

The Heath Academy Trust

Understanding the World and Computing Learning Sequence

EYFS Curriculum intent statement- Understanding the World (technology)

Our early years curriculum implements a precautionary, highly intentional approach to technology, strictly aligned with guidance. We provide rich, open-ended opportunities for children to explore technology, media and digital materials, ensuring digital tools are used for specific learning and developmental aims. Introducing children to the wonders of our technological world sets them on the path for exploring choices with their computing usage and learning to be their best digital self.

Nursery (2-3 year olds)	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
SPECIFIC AREA- UNDERSTANDING THE WORLD	
Toddlers and young children (2-3) will be learning to: Begin to build knowledge of their technologically diverse world	
Covered through provision in activities such as...	
Advice for this area of the early years curriculum has been taken from the DfE guidance on screen use https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/screen-use Screen use in our setting will be limited, when used- will be carefully planned and clearly linked to intended learning aims. It will teach children about our technologically diverse world by talking to them in an age-appropriate way about different types of technology and how to use them safely. Some examples in practise could be: - Begin to know how to turn something on or off. - Explore and play with toys where you are needed to use a certain movement to make it work (press/pull back/ twist etc.)	

Nursery (3-4 year olds)	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
3 and 4-year-olds will be learning to: - Begin to build knowledge of their technologically diverse world - Explore how things work	
Covered through provision in activities such as...	
Advice for this area of the early years curriculum has been taken from the DfE guidance on screen use https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/screen-use Screen use in our setting will be limited, when used- will be carefully planned and clearly linked to intended learning aims. It will teach children about our technologically diverse world by talking to them in an age-appropriate way about different types of technology and how to use them safely. Some examples in practise could be: - To know how to turn something on or off. - Can use a controller/ remote to operate computing equipment. - To be able to use toys where you are needed to use a certain movement to make it work (press/pull back/ twist etc.) - To explore different technological devices. - To understand you can use a computer or device to find out information.	

NB- Some children with SEND or English as an additional language may need a more tailored approach when it comes to screen use. This includes children with communication challenges- these will always be discussed with the SENDCO, parents/ carers and the child themselves where possible and appropriate.

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Basic entitlement - **Computing systems and networks** **Creating media** **Programming** **Data and information**

Reception	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn 1	
E-Safety – keep myself safe whilst using the internet (Jesse and Friends animations.)	Know what to do if I see something I don't like whilst online
Taking photos/ videos using iPads.	Use an iPad to take a photo Use an iPad to take a short sequence of video
Autumn 2	
Coding with beebots- exploring basic command/ reaction coding	I can experiment with programming a beebot I can give a simple sequence of commands to achieve a result
Spring 1	
Understand that information technology can be used to communicate through text, images and sound	Explore simple art programmes
Know there are multiple ways of receiving information	Explore sending and receiving emails
Begin to understand how to scan QR codes	Scan a QR code on an iPad
I understand that computers and other devices can be used to record and play back sounds	Use a simple recording button
Spring 2	
Create and print digital images using paint a picture and photo booth	Use a simple online paint tool to create digital art Add text to digital art Understand that created media can be printed from a computer
Develop basic mouse skills	Learn what a mouse is and develop basic mouse skills such as moving and clicking
Summer 1	
Problem-solving and modelling - Use apps effectively.	Find an app on a known device Open an specified app Use age appropriate apps with increasing independence
Scan QR codes using an iPad	Scan a QR code on an iPad to get to a specified site
Summer 2	
Understand that information can be collected both practically and by using a computer program	I can explore using the data loggers

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National Curriculum intent statement- Computing

Our Computing curriculum builds on the exposure children have had through the early years and prepares children to navigate and shape a rapidly evolving digital world. Through a progressive framework of computer science, information technology, and digital literacy, children learn to code, analyze data, and create content. A central pillar of our curriculum is e-safety; we explicitly teach children how to make great choices online, protecting their well-being, safety and dignity whilst showing respect and informed trust of others- ensuring they can be their best safe, responsible digital citizens.

