Computing Progression

At Ark Bentworth, we prepare our children for their futures by giving them the opportunities to gain knowledge and develop skills that will equip them for our ever-changing digital world. We teach our children to use computing for many purposes but most importantly we teach them how to use technology safely. Understanding that technology is now essential to many aspects of life we teach children to be equipped with the skills to embrace emerging technology and to use it confidently and efficiently.

We use DB Primary Computing Curriculum as the basis of our weekly computing lessons. The programme teaches pupils about computer science, digital literacy, information technology and online safety:

- Computer science supports pupils in understanding how computers work through teaching them about programming.
- Digital literacy teaches pupils about the uses of technology for communication and collaboration.
- Information technology is about how technology can be used to search for, collect and present information.
- Online safety ensures that pupils feel confident when using the internet and explains what to do if they come across something which is inappropriate or makes them feel uncomfortable.

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

By the end of Key Stage 1 pupils should be taught to:	By the end of Key Stage 2 pupils should be taught to:
• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • 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.	• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable

National Curriculum:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Information Technology	• Use technology purposefully to create, store and retrieve digital content.	• Consolidate using technology purposefully to create, store and retrieve digital content. • Use technology purposefully to organise and manipulate digital content. • Begin to use search technologies effectively and begin to use a variety of software to accomplish given goals.	• Use search technologies effectively. • Use (and begin to select) a variety of software to accomplish given goals. • Collect and present information. • Design and create content.	• Continue to use search technologies effectively. • Use and select a variety of software to accomplish given goals. • Collect and present, and begin to analyse and evaluate, information. • Design and create content, beginning to collect and present data.	• Select and use a variety of software to accomplish given goals. • Select, use and combine internet services. • Analyse and evaluate information, collect and present data.	• Select, use and combine a variety of software to accomplish given goals on a range of digital devices. • Analyse and evaluate data. • Design and create systems.
Computer Science	• Understand what algorithms are. • Create simple programs. • Develop understanding of how algorithms are implemented as programs on digital devices. • Begin to understand that programs execute by following precise and unambiguous instructions. • Debug simple programs. • Use logical reasoning to predict the behaviour of simple programs.	• Understand that algorithms are implemented as programs on digital devices. • Understand that programs execute by following precise and unambiguous instructions. • Debug simple programs. • Use logical reasoning to predict the behaviour of simple programs. • Begin to write programs that accomplish specific goals and to use sequence in programs.	• Write (and begin to debug) programs that accomplish specific goals. • Use sequence in programs. • Work with various forms of input and output.	• Write and debug programs that accomplish specific goals. • Use sequence, and begin to use repetition, in programs. • Work with various forms of input and output.	• Design, create and debug programs that accomplish specific goals. • Use repetition in programs. • Use logical reasoning to detect and correct errors in programs. • Understand how computer networks can provide multiple services, such as the World Wide Web, and appreciate how search results are selected.	• Solve problems by decomposing them into smaller parts. • Use selection in programs and work with variables. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms. • Understand computer networks including the internet. • Appreciate how search results are ranked.
Digital Literacy	• Use technology safely and respectfully, identifying where to go for help where there are concerns. (e-Safety) • Keep personal information private. (e-Safety) • Recognise common uses of information technology beyond school.	• Use technology safely and respectfully, identifying where to go for help where there are concerns about content or contact on the internet or other online technologies. (E-Safety) • Consolidate understanding of the importance of keeping personal information private. (E-Safety)	• Use technology responsibly. • Identify a range of ways to report concerns about contact (on the internet or other online technologies). • Begin to understand the opportunities computer networks offer for communication.	• Use technology responsibly. • Identify a range of ways to report concerns about contact and content, beginning to recognise acceptable and unacceptable behaviour. • Develop an understanding of the opportunities computer networks offer for communication.	• Understand the opportunities computer networks offer for communication. • Identify a range of ways to report concerns about contact (on the internet or other online technologies). • Recognise acceptable and unacceptable behaviour.	• Understand the opportunities computer networks offer for collaboration. • Be discerning in evaluating digital content. •

