleys, sets of cogs and pegs with boards	• Little Oaks, Autumn
Learn to use remote control to turn on IWB Operate a mechanical toy Take a photograph on an Ipad	• Little Oaks, Spring
Make toys move or work by pressing switches Use a simple programme on an interactive whiteboard	• Little Oaks, Summer
Operate simple equipment Use a remote control Use touch screen devices Knowing information can be retrieved from digital devices and the internet	• Reception, Autumn
Keeping safe online (link to safer internet day) Complete a simple programme Interact with age-appropriate software Create a picture on a screen or take photos or videos using tablet.	• Reception, Spring
Using the internet with adult supervision to find and retrieve information of interest to them. Developing digital literacy skills by being able to access, understand, and interact with a range of technologies computer, phone, camera, iPad, laptop and tv) Selecting and use technology for different purposes.	• Reception, Summer

Recognises how to make things happen within software.	

KS1

Computer Science

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	• Year 1, Summer 2 – Programming - moving a robot • Year 2, Spring 1 – Programming - robot algorithms
Create and debug simple programs.	• Year 1, Summer 2 – Programming - moving a robot • Year 2, Spring 1 – Programming - robot algorithms
Use logical reasoning to predict the behaviour of simple programs.	• Year 1, Summer 2 – Programming - moving a robot • Year 2, Spring 1 – Programming - robot algorithms

e-Safety.

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.	• Year 1, Spring 1 – Technology around us • Year 1, Spring 2 – Grouping Data • Year 2, Autumn 1 – IT around us • Year 2, Autumn 2 – Pictograms • Year 2, Spring 1&2 - Robot Algorithms • Year 2, Summer 1 – Digital Photography • *Year 1&2, Spring 1 – Safer Internet Day*

Information Technology

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	• Year 1, Spring 1 – Technology around us • Year 1, Spring 2 – Grouping Data • Year 1, Summer 1 – Digital painting • Year 2, Autumn 1 – IT around us • Year 2, Autumn 2 – Pictograms • Year 2, Summer 1 – Digital Photography

Digital Literacy	
Recognise common uses of information technology beyond school	• Year 1, Spring 1 – Technology around us • Year 1, Summer 2 – Algorithms - moving a robot • Year 2, Autumn 1 – IT around us • Year 2, Summer 1 – Digital Photography

KS2

Computer Science	
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	• Year 3, Summer 1 – Sequencing Sounds • Year 4, Spring 1 – Repetition in shapes • Year 4, Spring 2 – Repetition in games • Year 5, Spring 1 – Physical computing • Year 5, Spring 2 – Quizzes • Year 6, Autumn 2 – Variables in games • Year 6, Spring 1 – Communication and collaboration • Year 6, Spring 2 – Sensing movements
Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	• Year 3, Autumn 1 – Connecting computers • Year 3, Summer 1 – Sequencing Sounds • Year 4, Spring 1 – Repetition in shapes

	• Year 4, Spring 2 – Repetition in games • Year 4, Summer 2 – Data logging • Year 5, Spring 1 – Physical computing • Year 5, Spring 2 – Quizzes • Year 6 Autumn 2 – variables in games • Year 6, Spring 2 – Sensing movements
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	• Year 3, Summer 1 – Sequencing Sounds • Year 4, Spring 1 – Repetition in shapes • Year 4, Spring 2 – Repetition in games • Year 5, Spring 1 – Physical computing • Year 5, Spring 2 – Quizzes • Year 6 Autumn 2 – variables in games • Year 6, Spring 2 – Sensing movements

e-Safety.	
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	• Year 4, Autumn 1 – The internet • Year 4, Autumn 2 – Photo editing • Year 4, Summer 1 – Audio Production • Year 5, Autumn 1 – Systems and searching • Year 5, Summer 1 – Video Production • Year 6, Autumn 2 – Variables in games • Year 6, Summer 1 – 3D Modelling • Year 6, Summer 2 – Web page creation • *Safer Internet Day – Spring 1, All.*