Basic entitlement - **Computing systems and networks** **Creating media** **Programming** **Data and information**

Year 1	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn 1 (Computing systems and networks - Technology around us)	
Identify technology	I can explain technology as something that helps us I can locate examples of technology in the classroom I can explain how these technology examples help us
Identify a computer and its main parts	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
Use a mouse in different ways	I can use a mouse to open a program I can click and drag to make objects on a screen I can use a mouse to create a picture
Use a keyboard to type on a computer	I can say what a keyboard is for I can type my name on a computer I can save my work to a file
Use the keyboard to edit text	I can open my work from a file I can use the arrow keys to move the cursor I can delete letters
Create rules for using technology responsibly	I can identify rules to keep us safe and healthy when we are using technology in and beyond the home I can give examples of some of these rules I can discuss how we benefit from these rules
Autumn 2 (Creating media - Digital painting)	
Describe what different freehand tools do	I can make marks on a screen and explain which tools I used I can draw lines on a screen and explain which tools I used I can use the paint tools to draw a picture
Use the shape tool and the line tools	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
Make careful choices when painting a digital picture	I can choose appropriate shapes I can make appropriate colour choices I can create a picture in the style of an artist
Explain why I chose the tools I used	I can explain that different paint tools do different jobs I can choose appropriate paint tools and colours to recreate the work of an artist I can say which tools were helpful and why
Use a computer on my own to paint a picture	I can make dots of colour on the page I can change the colour and brush sizes I can use dots of colour to create a picture in the style of an artist on my own
Compare painting a picture on a computer and on paper	I can explain that pictures can be made in lots of different ways I can spot the differences between painting on a computer and on paper I can say whether I prefer painting using a computer or using paper

Spring 1 (Programming A - Moving a robot)	
Explain what a given command will do	I can predict the outcome of a command on a device I can match a command to an outcome I can run a command on a device
Act out a given word	I can follow an instruction I can recall words that can be acted out I can give directions
Combine 'forwards' and 'backwards' commands to make a sequence	I can compare forward and backward movements I can start a sequence from the same place I can predict the outcome of a sequence involving 'forwards' and 'backwards' commands
Combine four direction commands to make sequences	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
Plan a simple program	I can explain what my program should do I can choose the order of commands in a sequence I can debug my program
Find more than one solution to a problem	I can identify several possible solutions I can plan two programs I can use two different programs to get to the same place
Spring 2 (Data and information - Grouping data)	
Label objects	I can describe objects using labels I can match objects to groups I can identify the label for a group of objects
Identify that objects can be counted	I can count objects I can group objects I can count a group of objects
Describe objects in different ways	I can describe an object I can describe a property of an object I can find objects with similar properties
Count objects with the same properties	I can group similar objects I can group objects in more than one way I can count how many objects share a property
Compare groups of objects	I can choose how to group objects I can describe groups of objects I can record how many objects are in a group
Answer questions about groups of objects	I can decide how to group objects to answer a question I can compare groups of objects I can record and share what I have found
Summer 1 (Creating media - Digital writing)	
Use a computer to write	I can open a word processor I can recognise keys on a keyboard I can identify and find keys on a keyboard
Add and remove text on a computer	I can enter text into a computer I can use letter, number, and Space keys I can use Backspace to remove text
Identify that the look of text can be changed on a computer	I can type capital letters I can explain what the keys that I have already learnt about do I can identify the toolbar and use bold, italic, and underline
Make careful choices when changing text	I can select a word by double-clicking I can select all of the text by clicking and dragging I can change the font
Explain why I used the tools that I chose	I can say what tool I used to change the text I can decide if my changes have improved my writing I can use 'Undo' to remove changes
Compare typing on a computer to writing on paper	I can make changes to text on a computer I can explain the differences between typing and writing I can say why I prefer typing or writing

