



Bishop Bridgeman C.E. Primary School

Part of Archbishop Temple Multi Academy Trust

We Work, We Play, We Care, We Pray

“Love God, Love Yourself, Love Your Neighbour” Luke 10:27

Computing Intent



Computing

	Autumn		Spring		Summer			
Nursery	All about Me	Changes I can see	The Start of Spring		Our World	What's new!	What outside!	
Reception	Marvelous Me	Changes and Celebrations	Spring All Around		It's a Wonderful World	New Life	Come Outside	
Year 1	Online Safety (7 Weeks)	Writing & Presenting (7 weeks)	Spreadsheets (3 weeks)	Databases (3 weeks)	Coding & Computational Thinking (5 weeks)	Coding & Computational Thinking (6 weeks)	Art, Design & Music (7 weeks)	
Year 2	Online Safety (7 Weeks)	Writing & Presenting (7 weeks)	Spreadsheets (6 Weeks)		Coding & Computational Thinking (5 weeks)	Coding & Computational Thinking (6 weeks)	Art, Design & Music (7 weeks)	
Year 3	Online Safety (7 Weeks)	Writing & Presenting (7 weeks)	Spreadsheets (6 Weeks)		Coding & Computational Thinking (5 weeks)	Coding & Computational Thinking (6 weeks)	Communications, Networks and the Internet (7 weeks)	
Year 4	Online Safety (7 Weeks)	Writing & Presenting (7 weeks)	Spreadsheets (6 Weeks)		Coding & Computational Thinking (5 weeks)	Coding & Computational Thinking (6 weeks)	Communications, Networks and the Internet (7 weeks)	
Year 5	Online Safety (7 Weeks)	Writing and Presenting (4 weeks)	Art, Design and Music (3 weeks)	Spreadsheets (6 Weeks)		Coding & Computational Thinking (5 weeks)	Coding & Computational Thinking (6 weeks)	Art, Design & Music (7 weeks)
Year 6	Online Safety (7 Weeks)	Writing & Presenting (7 weeks)	Spreadsheets (6 Weeks)		Communication, Networks & the Internet (5 weeks)	Coding & Computational Thinking (6 weeks)	Coding & Computational Thinking (7 weeks)	

Within the new EYFS curriculum the 'Technology' strand has been removed from 'Understanding the World' and has not been replaced with any updated guidance. However, computing and technology are still vitally important subjects to teach to even the youngest of pupils. Teaching computing within the curriculum ensures that children enter Year 1 with a strong foundation of knowledge. Despite being unplugged in classrooms in the Autumn term, Computing lessons in the EYFS ensure that children develop listening skills, problem-solving abilities and thoughtful questioning - as well as improving subject skills across the seven areas of learning.

We live in a technological world and there is no escape from the reality that technology is integrated into the lives of young children. Just as we ensure the children in our care are ready for the adult world by teaching them maths and literacy, we should also make sure that they are fluent in computer science, digital literacy, information technology and all-important online safety.

Development Matters	ELG	How this is achieved in EYFS	By the end of Reception, children will...
<p><u>Nursery:</u> <u>Personal, Social and Emotional Development:</u></p> <ul style="list-style-type: none"> Remember the rules without needing an adult to remind them <p><u>Physical Development:</u></p> <ul style="list-style-type: none"> Match their developing physical skills to tasks and activities in the setting. <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> Explore how things work <p><u>Reception:</u> <u>Personal, Social and Emotional Development:</u></p> <ul style="list-style-type: none"> Show resilience and perseverance in the face of a challenge. Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time' <p><u>Physical Development:</u></p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. <p><u>Expressive Arts and Design:</u></p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<p><u>Personal, Social and Emotional Development: Managing self:</u></p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly <p><u>Expressive Arts and Design: Creating with Materials:</u></p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p><u>Understanding the World: Past and Present:</u></p> <ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. Know some differences and similarities between things in the past and now, drawing on their experiences. <p><u>People, Culture and Communities:</u></p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, texts, maps. 	<p>Continuous Provision – available throughout the day for both focussed and self-chosen learning</p> <p>A range of technology is available within the classroom for the children to access, both independently and with an adult.</p> <ul style="list-style-type: none"> iPads with guided access/QR codes Computers (Chrome books) – games / activities linked to the topic or maths being covered each week. Remote control toys – cars. Battery operated toys Beebots and mats CD players Interactive white boards – Phonics Play/Topmarks Purple Mash (mini mash) – drawing, sorting, information gathering. Sound buttons – children can listen to a pre-recorded challenge or record their own answers. Exploring old typewriters / computers / mechanical toys (fixed areas in class and library loans) 	<p><u>Knowledge:</u></p> <p><u>Personal, Social and Emotional Development</u> I can wait a short amount of time for something I want eg: a computer loading / an App to work.. I know how to complete a familiar task independently and with support will try new things. Eg: a computer programme / Beebot. I can select tools and resources that I need to complete a task of my own choosing. I know how to be safe online. I know that a password is secret.</p> <p><u>Physical Development</u> I know how to use an iPad or tablet appropriately. I know how to use my fingers on a touch screen, and control a mouse/touchpad on a computer.</p> <p><u>Understanding the World</u> I know how to use a camera i.e. on an iPad. I know how to work a simple programable toy. I can select and use technology for particular purposes. I know how technology is used in my own home. I know that technology has changed since my adults were young.</p> <p><u>Expressive Art and Design</u> Children can safely use a range of technology for a purpose.</p>