Assessment Indicators within the DB Primary SoW

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Information Technology	• Begin to develop mouse and keyboard skills and learn to open, save and close files and applications. • Begin to enter simple text and graphics (images). • Begin to be able to browse the internet, using menus and hyperlinks. • Understand that files are stored in different areas on networks, devices and web-based technologies. • Begin to understand that file names are important. • Begin to locate and use information from the internet by visiting a number of predetermined sites.	• Understand that files are stored in different areas on networks, devices and web-based technologies, and that file names are important. • Locate and use information from the internet by visiting a number of predetermined sites. • Begin to understand how and why files are stored in structured areas on networks, devices and web-based technologies. • Begin to understand why file names are important and use meanigful filenames when saving work.	• Understand how and why files are stored in structured areas on networks, devices and web-based technologies. • Understand that file names are important and use meaningful filenames when saving work. • Begin to create and use structured file areas on networks, devices and web based technologies. • Begin to understand that file names and extensions are important and use meaningful filenames and versions when saving and redrafting work. • Begin to carry out independent research using a selection of search tools, explaining what happens if different search tools are used to find out about the same thing.	• Develop understanding of how and why files are stored in structured areas on networks, devices and web-based technologies. • Understand that file names and extensions are important and use meaningful filenames when saving (and beginning to re-draft) work. • Confidently use remote controlled devices, programmable toys and on-screen objects, understanding and explaining the need for correct logical instructions. • Create and use structured file areas on networks, devices and web based technologies. • Develop understanding of the importance of file names and extensions and use meaningful filenames and versions when saving and redrafting work. • Carry out independent research using a selection of search tools, beginning to explain what happens if different search tools are used to find out about the same thing.	• Create and use structured file areas on networks, devices and web-based technologies. • Understand that file names and extensions are important and use meaningful filenames and versions when saving and redrafting work. • Begin to understand that data needs to be deleted when no longer used and understand the principles and importance of back-ups. • Begin to use search facilities to locate files and understand how these work. • Explore and explain what happens if different search tools and data sources are used to find out about the same thing, developing understanding of some tools being better for purpose than others.	• Create and use structured file areas on networks, devices and web-based technologies. • Understand that file names and extensions are important and use meaningful filenames and versions when saving and redrafting work. • Understand that data needs to be deleted when no longer used and understand the principles and importance of back-ups. • Use search facilities to locate files and understand how these work, evaluating how effectively chosen methods serve purpose and audience. • Explore and explain what happens if different search tools and data sources are used to find out about the same thing, developing understanding of some tools being better for purpose than others. •