Summer 2 (Programming B - Programming animations)	
Choose a command for a given purpose	I can find the commands to move a sprite I can use commands to move a sprite I can compare different programming tools
Show that a series of commands can be joined together	I can use more than one block by joining them together I can use a Start block in a program I can run my program
Identify the effect of changing a value	I can find blocks that have numbers I can change the value I can say what happens when I change a value
Explain that each sprite has its own instructions	I can show that a project can include more than one sprite I can delete a sprite I can add blocks to each of my sprites
Design the parts of a project	I can choose appropriate artwork for my project I can decide how each sprite will move I can create an algorithm for each sprite
Use my algorithm to create a program	I can use sprites that match my design I can add programming blocks based on my algorithm I can test the programs I have created

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Basic entitlement - **Computing systems and networks** **Creating media** **Programming** **Data and information**

Year 2	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn 1 (Computing systems and networks - Information technology around us)	
Recognise the uses and features of information technology	I can identify examples of computers I can describe some uses of computers I can identify that a computer is a part of IT
Identify the uses of information technology in the school	I can identify examples of IT I can sort school IT by what it's used for I can identify that some IT can be used in more than one way
Identify information technology beyond school	I can find examples of information technology I can sort IT by where it is found I can talk about uses of information technology
Explain how information technology helps us	I can recognise common types of technology I can demonstrate how IT devices work together I can say why we use IT
Explain how to use information technology safely	I can list different uses of information technology I can talk about different rules for using IT I can say how rules can help keep me safe
Recognise that choices are made when using information technology	I can identify the choices that I make when using IT I can use IT for different types of activities I can explain the need to use IT in different ways
Autumn 2 (Creating media - Digital painting)	
Use a digital device to take a photograph	I can recognise what devices can be used to take photographs I can talk about how to take a photograph I can explain what I did to capture a digital photo
Make choices when taking a photograph	I can explain the process of taking a good photograph I can take photos in both landscape and portrait format I can explain why a photo looks better in portrait or landscape format
Describe what makes a good photograph	I can identify what is wrong with a photograph I can discuss how to take a good photograph I can improve a photograph by retaking it
Decide how photographs can be improved	I can explore the effect that light has on a photo I can experiment with different light sources I can explain why a picture may be unclear
Use tools to change an image	I can recognise that images can be changed I can use a tool to achieve a desired effect I can explain my choices
Recognise that photos can be changed	I can apply a range of photography skills to capture a photo I can recognise which photos have been changed I can identify which photos are real and which have been changed
Spring 1 (Programming A - Robot algorithms)	
Describe a series of instructions as a sequence	I can follow instructions given by someone else I can choose a series of words that can be acted out as a sequence I can give clear instructions
Explain what happens when we change the order of instructions	I can use the same instructions to create different algorithms I can use an algorithm to program a sequence on a floor robot I can show the difference in outcomes between two sequences that consist of the same instructions
Use logical reasoning to predict the outcome of a program	I can follow a sequence I can predict the outcome of a sequence I can compare my prediction to the program outcome