Year 1	NC link	Substantive Knowledge	Disciplinary Knowledge	Vocabulary
Online Safety	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> I know why it is important to be considerate and kind to people online and to respect their choices. They know ways to behave online that do not upset others. I know that information can stay online and can be copied and can know what information should not be put online without checking with a trusted adult first. 	<ul style="list-style-type: none"> I can understand that there may be content/people online that could make them feel sad, worried, embarrassed or upset and can give examples of adults they can ask for help. I can apply rules to keep themselves safe when using technology both in and beyond the home. 	Username, Password, Avatar, Stranger, Persona, Information, Trusted adult
Writing and Presenting	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content 		<ul style="list-style-type: none"> I can use the keys for capital letters, finger spaces and full stops to type simple sentences. I can use a variety of tools to format their text I can edit their own interactive content e.g. changing pictures, typing and formatting text etc. 	Layout, Style, Shift, Space bar, Uppercase, Lowercase, Format, Font
Spreadsheets	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content 		<ul style="list-style-type: none"> I can add limited data into a spreadsheet, move cells and change colour/add clipart 	Spreadsheet, Calculate, Cell, Column, Row, Format, Tool, Clipart
Databases	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content 		<ul style="list-style-type: none"> I can use an application to sort items into multiple groups, using given criteria I can create their own pictograms. 	Data, Present, Criteria, Sort, Collate, Record, Pictogram, Question
Coding and Computational Thinking	<ul style="list-style-type: none"> Understand what algorithms are, how they are implemented on digital devices and understand that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> I know that an algorithm is a set of instructions used to solve a problem or achieve an objective. 	<ul style="list-style-type: none"> I can create simple programs. I can debug algorithms and simple programs. I can read code and predict the way a program will run. I can manipulate 	Algorithm, Program, Debug, Coding, Action, Collision, Detection, Input, 'When'
Art, Design and Music	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content 		<ul style="list-style-type: none"> I can edit their own interactive content I can use tools to add detail to pictures. I can add simple animations and sound effects when creating an e-book 	Animation, E-Book, Plan, Sound Effects, Background, Font, Copy, Paste