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computer Science	• Use and control simple remote-controlled devices, programmable toys and on-screen objects. • Begin to capture sounds and images using appropriate software and hardware. • Use remote controlled devices, programmable toys and on-screen objects to move in meaningful ways. • Use on-screen objects to follow paths and tracks. • Begin to use and manipulate on-screen objects and simple simulations effectively and confidently.	• Use logical reasoning to predict the behaviour of simple programs. • Use remote controlled devices, programmable toys and on-screen objects to move in meaningful ways, understanding the need for precise programming instructions (algorithms). • Use on-screen objects to follow paths and tracks. • Use and manipulate simple on-screen objects and simulations effectively and confidently. • Use remote controlled devices, programmable toys and on-screen objects to move in meaningful ways, understanding and explaining the need for correct logical instructions. • Begin to understand how to correct simple programming errors (debugging). • Begin to use on-screen objects to follow paths and tracks, considering scale and efficiency.	• Use remote controlled devices, programmable toys and on-screen objects to move in meaningful ways, understanding and explaining the need for correct logical instructions. • Understand how to correct simple programming errors (debugging). • Use on-screen objects to follow paths and tracks, considering scale and efficiency. • Understand that a set of instructions can be written in advance and deployed later and explain why this may be desirable. • Begin to use loops to increase programming efficiency. • Begin to understand how to write computer code, test and correct simple programming errors.	• Develop understanding of how to correct simple programming errors (debugging). • Confidently use on-screen objects to follow paths and tracks, considering scale and efficiency. • Understand that a set of instructions can be written in advance and deployed later and explain why this may be desirable. • Develop use of loops to increase programming efficiency. • Develop understanding of how to write computer code, test and correct simple programming errors.	• Use remote controlled devices, programmable toys and on-screen objects, understanding and explaining the need for correct logical instructions and simulating 'live' issues (quickest route etc.) • Use loops to increase programming efficiency; explain scale and efficiency in simulations. • Understand how to write computer code, test and correct simple programming. • Understand that a set of instructions can be written in advance and deployed later and explain why this may be desirable. • Carry out independent research using a selection of search tools, selecting appropriate information for use in other applications and exploring a range of methods for capturing web-based material. • Begin to use loops, variables and conditions to increase programming efficiency.	• Use remote controlled devices, programmable toys and on-screen objects, understanding and explaining the need for correct logical instructions and simulating 'live' issues (quickest route etc.) • Use loops to increase programming efficiency; explain scale and efficiency in simulations. • Understand how to write computer code, test and correct simple programming. • Understand that a set of instructions can be written in advance and deployed later and explain why this may be desirable. • Carry out independent research using a selection of search tools, selecting appropriate information for use in other applications and exploring a range of methods for capturing web-based material. • Use loops, variables and conditions to increase programming efficiency.
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Digital Literacy and	• Understand the importance of keeping information private and identify where to go for help and support where there are concerns.	• Know how to use technology respectfully and responsibly • Know and identify where to go for help and support, and a range of ways to report, concerns about content or contact on the internet or other online technologies	• Keep personal information private • Know where to go for help and support when they have concerns about content or contact on the internet or other online technologies	• Keep personal information private • Identify a range of ways to report concerns about content or contact • Recognise acceptable and unacceptable behaviour	• Understand that chat rooms are used to communicate online over distances • Understand the different ways chat rooms may be set up and used for different purposes	• Recognise common uses of information technology beyond school • Use technology purposefully to create, store, retrieve and manipulate digital content

		• Recognise common uses of information technology beyond school • Use technology to purposefully create, store and retrieve digital content • Use technology effectively to combine text with drawings, graphics and photographs	• Use technology respectfully and responsibly • Know where to go for help • Identify a range of ways to report concerns about contact	• Recognise acceptable and unacceptable behaviour • Understand that email is used to send/receive messages electronically over distances • Understand the different ways messages can be sent for different purposes • Understand that networks, websites, emails etc. have specific addresses • Use technology safely, respectfully and identify a range of ways to report concern	• Understand the e-safety issues arising from use of chat rooms	• Use, and know how to use, a variety of software and hardware to accomplish given goals •

Lesson #	Autumn 1 Unit 1	Autumn 2 Unit 2	Spring 1 Unit 3	Spring 2 Unit 4	Summer 1 Unit 5	Summer 2 Unit 6
				Year 1		
1	**E-Safety:** Password Safety Storybook	**Computer Science:** Computer Hardware Fact file + Hardware Teacher Tool	**Problem Solving:** Picking Up Skills:1	**E-Safety:** Cyberbullying Storybook	**E-Safety:** Communicating Online Storybook	**Problem Solving:** Furthering the Collection:1
2	**Movement:** Getting Moving	**Movement:** Moving On:3	**Problem Solving:** Picking Up Skills:2	**Drawing:** Drawing On Experience:1	**Problem Solving:** Collecting Knowledge:1	**Problem Solving:** Unlocking Potential:1
3	**Movement:** Moving On:1	**Movement:** Moving On:4	**Problem Solving:** Picking Up Skills:3	**Drawing:** Drawing On Experience:2	**Debugging:** Picking up the Pieces:1	**Debugging:** Unlocking the Right Path:1
4	**Movement:** Moving On:2	**Movement:** Making the Next Move:1	**Problem Solving:** Picking Up Skills:4	**Debugging:** All the Right Moves:1	**Movement:** Further Steps:1	**Problem Solving:** Unlocking the Next Step:1
5	**Drawing:** Making Your Mark	**Drawing:** On the Right Lines:3	**Problem Solving:** Picking Up Skills:5	**Debugging:** All the Right Moves:2	**Movement:** Further Steps:2	**Movement:** Twists and Turns:1
6	**Drawing:** On the Right Lines:1	**Drawing:** On the Right Lines:4			**Debugging:** Back On Track:1	**Movement:** Twists and Turns:2
7	**Drawing:** On the Right Lines:2	**Drawing:** Getting In Shape:1			**Debugging:** Back On Track:2	**Digital Literacy:** Jobs in Computing Fact file
Additional		**Computer Science:** Computer Hardware Quiz				

