Knowledge and Skills Progression
Year 1 to Year 6
Computing Curriculum

'LEARNING TO LOVE, LOVING TO LEARN'

Year Group	Term	Unit Name	Success Criteria	Education for a Connected World
1	Aut 1	Computing systems and networks – Technology around us	-I can explain how these technology examples help us - I can explain technology as something that helps us - I can locate examples of technology in the classroom -I can name the main parts of a computer - I can switch on and log into a computer - I can use a mouse to click and drag -I can click and drag to make objects on a screen - I can use a mouse to create a picture - I can use a mouse to open a program -I can save my work to a file - I can say what a keyboard is for - I can type my name on a computer -I can delete letters - I can open my work from a file - I can use the arrow keys to move the cursor -I can discuss how we benefit from these rules - I can give examples of some of these rules - I can identify rules to keep us safe and healthy when we are using technology in and beyond the home	Health, well-being and lifestyle Self Image and identity Managing Online Information Copyright and ownership
1	Aut 2	Creating media – Digital painting	-I can draw lines on a screen and explain which tools I used - I can make marks on a screen and explain which tools I used - I can use the paint tools to draw a picture -I can make marks with the square and line tools - I can use the shape and line tools effectively - I can use the shape and line tools to recreate the work of an artist -I can choose appropriate shapes - I can create a picture in the style of an artist - I can make appropriate colour choices -I can choose appropriate paint tools and colours to recreate the work of an artist - I can say which tools were helpful and why - I know that different paint tools do different jobs -I can change the colour and brush sizes - I can make dots of colour on the page - I can use dots of colour to create a picture in the style of an artist on my own -I can explain that pictures can be made in lots of different ways - I can say whether I prefer painting using a computer or using paper - I can spot the differences between painting on a computer and on paper	
1	Spr 1	Programming A – Moving a robot	-I can match a command to an outcome - I can predict the outcome of a command on a device - I can run a command on a device -I can follow an instruction - I can give directions - I can recall words that can be acted out -I can compare forwards and backwards movements - I can predict the outcome of a sequence involving forwards and backwards commands - I can start a sequence from the same place -I can compare left and right turns - I can experiment with turn and move commands to move a robot - I can predict the outcome of a sequence involving up to four commands -I can choose the order of commands in a sequence - I can debug my program - I can explain what my program should do -I can identify several possible solutions - I can plan two programs - I can use two different programs to get to the same place	
1	Spr 2	Data and information – Grouping	-I can describe objects using labels - I can identify the label for a group of objects - I can match objects to groups	

		data	-I can count a group of objects - I can count objects - I can group objects -I can describe an object - I can describe a property of an object - I can find objects with similar properties -I can count how many objects share a property - I can group objects in more than one way - I can group similar objects -I can choose how to group objects - I can describe groups of objects - I can record how many objects are in a group -I can compare groups of objects - I can decide how to group objects to answer a question - I can record and share what I have found	
1	Sum 1	Creating media – Digital writing	-I can identify and find keys on a keyboard - I can open a word processor - I can recognise keys on a keyboard -I can enter text into a computer - I can use backspace to remove text - I can use letter, number, and space keys -I can explain what the keys that I have learnt about already do - I can identify the toolbar and use bold, italic, and underline - I can type capital letters -I can change the font - I can select all of the text by clicking and dragging - I can select a word by double-clicking -I can decide if my changes have improved my writing - I can say what tool I used to change the text - I can use 'undo' to remove changes -I can explain the differences between typing and writing - I can make changes to text on a computer - I can say why I prefer typing or writing	
1	Sum 2	Programming B - Programming animations	-I can compare different programming tools - I can find which commands to move a sprite - I can use commands to move a sprite -I can run my program - I can use a Start block in a program - I can use more than one block by joining them together -I can change the value - I can find blocks that have numbers - I can say what happens when I change a value -I can add blocks to each of my sprites - I can delete a sprite - I can show that a project can include more than one sprite -I can choose appropriate artwork for my project - I can create an algorithm for each sprite - I can decide how each sprite will move -I can add programming blocks based on my algorithm - I can test the programs I have created - I can use sprites that match my design	
2	Aut 1	Computing systems and networks – IT around us	-I can describe some uses of computers - I can identify examples of computers - I can identify that a computer is a part of IT -I can identify examples of IT - I can identify that some IT can be used in more than one way - I can sort school IT by what it's used for -I can find examples of information technology - I can sort IT by where it is found - I can talk about uses of information technology -I can demonstrate how IT devices work together - I can recognise common types of technology - I can say why we use IT -I can list different uses of information technology - I can say how rules can help keep me safe - I can talk about different rules for using IT -I can explain the need to use IT in different ways - I can identify the choices that I make when using IT - I can use IT for different types of activities	- Health, well-being and lifestyle
2	Aut 2	Creating media – Digital photography	-I can explain what I did to capture a digital photo - I can recognise what devices can be used to take photographs - I can talk about how to take a photograph -I can explain the process of taking a good photograph - I can explain why a photo looks better in portrait or landscape format - I can take photos in both landscape and portrait format -I can discuss how to take a good photograph	