Information Technology	
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	• Year 3, Autumn 1 – Connecting computers • Year 3, Spring 1 - Desktop Publishing • Year 3, Summer 1 – Sequencing Sounds • Year 4, Autumn 1 – The internet • Year 4, Autumn 2 – Photo editing • Year 4, Spring 1 – Repetition in shapes • Year 4, Spring 2 – Repetition in games • Year 4, Summer 1 – Audio Production • Year 4, Summer 2 – Data logging • Year 5, Autumn 1 – Systems and searching • Year 5, Autumn 2 – Vector graphics • Year 5, Spring 1 – Physical computing • Year 5, Spring 2 – Selection in quizzes • Year 5, Summer 1 – Video Production • Year 5, Summer 2 – Systems and searching • Year 6, Autumn 1 – Spreadsheets • Year 6, Autumn 2 – Variables in games • Year 6, Spring 1 – Communication and collaboration • Year 6, Spring 2 – Sensing movement • Year 6, Summer 1 – 3D Modelling • Year 6, Summer 2 – Web page creation

Digital Literacy	
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	• Year 3, Autumn 1 – Connecting computers • Year 4, Autumn 1 – The internet • Year 5, Autumn 1 – Systems and searching • Year 6, Spring 1 – Communication and collaboration

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	• Year 3, Spring 1 - Desktop Publishing • Year 4, Autumn 1 – The internet • Year 4, Autumn 2 – Photo editing • Year 4, Summer 1 – Audio Production • Year 5, Summer 1 – Video Production • Year 5, Summer 2 – Systems and searching • Year 6, Summer 2 – Web page creation

Strand development

Computing Systems and Networks

Little Acorns/Little Oaks • Children are introduced to buttons, pushing and manipulating. • Children use the IWB/ tablets in various ways. • Children use technology safely. • Children use technology in their play e.g digital cameras, hudl keyboards, typewriters etc • Children are exposed to a wide range of technology. • Children listen to music • Children watch videos. • Children exploring taking photos or videos	**Reception** • Children identify technology. • Children use the IWB/ tablets in various ways. • Children use technology safely. • Children are exposed to a wide range of technology. • Children use technology in their play e.g digital cameras, hudl, keyboards, typewriters, Beebots, Remote controlled trucks etc • Children listen to music • Children watch videos. • Children exploring taking photos or videos
Year 1 - Technology around us • Children identify technology. • Children identify a computer and its main parts. • Children use a mouse in different ways. • Children use a keyboard to type on a computer • Children use the keyboard to edit text. • Children create rules for using technology safely.	**Year 2 - IT around us** • Children recognise the uses and features of information technology. • Children identify the uses of information technology in the school. • Children identify the uses of information technology beyond school. • Children explain how information technology helps us. • Children explain how to use information technology safely. • Children recognise that choices are made when using information technology.
Year 3 - Connecting Computers	**Year 4 - The Internet**

• Children explain how digital devices function. • Children identify input and output functions. • Children recognise how digital devices can change the way we work. • Children explain how a computer network can be used to share information • Children explain how digital devices can be connected. • Children recognise the physical components of a network.	• Children recognise how networked devices make up the internet. • Children to outline how websites can be shared via the World Wide Web (www) • Children explain how information can be added and accessed on the world wide web. • Children recognise how the content of the world wide web is created by people. • Children evaluate the consequences of unreliable content.
Year 5 - Systems and Searching • Children explain that computers can be connected together to form systems. • Children recognise the roles of computer systems in our lives. • Children experiment with search engines • Children describe how search engines select results. • Children explain how search results are ranked • Children recognise why the order of results is important and to whom	**Year 6 - Communication and Collaboration** • Children explain the importance of internet addresses. • Children recognise how data is transferred across the internet. • Children explain how sharing information online can help people work together. • Children evaluate different ways of working together online. • Children recognise how we communicate using technology • Children evaluate different methods of online communication.
Algorithms/Programming	
Little Acorns/Little Oaks • Children following simple instructions. • Children giving directions or instructions to others. • Playing sequencing games • Children sequencing stories. • Obstacle courses.	**Reception** • Children following simple instructions. • Children giving directions or instructions to others. • Playing sequencing games • Children sequencing stories. • Obstacle courses. • Children following simple 1-2 step processes using devices (turning on then off/holding button to record sound then playing it back etc.)