Lesson #	Autumn 1 Unit 7	Autumn 2 Unit 8	Spring 1 Unit 9	Spring 2 Unit 10	Summer 1 Unit 11	Summer 2 Unit 12
				Year 2		
1	**E-Safety:** Respect Fact file + E-Safety Quiz	**Computer Science:** Debugging Fact file + Crossword	**Problem Solving:** Picking Up Skills:6	**Computer Science:** Understanding Algorithms Fact file	**Computer Science:** Programs Fact file + Crossword	**Code Blocks:** Functional Thinking:8
2	**Movement:** Making the Next Move:2	**Problem Solving:** Collecting Knowledge:2	**Problem Solving:** Picking Up Skills:7	**Problem Solving:** Furthering the Collection:2	**Code Blocks:** Functional Thinking:1 + 2	**Code Blocks:** Functional Thinking:9
3	**Debugging:** All the Right Moves:3	**Debugging:** Picking up the Pieces:2	**Problem Solving:** Picking Up Skills:8	**Problem Solving:** Unlocking Potential:2	**Code Blocks:** Functional Thinking:3	**Code Blocks:** Functional Thinking:10
4	**Debugging:** All the Right Moves:4	**Movement:** Further Steps:3	**Problem Solving:** Picking Up Skills:9	**Debugging:** Unlocking the Right Path:2	**Code Blocks:** Functional Thinking:4	**Code Blocks:** Functional Thinking:11
5	**Drawing:** Getting In Shape:2	**Movement:** Further Steps:4	**Problem Solving:** Picking Up Skills:10	**Debugging:** Unlocking the Next Step:2	**Code Blocks:** Functional Thinking:5	**Code Blocks:** Functional Thinking (extension)
6	**Drawing:** Drawing On Experience:3	**Debugging:** Back On Track:3		**Computer Science:** Algorithms Crossword	**Code Blocks:** Functional Thinking:6	**Information Tech:** Files & Folders Fact file
7	**Drawing:** Drawing On Experience:4	**Debugging:** Back On Track:4			**Code Blocks:** Functional Thinking:7	*Organising Files & Folders*
Additional						