			- I can identify what is wrong with a photograph - I can improve a photograph by retaking it -I can experiment with different light sources - I can explain why a picture may be unclear - I can explore the effect that light has on a photo -I can explain my choices - I can recognise that images can be changed - I can use a tool to achieve a desired effect -I can apply a range of photography skills to capture a photo - I can identify which photos are real and which have been changed - I can recognise which photos have been changed	
2	Spr 1	Programming A – Robot algorithms	-I can choose a series of words that can be enacted as a sequence - I can follow instructions given by someone else - I can give clear instructions -I can show the difference in outcomes between two sequences that consist of the same commands - I can use an algorithm to program a sequence on a floor robot - I can use the same instructions to create different algorithms -I can compare my prediction to the program outcome - I can follow a sequence - I can predict the outcome of a sequence -I can explain the choices I made for my mat design - I can identify different routes around my mat - I can test my mat to make sure that it is usable -I can create an algorithm to meet my goal - I can explain what my algorithm should achieve - I can use my algorithm to create a program -I can plan algorithms for different parts of a task - I can put together the different parts of my program - I can test and debug each part of the program	
2	Spr 2	Data and information – Pictograms	-I can compare totals in a tally chart - I can record data in a tally chart - I can represent a tally count as a total -I can enter data onto a computer - I can use a computer to view data in a different format - I can use pictograms to answer simple questions about objects -I can explain what the pictogram shows - I can organise data in a tally chart - I can use a tally chart to create a pictogram -I can answer ‘more than’/’less than’ and ’most/least’ questions about an attribute - I can create a pictogram to arrange objects by an attribute - I can tally objects using a common attribute -I can choose a suitable attribute to compare people - I can collect the data I need - I can create a pictogram and draw conclusions from it -I can give simple examples of why information should not be shared - I can share what I have found out using a computer - I can use a computer program to present information in different ways	
2	Sum 1	Creating media - Digital music	-I can describe music using adjectives - I can identify simple differences in pieces of music - I can say what I do and don’t like about a piece of music -I can create a rhythm pattern - I can explain that music is created and played by humans - I can play an instrument following a rhythm pattern -I can connect images with sounds - I can relate an idea to a piece of music - I can use a computer to experiment with pitch -I can explain how my music can be played in different ways - I can identify that music is a sequence of notes - I can refine my musical pattern on a computer -I can add a sequence of notes to my rhythm - I can create a rhythm which represents an animal I’ve chosen - I can create my animal’s rhythm on a computer -I can explain how I changed my work - I can listen to music and describe how it makes me feel - I can review my work	
2	Sum 2	Programming B - Programming quizzes	-I can identify that a program needs to be started - I can identify the start of a sequence - I can show how to run my program -I can change the outcome of a sequence of commands - I can match two sequences with the same outcome - I can predict the outcome of a sequence of commands -I can build the sequences of blocks I need - I can decide which blocks to use to meet the design	