Year 1 - Programming A - Moving a Robot • Children explain what a given command will do. • Children act out a given word. • Children combine forwards and backwards commands to make a sequence. • Children combine four direction commands to make a sequence. • Children plan a simple program. • Children find more than one solution to the problem.	**Year 2 - Programming A - Robot algorithms.** • Children describe a series of instructions as a sequence. • Children explain what happens when we change the order of directions. • Children use logical reasoning to predict the outcome of the program. • Children explain that programming projects can have code and artwork. • Children design an algorithm. • Children create and debug a program that they have written.
Year 3 - Programming A - Sequencing Sounds • Children identify that commands have an outcome. • Children explain that a program has a start. • Children recognise that a sequence of commands can have an order. • Children change the appearance of their project. • Children create a program from a task description.	**Year 4 - Programming A - Repetition in shapes** • Children identify that accuracy in programming is important. • Children create a program in a text based language. • Children explain what 'repeat' means. • Children modify a count controlled loop to produce a given outcome. • Children decompose a task into small steps. • Children create a program that uses a count controlled loop to produce a given outcome. **Year 4 - Programming B - Repetition in games** • Children develop the use of count controlled loops in a different programming environment. • Children explain that in programming there are infinite loops and count controlled loops. • Children develop and design two or more loops that run at the same time. • Children modify an infinite loop in a given program. • Children design a project that includes repetition.

	• Children create a project that includes repetition.
Year 5 - Programming A - Selection in physical computing • Children control a simple circuit connected to a computer. • Children write a programme that includes count controlled loops. • Children explain that a loop can stop when a condition is met. • Children explain that a loop can be used to repeatedly check whether a condition has been met. • Children design a physical project that includes selection. • Children create a program that controls a physical computing project. **Year 5 - Programming B - Selection in Quizzes** • Children explain how selection is used in computer programs. • Children relate to a conditional statement that connects a condition to an outcome. • Children explain how selection directs the flow of the program. • Children design a program that uses selection. • Children create a program that uses selection. • Children evaluate their programs.	**Year 6 - Programming A - Variables in games** • Children define a variable as something that is changeable. • Children explain why a variable is used in a program. • Children choose how to improve a game by using variables. • Children design a project that builds on a given example. • Children use design to create their projects. • Children evaluate their projects. **Year 6 - Programming B - Sensing Movement** • Children create a program to run a controllable device. • Children explain that selection can control the flow of a program. • Children update a variable with user input. • Children use conditional statements to compare a variable to a value. • Children design a project that uses inputs and outputs on a controllable device. • Children develop a program to use inputs and outputs on a controllable device.
Creating Media	
Little Acorns/Little Oaks • Children using cameras (real and fake) to take photographs.	**Reception** • Children using easy-speak microphones to record and replay sounds. • Children using cameras (real and fake) to take photographs.

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- Children using paint applications on tables and interactive whiteboard to make digital artworks, including rubbing out and adjusting.

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Year 1 - Digital Painting

- Children describe what different freehand tools do.
- Children use the shape tools and the line tools.
- Children make careful choices when painting a digital picture.
- Children explain why I chose the tools I used.
- Children use the computer on their own to paint a picture.
- Children compare painting a picture on a computer and on paper.

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Year 2 - Digital Music

- Children say how music makes us feel.
- Children identify that there are patterns in music.
- Children experiment with sound using a computer.
- Children use a computer to create a musical pattern.
- Children create music for a purpose.
- Children review and refine their computing work.

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Year 3 - Desktop Publishing

- Children recognise how text and images convey information.
- Children recognise that text and layout can be edited.
- Children choose appropriate page settings.
- Children add content to a desktop publishing publication.
- Children consider how different layouts can suit different purposes.
- Children consider the benefits of desktop publishing.

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Year 4 - Audio Productions

- Children identify that sounds can be recorded.
- Children explain that audio recordings can be edited.
- Children recognise the different parts of creating a podcast project.
- Children combine audio to enhance their podcast project.
- Children evaluate the effective use of audio.