	Year 3					
Lesson #	Autumn 1 Unit 13	Autumn 2 Unit 14	Spring 1 Unit 15	Spring 2 Unit 16	Summer 1 Unit 17	Summer 2 Unit 18
1	**E-Safety:** E-Safety Fact file + E-Safety Crossword	**Adv. Code Blocks:** Advanced Logic: 9 + 10	**Control:** Lift Off:1, Lift Off:2 + Lift Off:3	**Computer Science:** Loops + Sequences Fact files	**Sequence:** Properties & Sequences:1 + 2	**E-Safety:** Email Safety Storybook
2	**Adv. Code Blocks:** Advanced Logic:1 + 2	**Adv. Code Blocks:** Advanced Logic:10 (extension)	**Control:** Lift Off:4 + Lift Off:5	**Control:** Understanding Controls:1 + 2	**Sequence:** Properties & Sequences:3	**Repetition:** Pattern & Repetition:1 + 2
3	**Adv. Code Blocks:** Advanced Logic:3	**Adv. Code Blocks:** Advanced Logic:11	**Control:** Lift Off:6 + Lift Off:7	**Control:** Understanding Controls:3	**Sequence:** Properties & Sequences:4	**Repetition:** Pattern & Repetition:3
4	**Adv. Code Blocks:** Advanced Logic:4 + 5	**Adv. Code Blocks:** Advanced Logic:12	**Control:** Lift Off:8 + Lift Off:9	**Control:** Understanding Controls:4	**Sequence:** Properties & Sequences:5	**Repetition:** Pattern & Repetition:4
5	**Adv. Code Blocks:** Advanced Logic:6	**Adv. Code Blocks:** Advanced Logic (extension)	**Control:** Lift Off:10 + Lift Off:11	**Control:** Understanding Controls:5	**Sequence:** Properties & Sequences:6	**Repetition:** Pattern & Repetition:5
6	**Adv. Code Blocks:** Advanced Logic:7	**Adv. Code Blocks:** Advanced Logic (extension)	**E-Safety:** Sharing Information Storybook		**Sequence:** Properties & Sequences:7	**Information Tech:** Forums & Blogs Fact file
7	**Adv. Code Blocks:** Advanced Logic:8	**Information Tech:** Inputs & Outputs Fact file			**Sequence:** Properties & Sequences:8	*Using Forums & Blogs*
Additional	**E-Safety:** Cyberbullying Quiz				**Digital Literacy:** Jobs in Computing *(review from P1)*	**E-Safety:** Password Safety Quiz

Lesson #	Autumn 1 Unit 19	Autumn 2 Unit 20	Spring 1 Unit 21	Spring 2 Unit 22	Summer 1 Unit 23	Summer 2 Unit 24
	Year 4					
1	**Information Tech:** Multimedia + Styling Fact files	**Adv. Control:** Advanced Properties:1	**E-Safety:** Password Safety Fact file	**Programming:** Music Mania:6	**Computer Science:** Programming Structures Fact file	**Computer Science:** Networks Fact file + Network Tools
2	**Formatting:** Super Styling:1 + 2	**Adv. Control:** Advanced Properties:2	**Programming:** Music Mania:1 + 2	**Programming:** Music Mania:7	**Adv. Control:** Advanced Repetition:1	**Adv. Control:** Advanced Repetition:5 + 6
3	**Formatting:** Super Styling:3, 4 + 5	**Adv. Control:** Advanced Properties:3	**Programming:** Music Mania:3	**Programming:** Music Mania:8	**Adv. Control:** Advanced Repetition:2	**Adv. Control:** Advanced Repetition:7
4	**Coding Conversation:** Animal Chat:1, 2 + 3	**Adv. Control:** Advanced Properties:4	**Programming:** Music Mania:4	**Programming:** Music Mania:9	**Adv. Control:** Advanced Repetition:3	**Adv. Control:** Advanced Repetition:8
5	**Coding Conversation:** Animal Chat:4, 5 + 6	**Adv. Control:** Advanced Properties:5	**Programming:** Music Mania:5	**E-Safety:** Cyberbullying Fact file	**Adv. Control:** Advanced Repetition:4	**Adv. Control:** Advanced Repetition:9
6	**Coding Conversation:** Animal Chat:7, 8 + 9	**Information Tech:** Search Engines Fact file	**E-Safety:** Respect Storybook *(review from P1)*	**E-Safety:** Password Safety Quiz + Cyberbullying Quiz	**Information Tech:** File Management Fact file	**Digital Literacy:** Email & IP Fact file + Activities
7	**Coding Conversation:** Animal Chat:10	**Information Tech:** *Search Engines*			**Information Tech:** *File & Folder Management*	**Digital Literacy:** Email Safety Fact file + Finding Addresses Activities
Additional						**Computer Science:** Networks Crossword