			- I can work out the actions of a sprite in an algorithm -I can choose backgrounds for the design - I can choose characters for the design - I can create a program based on the new design -I can build sequences of blocks to match my design - I can choose the images for my own design - I can create an algorithm -I can compare my project to my design - I can debug my program - I can improve my project by adding features	
3	Aut 1	Computing systems and networks – Connecting computers	-I can explain that digital devices accept inputs - I can explain that digital devices produce outputs - I can follow a process -I can classify input and output devices - I can describe a simple process - I can design a digital device -I can explain how I use digital devices for different activities - I can recognise similarities between using digital devices and non-digital tools - I can suggest differences between using digital devices and non-digital tools -I can discuss why we need a network switch - I can explain how messages are passed through multiple connections - I can recognise different connections -I can demonstrate how information can be passed between devices - I can explain the role of a switch, server, and wireless access point in a network - I can recognise that a computer network is made up of a number of devices -I can identify how devices in a network are connected together - I can identify networked devices around me - I can identify the benefits of computer networks	Privacy and Security
3	Aut 2	Creating media - Stop-frame animation	-I can create an effective flip book—style animation - I can draw a sequence of pictures - I can explain how an animation/flip book works -I can create an effective stop-frame animation - I can explain why little changes are needed for each frame - I can predict what an animation will look like -I can break down a story into settings, characters and events - I can create a storyboard - I can describe an animation that is achievable on screen -I can evaluate the quality of my animation - I can review a sequence of frames to check my work - I can use onion skinning to help me make small changes between frames -I can evaluate another learner's animation - I can explain ways to make my animation better - I can improve my animation based on feedback -I can add other media to my animation - I can evaluate my final film - I can explain why I added other media to my animation	
3	Spr 1	Programming A - Sequencing sounds	-I can explain that objects in Scratch have attributes (linked to) - I can identify the objects in a Scratch project (sprites, backdrops) - I can recognise that commands in Scratch are represented as blocks -I can choose a word which describes an on-screen action for my plan - I can create a program following a design - I can identify that each sprite is controlled by the commands I choose -I can create a sequence of connected commands - I can explain that the objects in my project will respond exactly to the code - I can start a program in different ways -I can combine sound commands - I can explain what a sequence is - I can order notes into a sequence	

			-I can build a sequence of commands - I can decide the actions for each sprite in a program - I can make design choices for my artwork -I can identify and name the objects I will need for a project - I can implement my algorithm as code - I can relate a task description to a design	
3	Spr 2	Data and information – Branching databases	-I can create two groups of objects separated by one attribute - I can investigate questions with yes/no answers - I can make up a yes/no question about a collection of objects -I can arrange objects into a tree structure - I can create a group of objects within an existing group - I can select an attribute to separate objects into groups -I can group objects using my own yes/no questions - I can select objects to arrange in a branching database - I can test my branching database to see if it works -I can compare two branching database structures - I can create yes/no questions using given attributes - I can explain that questions need to be ordered carefully to split objects into similarly sized groups -I can create a physical version of a branching database - I can create questions that will enable objects to be uniquely identified - I can independently create questions to use in a branching database -I can create a branching database that reflects my plan - I can suggest real-world uses for branching databases - I can work with a partner to test my identification tool	
3	Sum 1	Creating media – Desktop publishing	-I can explain the difference between text and images - I can identify the advantages and disadvantages of using text and images - I can recognise that text and images can communicate messages clearly -I can change font style, size, and colours for a given purpose - I can edit text - I can explain that text can be changed to communicate more clearly -I can create a template for a particular purpose - I can define the term 'page orientation' - I can recognise placeholders and say why they are important -I can choose the best locations for my content - I can make changes to content after I've added it - I can paste text and images to create a magazine cover -I can choose a suitable layout for a given purpose - I can identify different layouts - I can match a layout to a purpose -I can compare work made on desktop publishing to work created by hand - I can identify the uses of desktop publishing in the real world - I can say why desktop publishing might be helpful	- Managing online information
3	Sum 2	Programming B - Events and actions in programs	-I can choose which keys to use for actions and explain my choices - I can explain the relationship between an event and an action - I can identify a way to improve a program -I can choose a character for my project - I can choose a suitable size for a character in a maze - I can program movement -I can choose blocks to set up my program - I can consider the real world when making design choices - I can use a programming extension -I can build more sequences of commands to make my design work - I can choose suitable keys to turn on additional features - I can identify additional features (from a given set of blocks) -I can match a piece of code to an outcome - I can modify a program using a design - I can test a program against a given design -I can evaluate my project - I can implement my design - I can make design choices and justify them	
4	Aut 1	Computing	-I can demonstrate how information is shared across the internet	