Year 4 - Photo Editing

- Children explain that the composition of digital images can be changed.
- Children explain that colours can be changed in digital images.
- Children explain how cloning can be used in photo editing.
- Children explain that images can be combined.
- Children combine images for a purpose.
- Children evaluate how changes improve an image.

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Year 5 - Video Production

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Year 6 - Web Page Creation

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- Children explain what makes a video effective.
- Children identify digital devices that can record video.
- Children capture video using a range of techniques.
- Children create a storyboard.
- Children identify that videoing can be improved through reshooting and editing.
- Children consider the impact of the choices made when making and sharing a video.

Year 5 - Vector Graphics

- Children identify that drawing tools can be used to produce different outcomes.
- Children create a vector drawing by combining shapes.
- Children use tools to achieve a desired effect.
- Children recognise that vector drawings consist of layers.
- Children group objects to make them easier to work with
- Children apply what they have learned about vector drawings.

- Children review an existing website and consider its structure.
- Children plan the features of a web page.
- Children consider the ownership and use of images.
- Children recognise the need to preview pages.
- Children outline the need for a navigation path.
- Children recognise the implications of linking to content owned by other people.

Year 6 - 3D Modelling

- Children recognise that you can work in 3 dimensions on a computer.
- Children identify the digital 3D objects can be modified.
- Children recognise that objects can be combined in a 3D model
- Children create a 3D model for a given purpose.
- Children plan their own 3D model.
- Children create their own digital 3D model.

Data and Information

Little Acorns/Little Oaks

- Children make marks and collect data when on treasure hunts around the playground.
- Children label objects.
- Children identify that objects can be counted
- Children describe objects in different ways.
- Children answer simple questions about a group of objects.

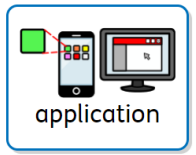
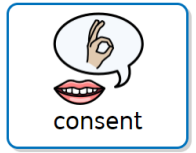
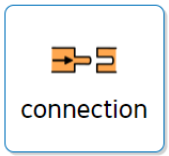
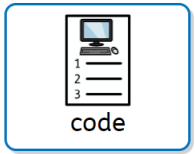
Reception

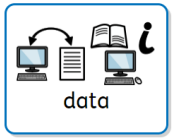
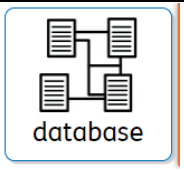
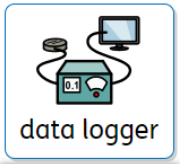
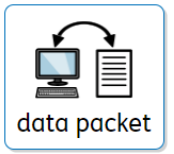
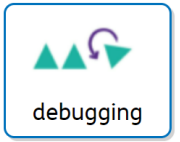
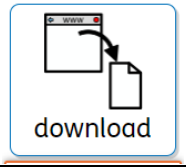
- Children make marks and collect data when on treasure hunts around the playground.
- Children label objects.
- Children identify that objects can be counted.
- Children describe objects in different ways.
- Children compare a group of objects

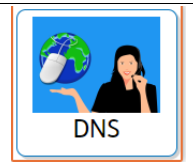
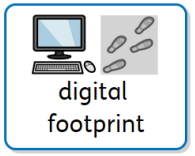
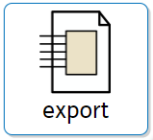
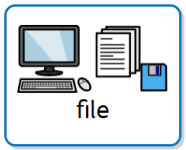
	• Children answer questions about a group of objects.
Year 1 - Grouping Data • Children label objects. • Children identify that objects can be counted. • Children describe objects in different ways. • Children count objects with the same properties. • Children compare a group of objects • Children answer questions about a group of objects.	**Year 2 - Pictograms** • Children recognise that we can count and compare objects using tally charts. • Children recognise that objects can be represented as pictures. • Children create a pictogram • Children select objects by attributes and make comparisons. • Children recognise that people can be described by their attributes. • Children explain that we can present information using a computer. •
Year 3 - Branching databases • Children create questions with yes/ no answers. • Children identify the attributes needed to collect data about an object. • Children create a branching database. • Children explain why it is helpful for a database to be well structured. • Children plan the structure of a branching database • Children independently create an identification tool.	**Year 4 - Data Logging** • Children use a digital device to collect data automatically. • Children explain that a data logger collects "data points' from sensors over time. • Children recognise how a computer can help us analyse data. • Children identify the data needed to answer questions. • Children use data from sensors to answer questions.
Year 5 - Flat File Databases • Children use a form to record information. • Children compare data and computer based databases • Children outline how you can answer questions by grouping and then sorting data. • Children explain that tools can be used to select specific data. • Children explain that computer programs can be used to compare data visually.	**Year 6 - Spreadsheets** • Children create a data set in a spreadsheet. • Children build a data set in a spreadsheet. • Children explain that formulas can be used to produce calculated data. • Children apply formulas to data. • Children create a spreadsheet to plan an event. • Children choose suitable ways to produce data.