Year 2	NC link	Substantive Knowledge	Disciplinary Knowledge	Vocabulary
Online Safety	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> I know that going online can sometimes make me feel worried, sad, uncomfortable or frightened and can give examples of how I might get help. I know what bullying is and how it could make someone feel as well as many people to turn to for support. 	<ul style="list-style-type: none"> I can explain why some information found online may not be real or true and that other people can look and act differently online. I can understand why it might be risky to communicate with people they do not know offline. I can explain how information put online can last a long time. I can explain some simple guidance for using technology in different environments and settings and how those rules can help me. I can recognise examples of strong vs, poor passwords. I can explain and give examples of what is meant by 'private' and can explain some rules for keeping personal information private. 	Sharing, Trusted Adult, Permission, Personal Information, Bribery, Flattery
Writing and Presenting	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content 		<ul style="list-style-type: none"> I can use basic tools to change the layout of a document depending on the type of content (e.g. bold, alignment etc.) I can edit my own interactive content (e.g. change backgrounds, text etc) 	Layout, Style, Font, Bold, Underline, Italic, Alignment, Format
Spreadsheets	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content 	•	<ul style="list-style-type: none"> I can use spreadsheet to perform simple calculations and can format a spreadsheet to improve its look and efficiency I can enter data into cells and give cells/images numerical value in order to solve problems 	Spreadsheet, Calculate, Cell, Column, Row, Format, Tool, Clipart
Coding and Computational Thinking	<ul style="list-style-type: none"> Understand what algorithms are, how they are implemented on digital devices and understand that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs 		<ul style="list-style-type: none"> I can use an algorithm to code a simple program. I can create a program that achieves a specific purpose. I can find and fix errors (debug). I can predict what will happen in a simple program. 	Algorithm, Program, Action, Input, Event Command, Object, Repeat, Timer
Art, Design and Music	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content 		<ul style="list-style-type: none"> I can use software to create a simple musical composition and can create, upload and use their own sounds within their composition. I can use a paint package to replicate a particular style of painting and use tools within a paint package to enhance a picture, demonstrating their ability to manipulate an image. 	Soundtrack, Palette, Composition, Tempo, Sound Effects, Template, Clipart, Stamp

Year 3	NC link	Substantive Knowledge	Disciplinary Knowledge	Vocabulary
Online Safety	<ul style="list-style-type: none"> Use technology safely, respectfully and responsibly, recognising acceptable and unacceptable behaviour Identify a wide range of ways to report concerns about content and contact Be discerning in evaluating digital content 	<ul style="list-style-type: none"> I know that people can represent themselves in different ways online and that someone's identity may change online. I know that not everyone and everything online can be trusted. I know the importance of giving/gaining permission before sharing information online. I know the difference between 'belief', 'opinion' and 'fact', can describe appropriate ways to behave towards other people online and why it is important. 	<ul style="list-style-type: none"> I can understand why some online activities have age restrictions. I can give reasons why someone should only share information with people they choose to and trust and what to do if they are unsure or feel pressured. 	Personal Information, Reliable, Accept, Virus, Cyber Bullying, Report
Writing and Presenting	<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> I can use both hands to type, increasing their speed and accuracy I can begin to use basic features of more advanced software (e.g. Google Docs) to create a range of content. I can take into consideration the audience I am writing for when making design and layout decisions. 	
Spreadsheets	<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> I can use a spreadsheet to convert data into graph form. I can use tools within a spreadsheet to solve simple mathematical problems. 	Spreadsheet, Calculate, Chart, Column, Row, < > =, Spin, Cell Reference
Coding and Computational Thinking	<ul style="list-style-type: none"> Design and write programs that accomplish specific goals, including controlling or simulating a physical system, solving problems by decomposing them into smaller parts Use sequence, selection and repetition in programs; work with various forms of input and output Use logical reasoning to explain how algorithms work and to detect and correct errors in algorithms and programs 		<ul style="list-style-type: none"> I can experiment with timers to achieve repetition effects in their program. I can use 'if' statements to introduce selection to their programming. I can make attempts to use and manipulate variables. I can make their own attempts to fix bugs. I can read code and predict what will happen. 	Algorithm, Debug, Simulation, Selection, Timer, 'If', Variable, Repeat
Communications, Networks and the Internet	<ul style="list-style-type: none"> Understand computer networks, including the internet, how they can provide multiple services e.g. world wide web and the opportunities they offer for communication and collaboration Use search technologies effectively and appreciate how search results are selected and ranked 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 	<ul style="list-style-type: none"> I know the importance of simulations to replicate events that occur in real life and hypothetical situations. 	<ul style="list-style-type: none"> I can analyse and evaluate information within simulations and can give reasons for my choices. I can list a range of ways the internet can be used to provide different methods of communication. I can explain and compare methods. I can open, respond and send e-mails and demonstrate a basic understanding of email conventions and safety. I can attach appropriate files to emails. I can effectively retrieve relevant, purposeful data and alter the search phrase to yield relevant results. I can understand the terminology, layout and features of a search engine and use these to assist with its effective operation 	Simulation, E-Mail, Compose, Send, Report, Attachment, Draft, CC