		systems and networks – The Internet	- I can describe the internet as a network of networks - I can discuss why a network needs protecting -I can describe networked devices and how they connect - I can explain that the internet is used to provide many services - I can recognise that the World Wide Web contains websites and web pages -I can describe how to access websites on the WWW - I can describe where websites are stored when uploaded to the WWW - I can explain the types of media that can be shared on the WWW -I can explain that internet services can be used to create content online - I can explain what media can be found on websites - I can recognise that I can add content to the WWW -I can explain that there are rules to protect content - I can explain that websites and their content are created by people - I can suggest who owns the content on websites -I can explain that not everything on the World Wide Web is true - I can explain why I need to think carefully before I share or reshare content - I can explain why some information I find online may not be honest, accurate, or legal	- Managing online information
4	Aut 2	Creating media - Audio production	-I can explain that the person who records the sound can say who is allowed to use it - I can identify the input and output devices used to record and play sound - I can use a computer to record audio -I can discuss what sounds can be added to a podcast - I can inspect the soundwave view to know where to trim my recording - I can re-record my voice to improve my recording -I can explain how sounds can be combined to make a podcast more engaging - I can plan appropriate content for a podcast - I can save my project so the different parts remain editable -I can improve my voice recordings - I can record content following my plan - I can review the quality of my recordings -I can arrange multiple sounds to create the effect I want - I can explain the difference between saving a project and exporting an audio file - I can open my project to continue working on it -I can choose appropriate edits to improve my podcast - I can listen to an audio recording to identify its strengths - I can suggest improvements to an audio recording	- Copyright and ownership
4	Spr 1	Programming A – Repetition in shapes	-I can create a code snippet for a given purpose - I can explain the effect of changing a value of a command - I can program a computer by typing commands -I can test my algorithm in a text-based language - I can use a template to create a design for my program - I can write an algorithm to produce a given outcome -I can identify everyday tasks that include repetition as part of a sequence, eg brushing teeth, dance moves - I can identify patterns in a sequence - I can use a count-controlled loop to produce a given outcome -I can choose which values to change in a loop - I can identify the effect of changing the number of times a task is repeated - I can predict the outcome of a program containing a count-controlled loop -I can explain that a computer can repeatedly call a procedure - I can identify ‘chunks’ of actions in the real world - I can use a procedure in a program -I can design a program that includes count-controlled loops - I can develop my program by debugging it - I can make use of my design to write a program	

4	Spr 2	Data and information – Data logging	-I can choose a data set to answer a given question - I can identify data that can be gathered over time - I can suggest questions that can be answered using a given data set -I can explain what data can be collected using sensors - I can identify that data from sensors can be recorded - I can use data from a sensor to answer a given question -I can identify the intervals used to collect data - I can recognise that a data logger collects data at given points - I can talk about the data that I have captured -I can explain that there are different ways to view data - I can sort data to find information - I can view data at different levels of detail -I can plan how to collect data using a data logger - I can propose a question that can be answered using logged data - I can use a data logger to collect data -I can draw conclusions from the data that I have collected - I can explain the benefits of using a data logger - I can interpret data that has been collected using a data logger	
4	Sum 1	Creating media – Photo editing	-I can explain why I might crop an image - I can improve an image by rotating it - I can use photo editing software to crop an image -I can experiment with different colour effects - I can explain that different colour effects make you think and feel different things - I can explain why I chose certain colour effects -I can add to the composition of an image by cloning - I can identify how a photo edit can be improved - I can remove parts of an image using cloning -I can experiment with tools to select and copy part of an image - I can explain why photos might be edited - I can use a range of tools to copy between images -I can choose suitable images for my project - I can create a project that is a combination of other images - I can describe the image I want to create -I can combine text and my image to complete the project - I can review images against a given criteria - I can use feedback to guide making changes	- Self-image and identity
4	Sum 2	Programming B – Repetition in games	-I can list an everyday task as a set of instructions including repetition - I can modify a snippet of code to create a given outcome - I can predict the outcome of a snippet of code -I can choose when to use a count-controlled and an infinite loop - I can modify loops to produce a given outcome - I can recognise that some programming languages enable more than one process to be run at once -I can choose which action will be repeated for each object - I can evaluate the effectiveness of the repeated sequences used in my program - I can explain what the outcome of the repeated action should be -I can explain the effect of my changes - I can identify which parts of a loop can be changed - I can re-use existing code snippets on new sprites -I can develop my own design explaining what my project will do - I can evaluate the use of repetition in a project - I can select key parts of a given project to use in my own design -I can build a program that follows my design - I can evaluate the steps I followed when building my project - I can refine the algorithm in my design	
5	Aut 1	Computing systems and networks - Systems and searching	-I can describe that a computer system features inputs, processes, and outputs - I can explain that computer systems communicate with other devices - I can explain that systems are built using a number of parts -I can explain the benefits of a given computer system - I can identify tasks that are managed by computer systems - I can identify the human elements of a computer system -I can compare results from different search engines - I can make use of a web search to find specific information	Privacy and Security - Managing online informatio