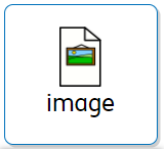
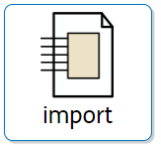
• Children use a real world database to answer questions.	

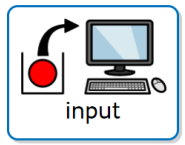
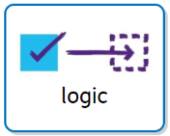
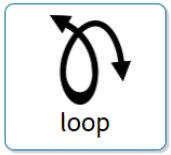
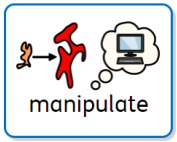
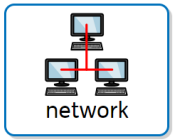
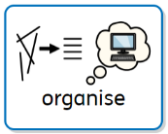
Vocabulary

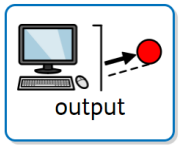
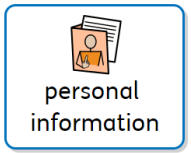
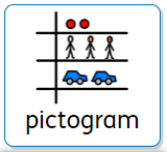
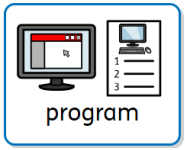
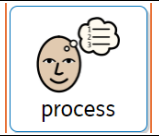
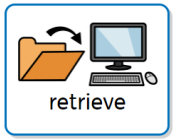
Vocabulary	Definition	WIDGIT
Algorithm	A clear set of steps and rules for achieving an outcome.	
Application	A software program used on a computer – either downloaded or through the web – to achieve a specific task. E.g. Microsoft Word, Google Classroom, Scratch.	
Audio	Sound waves from the air convert them into electrical signals or digital data	
Consent	Giving informed permission for something to be done.	
Connection	A group of two or more computers that are linked together.	
Code	Noun – the instructions behind computer programs written in a programming language the computer can understand.	

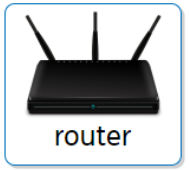
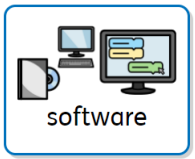
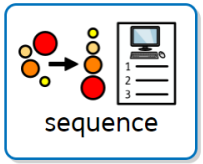
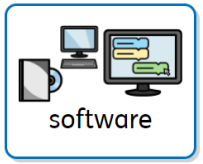
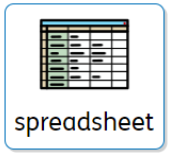
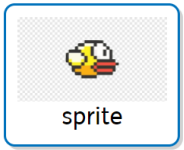
	Verb – Writing code for computers.	
Data	Information.	
Database	A collection of information that is organized so that it's easy to find	
Data Logger	A device that records data over time.	
Data Packet	Computers break files or other data into packets so that they can be sent to other networked computers	
Debugging	Finding and fixing errors.	
Design	Explores making and designing products that solves problems.	
Downloading	Receiving data or a file from the Internet on your computer.	