Explain that programming projects can have code and artwork	I can explain the choices that 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
Design an algorithm	I can explain what my algorithm should achieve I can create an algorithm to meet my goal I can use my algorithm to create a program
Create and debug a program that I have written	I can test and debug each part of the program I can plan algorithms for different parts of a task I can put together the different parts of my program
Spring 2 (Data and information - Pictograms)	
Recognise that we can count and compare objects using tally charts	I can record data in a tally chart I can represent a tally count as a total I can compare totals in a tally chart
Recognise that objects can be represented as pictures	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
Create a pictogram	I can organise data in a tally chart I can use a tally chart to create a pictogram I can explain what the pictogram shows
Select objects by attribute and make comparisons	I can tally objects using a common attribute I can create a pictogram to arrange objects by an attribute I can answer 'more than'/'less than' and 'most/least' questions about an attribute
Recognise that people can be described by attributes	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
Explain that we can present information using a computer	I can use a computer program to present information in different ways I can share what I have found out using a computer I can give simple examples of why information should not be shared
Summer 1 (Creating media - Making music)	
Say how music can make us feel	I can identify simple differences in pieces of music I can describe music using adjectives I can say what I do and don't like about a piece of music
Identify that there are patterns in music	I can create a rhythm pattern I can play an instrument following a rhythm pattern I can explain that music is created and played by humans
Experiment with sound using a computer	I can connect images with sounds I can use a computer to experiment with pitch I can relate an idea to a piece of music
Use a computer to create a musical pattern	I can identify that music is a sequence of notes I can explain how my music can be played in different ways I can refine my musical pattern on a computer
Create music for a purpose	I can create a rhythm which represents an animal I've chosen I can create my animal's rhythm on a computer I can add a sequence of notes to my rhythm
Review and refine our computer work	I can review my work I can explain how I changed my work I can listen to music and describe how it makes me feel
Summer 2 (Programming B - Programming quizzes)	
Explain that a sequence of commands has a start	I can identify the start of a sequence I can identify that a program needs to be started I can show how to run my program
Explain that a sequence of commands has an outcome	I can predict the outcome of a sequence of commands I can match two sequences with the same outcome I can change the outcome of a sequence of commands
Create a program using a given design	I can work out the actions of a sprite in an algorithm I can decide which blocks to use to meet the design I can build the sequences of blocks I need
Change a given design	I can choose backgrounds for the design I can choose characters for the design I can create a program based on the new design

Make Great Choice. Be our Best.

Create a program using my own design	I can choose the images for my own design I can create an algorithm I can build sequences of blocks to match my design
Decide how my project can be improved	I can compare my project to my design I can improve my project by adding features I can debug my program

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Year 3	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn 1 (Computing systems and networks - Connecting computers)	
Explain how digital devices function	I can explain that digital devices accept inputs I can explain that digital devices produce outputs I can follow a process I can explain what makes a secure password
Identify input and output devices	I can classify input and output devices I can describe a simple process I can design a digital device
Recognise how digital devices can change the way that we work	I can explain how I use digital devices for different activities I can recognise similarities between using digital devices and using non-digital tools I can suggest differences between using digital devices and using non-digital tools
Explain how a computer network can be used to share information	I can recognise different connections I can explain how messages are passed through multiple connections I can discuss why we need a network switch
Explore how digital devices can be connected	I can recognise that a computer network is made up of a number of devices 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
Recognise the physical components of a network	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
Autumn 2 (Creating media - Stop-frame animation)	
Explain that animation is a sequence of drawings or photographs	I can draw a sequence of pictures I can create an effective flip book—style animation I can explain how an animation/flip book works
Relate animated movement with a sequence of images	I can predict what an animation will look like I can explain why little changes are needed for each frame I can create an effective stop-frame animation
Plan an animation	I can break down a story into settings, characters and events I can describe an animation that is achievable on screen I can create a storyboard
Identify the need to work consistently and carefully	I can use onion skinning to help me make small changes between frames I can review a sequence of frames to check my work I can evaluate the quality of my animation
Review and improve an animation	I can explain ways to make my animation better I can evaluate another learner's animation I can improve my animation based on feedback
Evaluate the impact of adding other media to an animation	I can add other media to my animation I can explain why I added other media to my animation I can evaluate my final film
Spring 1 (Programming A - Sequencing sounds)	
Explore a new programming environment	I can identify the objects in a Scratch project (sprites, backdrops) I can explain that objects in Scratch have attributes (linked to) I can recognise that commands in Scratch are represented as blocks
Identify that commands have an outcome	I can create a program following a design and understand that each sprite is controlled by the commands I choose I can predict the coding blocks used to move a sprite I can match coding blocks to their actions