			- I can refine my web search -I can explain why we need tools to find things online - I can recognise the role of web crawlers in creating an index - I can relate a search term to the search engine's index -I can explain that a search engine follows rules to rank results - I can give examples of criteria used by search engines to rank results - I can order a list by rank -I can describe some of the ways that search results can be influenced - I can explain how search engines make money - I can recognise some of the limitations of search engines	n - Managing online informatio n - Managing online informatio n - Managing online informatio n
5	Aut 2	Creating media - Video production	-I can compare features in different videos - I can explain that video is a visual media format - I can identify features of videos -I can experiment with different camera angles - I can identify and find features on a digital video recording device - I can make use of a microphone -I can capture video using a range of filming techniques - I can review how effective my video is - I can suggest filming techniques for a given purpose -I can create and save video content - I can decide which filming techniques I will use - I can outline the scenes of my video -I can explain how to improve a video by reshooting and editing - I can select the correct tools to make edits to my video - I can store, retrieve, and export my recording to a computer -I can evaluate my video and share my opinions - I can make edits to my video and improve the final outcome - I can recognise that my choices when making a video will impact on the quality of the final outcome	Online Relations hips
5	Spr 1	Programming A – Selection in physical computing	-I can create a simple circuit and connect it to a microcontroller - I can explain what an infinite loop does - I can program a microcontroller to make an LED switch on -I can connect more than one output component to a microcontroller - I can design sequences that use count-controlled loops - I can use a count-controlled loop to control outputs -I can design a conditional loop - I can explain that a condition is either true or false - I can program a microcontroller to respond to an input -I can explain that a condition being met can start an action - I can identify a condition and an action in my project - I can use selection (an 'if…then…' statement) to direct the flow of a program -I can create a detailed drawing of my project - I can describe what my project will do - I can identify a real-world example of a condition starting an action -I can test and debug my project - I can use selection to produce an intended outcome - I can write an algorithm that describes what my model will do	
5	Spr 2	Data and information – Flat-file databases	-I can create a database using cards - I can explain how information can be recorded - I can order, sort, and group my data cards -I can choose which field to sort data by to answer a given question - I can explain what a field and a record is in a database - I can navigate a flat-file database to compare different views of information -I can combine grouping and sorting to answer specific questions - I can explain that data can be grouped using chosen values	

			- I can group information using a database -I can choose multiple criteria to answer a given question - I can choose which field and value are required to answer a given question - I can outline how 'AND' and 'OR' can be used to refine data selection -I can explain the benefits of using a computer to create charts - I can refine a chart by selecting a particular filter - I can select an appropriate chart to visually compare data	
			-I can ask questions that will need more than one field to answer - I can present my findings to a group - I can refine a search in a real-world context	
5	Sum 1	Creating media – Introduction to vector graphics	-I can discuss how vector drawings are different from paper-based drawings - I can experiment with the shape and line tools - I can recognise that vector drawings are made using shapes -I can explain that each element added to a vector drawing is an object - I can identify the shapes used to make a vector drawing - I can move, resize, and rotate objects I have duplicated -I can explain how alignment grids and resize handles can be used to improve consistency - I can modify objects to create a new image - I can use the zoom tool to help me add detail to my drawings -I can change the order of layers in a vector drawing - I can identify that each added object creates a new layer in the drawing - I can use layering to create an image -I can copy part of a drawing by duplicating several objects - I can recognise when I need to group and ungroup objects - I can reuse a group of objects to further develop my vector drawing -I can compare vector drawings to freehand paint drawings - I can create a vector drawing for a specific purpose - I can reflect on the skills I have used and why I have used them	
5	Sum 2	Programming B – Selection in quizzes	-I can identify conditions in a program - I can modify a condition in a program - I can recall how conditions are used in selection -I can create a program with different outcomes using selection - I can identify the condition and outcomes in an 'if... then… else...' statement - I can use selection in an infinite loop to check a condition -I can design the flow of a program which contains 'if… then… else…' - I can explain that program flow can branch according to a condition - I can show that a condition can direct program flow in one of two ways -I can identify the outcome of user input in an algorithm - I can outline a given task - I can use a design format to outline my project -I can implement my algorithm to create the first section of my program - I can share my program with others - I can test my program -I can extend my program further - I can identify the setup code I need in my program - I can identify ways the program could be improved	
6	Aut 1	Computing systems and networks - Communication and collaboration	-I can describe how computers use addresses to access websites - I can explain that internet devices have addresses - I can recognise that data is transferred using agreed methods -I can explain that all data transferred over the internet is in packets - I can explain that data is transferred over networks in packets - I can identify and explain the main parts of a data packet -I can explain that the internet allows different media to be shared - I can recognise how to access shared files stored online - I can send information over the internet in different ways -I can explain how the internet enables effective collaboration - I can identify different ways of working together online	- Managing online information -Self-