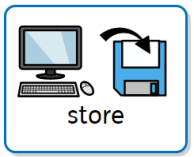
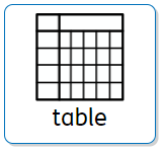
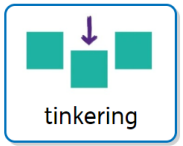
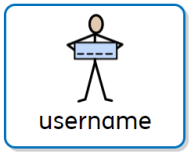
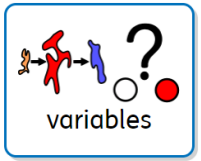
DNS - Domain name server	It converts a computer's host name into an IP address on the internet.	
Digital Content	Data stored on a computer – this includes media such as photos and videos as well as the underlying data contained within the file.	
Digital Device	An electronic device that can receive, store, process. or send digital information.	
Digital footprint	The information we leave behind about ourselves when using computers – comments on apps, previous searches in browsers.	
Evaluation	Making judgments on effectiveness of a programme or application.	
Export	Taking data from one program or computer to another.	
File	A unit of stored information on a computer – a word document, a music track, a spreadsheet.	

Hardware	The physical equipment used, including parts within the equipment – mouse, laptop, microphone, hard drive, graphics card.	
Hyperlink	It is a bit of text on a web site that takes you to another site when you click on it.	
HTML - Hypertext markup language	Markup language for creating web pages.	
Image	A picture	
Import	To convert the paper image to a digital image.	
Information Technology	Technology all around us	
IP - Information protocol	A series of guidelines regulating how data is exchanged between local networks or internet devices.	

Input	Data put into or received by a computer – what is typed in, clicked, or even the live video sent from the webcam into the computer itself.	
Logic	Using clues to infer, predict and analyse what a system will do.	
Loop - controlled and infinite	Repeat an action or a sequence of actions a specific number of times	
Manipulate	Changes made to information, data, files and programmes – changing the size of a picture.	
Microbit	A pocket-sized computer designed to inspire creative thinking in children.	
Monitor	The display screen for a computer.	
Network	A system of multiple devices joined together – includes the internal school network, our closed Google network and the wider internet.	
Organise	Putting files and data into well-named, easily retrievable and readable formats.	

Output	Data sent out by the computer – sound data being sent out from the computer to a speaker, the images on the monitor.	
Password	The code or "key" we use to access our areas of computers/websites. Should be difficult to guess and only shared with parents/teachers.	
Personal Information	Information about ourselves that could be used to identify us – name, age, school, address, phone number.	
Pictogram	A chart that uses pictures to represent data.	
Podcast	An audio file that users can stream or download and listen to.	
Program	Noun - A set of instructions (algorithms and processes) to achieve a task. Verb – Writing/manipulating a set of computer programs.	
Process	An act of changes that happen one after each other in an order.	
Retrieve	To find a previously stored file.	

Router	A box that's looking out for data and when it receives it, it decodes the radio signal back into data and then sends the information to the internet using wires called Ethernet connections.	
Search	The tools within programmes for finding specific information/files faster than looking through the list yourself – searching the internet with a browser/searching a document for a word.	
Server	Computers whose one and only purpose is to send information to other computers are called servers	
Sequence	A set of instructions or tasks put into a specific order. Algorithms must be carefully sequenced in order to work properly.	
Software	The programmes and operating information used within a computer to make them work – if the hard drive is the brain, the software is the mind.	
Spreadsheet	A type of computer software that allows its user to store and analyze data	
Sprite	A figure on the screen – a character, the mouse pointer – that can be moved around as a single entity.	

Store	To save for a later date.	
Table	A way of presenting information or data using rows and columns.	
Technology	Something which has been made by people to help us. The distinction between 'natural' and 'made by people (manufactured)' is important.	
Tinkering	Changing things and experimenting to see what happens.	
Username	The name we choose to use on different applications, networks and websites. Should **never** contain personal information.	
Variables	Pieces of codes/algorithms that can have different, randomised outcomes selected – e.g. deciding whether player 1 or 2 will go first or how many balls will appear on screen.	
WAP - Wireless Access Point	A network device that allows wireless computing devices to connect to a wired network	

Web Browser	A software application used to access information on the World Wide Web	
Web site	Information on the Web is arranged in sites or pages	