DB Primary Long Term Overview – Year 5

Lesson #	Autumn 1 Unit 25	Autumn 2 Unit 26	Spring 1 Unit 27	Spring 2 Unit 28	Summer 1 Unit 29	Summer 2 Unit 30
1	**Computer Science:** Conditional Selection + Variables Fact files	**Programming:** Piano Keyboard:9	**Programming:** Race Track:1, 2 + 3	**Programming:** Race Track:8	**Digital Literacy:** Open Chatrooms + Closed Chatrooms Fact files	**Programming:** Quizzical Quiz:6
2	**Programming:** Piano Keyboard: 1 + 2	**Programming:** Piano Keyboard: 10 + 11	**Programming:** Race Track:4	**Programming:** Race Track:9	**Digital Literacy:** Chatrooms Quiz	**Programming:** Quizzical Quiz:7
3	**Programming:** Piano Keyboard: 3 + 4	**Programming:** Piano Keyboard:12	**Programming:** Race Track:5	**Programming:** Race Track:10	**Programming:** Quizzical Quiz:1 + 2	**Programming:** Quizzical Quiz:8
4	**Programming:** Piano Keyboard:5	**Programming:** Piano Keyboard:13	**Programming:** Race Track:6	**Programming:** Race Track:11	*Quizzical Quiz:1 + 2*	*Quizzical Quiz:8*
5	**Programming:** Piano Keyboard:6	**Programming:** Piano Keyboard: 14 + 15	**Programming:** Race Track:7	**Programming:** Race Track:12 + 13	**Programming:** Quizzical Quiz:3 + 4	**Information Tech:** Robotics Fact file
6	**Programming:** Piano Keyboard:7	**Programming:** Piano Keyboard:16	**Computer Science:** Conditional Selection Fact file		*Quizzical Quiz:3 + 4*	*Robotics*
7	**Programming:** Piano Keyboard:8	**Programming:** Piano Keyboard:17			**Programming:** Quizzical Quiz:5	**E-Safety:** Viruses Fact file
Additional		**Computer Science:** Variables Fact file *(re-cap from U.25)*				**[re-cap] E-Safety:** E-Safety Fact file, Crossword + Quiz

DB Primary Long Term Overview – Year 6

Year 6						
Week #	**Autumn 1** **Unit 1**	**Autumn 2** **Unit 2**	**Spring 1** **Unit 3**	**Spring 2** **Unit 4**	**Summer 1** **Unit 5**	**Summer 2** **Unit 6**
1	**Programming:** Ace Race:1 + 2	**Programming:** Constellations:1 + 3 (Demo.1)	**Information Tech:** HTML Styling Fact file	**Computer Science:** Binary Code & Computer Language Fact file	**Digital Literacy:** Computer Evolution Fact file	**Functional Thinking:** Logic Challenge:4
2	**Programming:** Ace Race:3 + 4	**Programming:** Constellations:2	**Programming:** Piano Toolbox [open toolbox]	**Programming:** Quiz Toolbox [open toolbox]	**Programming:** Sound Toolbox [open toolbox]	**Functional Thinking:** Logic Challenge:5
3	**Programming:** Ace Race:5	**Programming:** Constellations:4 + 5 (Demo.2)	*Piano Toolbox*	*Quiz Toolbox*	*Sound Toolbox*	**Functional Thinking:** Logic Challenge:6
4	**Programming:** Ace Race:6	**Programming:** Deep Space:1 + 2	*Piano Toolbox*	*Quiz Toolbox*	*Sound Toolbox*	**Functional Thinking:** Logic Challenge:7
5	**Programming:** Ace Race:7	**Programming:** Deep Space:3	*Piano Toolbox*	*Quiz Toolbox*	**Functional Thinking:** Logic Challenge:1	**Functional Thinking:** Logic Challenge:8
6	**Programming:** Ace Race:8	**Programming:** Deep Space:4			**Functional Thinking:** Logic Challenge:2	*Logic Challenge extension*
7	**Programming:** Ace Race:9 + 10	**Programming:** Deep Space:5 + 6 (Demo.)			**Functional Thinking:** Logic Challenge:3	*Logic Challenge extension*
Additional			**E-Safety:** Respect Storybook *(review from P1)*	**E-Safety:** Password Safety Quiz + Cyberbullying Quiz		**Computer Science:** Networks Crossword