Year 4	NC link	Substantive Knowledge	Disciplinary Knowledge	Vocabulary
Online Safety	<ul style="list-style-type: none"> Use technology safely, respectfully and responsibly, recognising acceptable and unacceptable behaviour Identify a wide range of ways to report concerns about content and contact Be discerning in evaluating digital content 	<ul style="list-style-type: none"> I know that online and offline identity can be different for the same person. I recognise the signs of when someone is upset, hurt or angry online and can describe ways people can be bullied through a range of media. I am aware of some methods used to encourage people to buy things online and recognise some when they appear online. 	<ul style="list-style-type: none"> I can give examples of how to be respectful to someone online and displays healthy online behaviour themselves I can explain that information about someone online could have been created, copied or shared by others. I can identify times when someone may need to limit the amount of time they use technology. I can describe strategies for keeping personal information private, depending on context and understand that the internet is never fully private and is monitored. 	Phishing, Malware, Plagiarism, Digital footprint, Identity Theft and Cookies
Writing and Presenting	<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> I can use publishing software to create content for a select audience. Using a variety of tools, I must make informed choices about the best way to present my information. 	Layout, Audience, Document, Text Formatting, Usage Rights, Insert, Resize, Text Wrapping
Spreadsheets	<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> I can use spreadsheet software to design a graph in order to solve mathematical problems. I can use spreadsheet software to solve mathematical problems. 	Spreadsheet, Formula, Cell, Column, Row, Format, Chart, Random Tool
Coding and Computational Thinking	<ul style="list-style-type: none"> Design and write programs that accomplish specific goals, including controlling or simulating a physical system, solving problems by decomposing them into smaller parts Use sequence, selection and repetition in programs; work with various forms of input and output Use logical reasoning to explain how algorithms work and to detect and correct errors in algorithms and programs 	<ul style="list-style-type: none"> I know the repeat command and plan simple repeat structures. 	<ul style="list-style-type: none"> I can design, write and debug a program that accomplishes a given goal. I can integrate the use of timers for repetition into my program designs. I can combine the use of 'if' statements with variables. I can make use of a variety of different inputs and outputs. I can create, name and use procedures to create more complex patterns. I can read code and predict what will happen. 	Algorithm, Debug, Simulation, Selection, 'If', 'If/Else', Decomposition, Abstraction
Communications, Networks and the Internet	<ul style="list-style-type: none"> Understand computer networks, including the internet, how they can provide multiple services e.g. world wide web and the opportunities they offer for communication and collaboration Use search technologies effectively and appreciate how search results are selected and ranked 	<ul style="list-style-type: none"> I know the main components of hardware which allow computers to join and form a network. I know that the internet is a network of computers and that it provides a service such as the world wide web. I know that a search engine's algorithm assesses a variety of factors to determine how a page ranks. 	<ul style="list-style-type: none"> I can use search engines to provide helpful information to support my learning. I can search for intended information with a degree of accuracy and understand that words can be more effective than sentences when searching. 	Internet, World Wide Web, Hardware, Motherboard, CPU, RAM, Hard Drive, Network Card

Year 5	NC link	Substantive Knowledge	Disciplinary Knowledge	Vocabulary
Online Safety	<ul style="list-style-type: none"> Use technology safely, respectfully and responsibly, recognising acceptable and unacceptable behaviour Identify a wide range of ways to report concerns about content and contact Be discerning in evaluating digital content 	<ul style="list-style-type: none"> I know how to make responsible choices about having an online identity, depending on context. I know what is meant by 'harm' and understand that in those situations they are not at fault. I know that information online can be used to make judgements against others. I know a range of ways to seek help and support e.g. trusted adult, teachers, reporting to a site/app, Childline and CEOP. I know ways that technology can impact health and well-being both positively and negatively. I know that many free apps may read or share private information. 	<ul style="list-style-type: none"> I can evaluate digital content and make choices about what is trustworthy. 	Plagiarism, Citation, Reference, Reputable, Personal information and Report
Writing and Presenting	<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> I can use publishing software to create content for a select audience. Using a variety of tools, I must make informed choices about the best way to present my information. 	Layout, Audience, Paragraph Formatting, Picture Formatting, Text Boxes, Layering, Readability, Hyperlink
Art, Design and Music	<ul style="list-style-type: none"> Design and write programs that accomplish specific goals, including controlling or simulating a physical system, solving problems by decomposing them into smaller parts. 		<ul style="list-style-type: none"> I can use design software and ready-made templates to create a recognisable form e.g. a building. I will evaluate and refine my work When creating a game, I can think about the characters and goal objects to increase playability. When designing a game environment, I do so with the end user in mind 	CAD, Playability, Net, Points, Modelling, Animation, Interactive, Sound Effects
Spreadsheets	<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> I can create simple formulae within a spreadsheet package. 	Spreadsheet, Formula, Cell, Cell Reference, SUM, Flash Fill, Delimiter, Filter
Coding and Computational Thinking	<ul style="list-style-type: none"> Design and write programs that accomplish specific goals, including controlling or simulating a physical system, solving problems by decomposing them into smaller parts Use sequence, selection and repetition in programs; work with various forms of input and output Use logical reasoning to explain how algorithms work and to detect and correct errors in algorithms and programs 	<ul style="list-style-type: none"> I display an understanding of the function of variables and outputs such as sounds and 'print to screen'. 	<ul style="list-style-type: none"> I can utilise the code structures for selection and repetition and display an understanding of the function of variables. I can translate algorithms that include sequence, selection and repetition into code. My designs for programs show that I am thinking of the structure of a simple program in logical, achievable steps with attention to specific events that initiate specific actions. When they code, I am beginning to think about my code structure in terms of the ability to interpret the code later (e.g. using tabs to organise code; naming variables) 	Action, Alert, Algorithm, Bug, Command, Control, Debug, Event, If/Else, Input, Output, Repeat, Sequence, Selection, Simulation, Timer, Variable