Explain that a program has a start	I can start a program in different ways I can create a sequence of connected commands I can explain that the objects in my project will respond exactly to the code
Recognise that a sequence of commands can have an order	I can explain what a sequence is I can combine sound commands I can order notes into a sequence
Change the appearance of my project	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
Create a project from a task description	I can identify and name the objects I will need for a project I can relate a task description to a design I can implement my algorithm as code
Spring 2 (Data and information - Branching databses)	
Create questions with yes/no answers	I can investigate questions with yes/no answers I can make up a yes/no question about a collection of objects I can create two groups of objects separated by one attribute
Identify the attributes needed to collect data about an object	I can select an attribute to separate objects into groups I can create a group of objects within an existing group I can arrange objects into a tree structure
Create a branching database	I can select objects to arrange in a branching database I can group objects using my own yes/no questions I can test my branching database to see if it works
Explain why it is helpful for a database to be well structured	I can create yes/no questions using given attributes I can compare two branching database structures I can explain that questions need to be ordered carefully to split objects into similarly sized groups
Plan the structure of a branching database	I can independently create questions to use in a branching database I can create questions that will enable objects to be uniquely identified I can create a physical version of a branching database
Independently create an identification tool	I can create a branching database that reflects my plan I can work with a partner to test my identification tool I can suggest real-world uses for branching databases
Summer 1 (Creating Media - Desktop publishing) (USES CANVA- NEED PARENTAL PERMISSION PRIOR TO TEACHING!)	
Recognise how text and images convey information	I can explain the difference between text and images I can recognise that text and images can communicate messages clearly I can identify the advantages and disadvantages of using text and images I understand how to use emojis respectfully online
Recognise that text and layout can be edited	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
Choose appropriate page settings	I can explain what 'page orientation' means I can recognise placeholders and say why they are important I can create a template for a particular purpose
Add content to a desktop publishing publication	I can choose the best locations for my content I can paste text and images to create a magazine cover I can make changes to content after I've added it
Consider how different layouts can suit different purposes	I can identify different layouts I can match a layout to a purpose I can choose a suitable layout for a given purpose
Consider the benefits of desktop publishing	I can identify the uses of desktop publishing in the real world I can say why desktop publishing might be helpful I can compare work made on desktop publishing to work created by hand

Summer 2 (Programming B - Events and actions in programs)	
Explain how a sprite moves in an existing project	I can explain the relationship between an event and an action I can choose which keys to use for actions and explain my choices I can identify a way to improve a program
Create a program to move a sprite in four directions	I can choose a character for my project I can choose a suitable size for a character in a maze I can program movement
Adapt a program to a new context	I can use a programming extension I can consider the real world when making design choices I can choose blocks to set up my program
Develop my program by adding features	I can identify additional features (from a given set of blocks) I can choose suitable keys to turn on additional features I can build more sequences of commands to make my design work
Identify and fix bugs in a program	I can test a program against a given design I can match a piece of code to an outcome I can modify a program using a design
Design and create a maze-based challenge	I can make design choices and justify them I can implement my design I can evaluate my project

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Year 4	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn 1 (Computing systems and networks - The internet)	
Describe how networks physically connect to other networks	I can describe the internet as a network of networks I can demonstrate how information is shared across the internet I can discuss why a network needs protecting
Recognise how networked devices make up the internet	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
Outline how websites can be shared via the World Wide Web (WWW)	I can explain the types of media that can be shared on the WWW I can describe where websites are stored when uploaded to the WWW I can describe how to access websites on the WWW
Describe how content can be added and accessed on the World Wide Web (WWW)	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 internet services can be used to create content online
Recognise how the content of the WWW is created by people	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 there are rules to protect content
Evaluate the consequences of unreliable content	I can explain that not everything on the World Wide Web is true I can explain why some information I find online may not be honest, accurate, or legal I can explain why I need to think carefully before I share or reshare content
Autumn 2 (Creating media - Audio production)	
Identify that sound can be recorded	I can identify the input and output devices used to record and play sound I can use a computer to record audio I can explain that the person who records the sound can say who is allowed to use it
Explain that audio recordings can be edited	I can re-record my voice to improve my recording I can inspect the soundwave view to know where to trim my recording I can discuss what sounds can be added to a podcast
Recognise the different parts of creating a podcast project	I can explain how sounds can be combined to make a podcast more engaging I can save my project so the different parts remain editable I can plan appropriate content for a podcast
Apply audio editing skills independently	I can record content following my plan I can review the quality of my recordings I can improve my voice recordings
Combine audio to enhance my podcast project	I can open my project to continue working on it 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
Evaluate the effective use of audio	I can listen to an audio recording to identify its strengths I can suggest improvements to an audio recording I can choose appropriate edits to improve my podcast
Spring 1 (Programming A - Repetition in shapes)	
Identify that accuracy in programming is important	I can program a computer by typing commands I can explain the effect of changing a value of a command I can create a code snippet for a given purpose
Create a program in a text-based language	I can use a template to draw what I want my program to do I can write an algorithm to produce a given outcome I can test my algorithm in a text-based language
Explain what 'repeat' means	I can identify repetition in everyday tasks I can identify patterns in a sequence I can use a count-controlled loop to produce a given outcome