			- I can recognise that working together on the internet can be public or private -I can choose methods of communication to suit particular purposes - I can explain the different ways in which people communicate - I can identify that there are a variety of ways to communicate over the internet -I can compare different methods of communicating on the internet - I can decide when I should and should not share information online - I can explain that communication on the internet may not be private	image and identity
6	Aut 2	Creating media – Web page creation	-I can discuss the different types of media used on websites - I can explore a website - I know that websites are written in HTML -I can draw a web page layout that suits my purpose - I can recognise the common features of a web page - I can suggest media to include on my page -I can describe what is meant by the term 'fair use' - I can find copyright-free images - I can say why I should use copyright-free images -I can add content to my own web page - I can evaluate what my web page looks like on different devices and suggest/make edits - I can preview what my web page looks like -I can describe why navigation paths are useful - I can explain what a navigation path is - I can make multiple web pages and link them using hyperlinks -I can create hyperlinks to link to other people's work - I can evaluate the user experience of a website - I can explain the implication of linking to content owned by others	- Copyright and ownership
6	Spr 1	Programming A – Variables in games	-I can explain that the way a variable changes can be defined - I can identify examples of information that is variable - I can identify that variables can hold numbers or letters -I can explain that a variable has a name and a value - I can identify a program variable as a placeholder in memory for a single value - I can recognise that the value of a variable can be changed -I can decide where in a program to change a variable - I can make use of an event in a program to set a variable - I can recognise that the value of a variable can be used by a program -I can choose the artwork for my project - I can create algorithms for my project - I can explain my design choices -I can choose a name that identifies the role of a variable - I can create the artwork for my project - I can test the code that I have written -I can identify ways that my game could be improved - I can share my game with others - I can use variables to extend my game	
6	Spr 2	Data and information – Spreadsheets	-I can collect data - I can enter data into a spreadsheet - I can suggest how to structure my data -I can apply an appropriate format to a cell - I can choose an appropriate format for a cell - I can explain what an item of data is -I can construct a formula in a spreadsheet - I can explain which data types can be used in calculations - I can identify that changing inputs changes outputs -I can apply a formula to multiple cells by duplicating it - I can calculate data using different operations - I can create a formula which includes a range of cells -I can apply a formula to calculate the data I need to answer questions - I can explain why data should be organised - I can use a spreadsheet to answer questions -I can produce a chart - I can suggest when to use a table or chart	

			- I can use a chart to show the answer to questions	
6	Sum 1	Creating media – 3D Modelling	-I can add 3D shapes to a project - I can move 3D shapes relative to one another - I can view 3D shapes from different perspectives -I can lift/lower 3D objects - I can recolour a 3D object - I can resize an object in three dimensions -I can duplicate 3D objects - I can group 3D objects - I can rotate objects in three dimensions -I can accurately size 3D objects - I can combine a number of 3D objects - I can show that placeholders can create holes in 3D objects -I can analyse a 3D model - I can choose objects to use in a 3D model - I can combine objects in a design -I can construct a 3D model based on a design - I can explain how my 3D model could be improved - I can modify my 3D model to improve it	
6	Sum 2	Programming B - Sensing movement	-I can apply my knowledge of programming to a new environment - I can test my program on an emulator - I can transfer my program to a controllable device -I can determine the flow of a program using selection - I can identify examples of conditions in the real world - I can use a variable in an if, then, else statement to select the flow of a program -I can experiment with different physical inputs - I can explain that checking a variable doesn't change its value - I can use a condition to change a variable -I can explain the importance of the order of conditions in else, if statements - I can modify a program to achieve a different outcome - I can use an operand (e.g. <>=) in an if, then statement -I can decide what variables to include in a project - I can design the algorithm for my project - I can design the program flow for my project -I can create a program based on my design - I can test my program against my design - I can use a range of approaches to find and fix bugs	