Year 6	NC link	Substantive Knowledge	Disciplinary Knowledge	Vocabulary
Online Safety	<ul style="list-style-type: none"> Use technology safely, respectfully and responsibly, recognising acceptable and unacceptable behaviour. Identify a wide range of ways to report concerns about content and contact. Be discerning in evaluating digital content. 	<ul style="list-style-type: none"> I know that taking and sharing inappropriate images of someone even if they say it's okay may have an impact for the sharer and others. I know how to capture bullying content as evidence to share with others that can help me. Children recognise some way age related content is restricted. I know some ways in which online content targets people to gain money or information. 	<ul style="list-style-type: none"> I can evaluate online content with regards to stereotypes. I can recognise and explain way to build a positive online reputation. I can demonstrate how to analyse and evaluate the validity of 'facts' and information 	Identity, Bribery, Flattery, Fake news, Clickbait and Digital footprint
Writing and Presenting	<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> I can use publishing software to create content for a select audience. Using a variety of tools, I can make informed choices about the best way to present my information. 	Layout, Audience, Text Formatting, Paragraph Formatting, Picture Formatting, Text Wrapping, Merge Cells, Template
Spreadsheets	<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> I can create simple spreadsheets to solve mathematical problems I can use spreadsheets to model real life problems and, furthermore, can represent data in a given format and turn this data into a graph I can use a wide range of features of many programs in order to present information in a format of my choice 	Average, Advance Mode, Copy & Paste, Columns, Cells, Charts, Count Tool, Dice, Equals Tool, Formula, Formula Wizard, Random Tool, Rows, Spin Tool, Spreadsheet.
Communications, Networks and the Internet	<ul style="list-style-type: none"> Understand computer networks, including the internet, how they can provide multiple services, e.g. www, and the opportunities they offer for communication and collaboration. Use search technologies effectively and appreciate how search results are selected and ranked. 	<ul style="list-style-type: none"> I know what a WAN and LAN are and can describe how I access the internet at school. 	<ul style="list-style-type: none"> I can effectively search online and can explain the terms copyright and piracy. I can explain the impact of piracy and copyright infringement on selected individuals and parties. I can explain the difference between the internet and the world wide web and can show all the things I use the internet for. 	Internet, World Wide Web, Network, Local Area Networks (LAN), Wide Area Networks (WAN), Router, Network Cables, Copyright, Piracy
Coding and Computational Thinking	<ul style="list-style-type: none"> Design and write programs that accomplish specific goals, including controlling or simulating a physical system, solving problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with various forms of input and output. <p>Use logical reasoning to explain how algorithms work and to detect and correct errors in algorithms and programs.</p>		<ul style="list-style-type: none"> I can identify and code the important parts of a task (abstraction) I can break up complex coding tasks into manageable parts (decomposition) I can test and debug programs as I go. I can represent states of object in own programs using binary. 	Algorithm, Debug, Sequence, Selection, If/Else, Variable, Decomposition, Abstraction