Modify a count-controlled loop to produce a given outcome	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 choose which values to change in a loop
Decompose a task into small steps	I can identify 'chunks' of actions in the real world I can use a procedure in a program I can explain that a computer can repeatedly call a procedure
Create a program that uses count-controlled loops to produce a given outcome	I can design a program that includes count-controlled loops I can make use of my design to write a program I can develop my program by debugging it
Spring 2 (Data and information - Data logging)	
Explain that data gathered over time can be used to answer questions	I can choose a data set to answer a given question I can suggest questions that can be answered using a given data set I can identify data that can be gathered over time
Use a digital device to collect data automatically	I can explain what data can be collected using sensors I can use data from a sensor to answer a given question I can identify that data from sensors can be recorded
Explain that a data logger collects 'data points' from sensors over time	I can recognise that a data logger collects data at even points I can identify the intervals used to collect data I can talk about the data that I have captured
Recognise how a computer can help us analyse data	I can view data at different levels of detail I can sort data to find information I can explain that there are different ways to view data
Identify the data needed to answer questions	I can propose a question that can be answered using logged data I can plan how to collect data using a data logger I can use a data logger to collect data
Use data from sensors to answer questions	I can interpret data that has been collected using a data logger I can draw conclusions from the data that I have collected I can explain the benefits of using a data logger
Summer 1 (Creating media - Photo editing)	
Explain that the composition of digital images can be changed	I can improve an image by rotating it I can explain why I might crop an image I can use photo editing software to crop an image I understand that editing images can be unethical
Explain that colours can be changed in digital images	I can explain that different colour effects make you think and feel different things I can experiment with different colour effects I can explain why I chose certain colour effects
Explain how cloning can be used in photo editing	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
Explain that images can be combined	I can experiment with tools to select and copy part of an image I can use a range of tools to copy between images I can explain why photos might be edited
Combine images for a purpose	I can describe the image I want to create I can choose suitable images for my project I can create a project that is a combination of other images
Evaluate how changes can improve an image	I can review images against a given criteria I can use feedback to guide making changes I can combine text and my image to complete the project
Summer 2 (Programming B - Repetition in games)	
Develop the use of count-controlled loops in a different programming environment	I can list an everyday task as a set of instructions including repetition I can predict the outcome of a snippet of code I can modify a snippet of code to create a given outcome
Explain that in programming there are infinite loops and count-controlled loops	I can modify loops to produce a given outcome I can choose when to use a count-controlled and an infinite loop I can recognise that some programming languages enable more than one process to be run at once
Develop a design that includes two or more loops which run at the same time	I can choose which action will be repeated for each object I can explain what the outcome of the repeated action should be I can evaluate the effectiveness of the repeated sequences used in my program

Modify an infinite loop in a given program	I can identify which parts of a loop can be changed I can explain the effect of my changes I can re-use existing code snippets on new sprites
Design a project that includes repetition	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 develop my own design explaining what my project will do
Create a project that includes repetition	I can refine the algorithm in my design I can build a program that follows my design I can evaluate the steps I followed when building my project

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