

	Digital Life			Digital Devices		Explore Data	Create Content			Creative Coding				Change Your World	AI in Your World				
HL	Use technology safely		Use technology responsibly	Control physical systems or simulate physical systems		Present information		Use software to create content that accomplish specific goals			Detect errors in algorithms		Correct errors in algorithms	Use software to design content that accomplish specific goals		Understand the digital world around us			
LL	Explain how to keep your account safe when using online tools		Explain why it's important to turn off electronic equipment when you are not using it	Define the term digital device as an electronic tool that can run programs		Get information from a tally chart		Use undo and redo in a drawing editor	Use the circle and square tools to draw simple shapes in a drawing editor (SVG editor)	Change the properties of a circle and a square, such as fill and outline colours	Recall that an algorithm is a set of instructions that are followed to solve a problem or perform a task	Recognise when step-by-step instructions (algorithms) aren't giving the correct results	Detect mistakes in step-by-step instructions (algorithms)	Correct errors in step-by-step instructions (algorithms)	Research interests/opinions to input into character design		Define artificial intelligence (AI)	Identify common examples of AI tools in everyday life	
Code	S3.HL4.LL1		S3.HL3.LL1	S3.HL10.LL1		S3.HL17.LL1		S3.HL27.LL2	S3.HL27.LL1	S3.HL27.LL3	S3.HL35.LL1	S3.HL35.LL2	S3.HL35.LL3	S3.HL36.LL1	S3.HL28.LL13		S3.HL8.LL4	S3.HL8.LL5	
HL	Identify a range of ways to report concerns about content and contact			Control physical systems or simulate physical systems	Collect data	Present information		Use software to create content that accomplish specific goals			Use sequence in programs			Use and combine software to create programs that accomplish specific goals		Understand the digital world around us		Understand how computing is used to change the world	
LL	Recall where to get help from a trusted adult if something online is worrying	Identify inappropriate content	Identify inappropriate contact from people online	Identify digital devices in the school, home or community	Collect data for a tally chart	Present information from a table as a tally chart		Combine circles and squares to create a character	Group and ungroup shapes	Use the text and line tools to label objects	Define a sequence as a set of instructions that are carried out in order		Use a coding editor to create a scene with a backdrop, sprites and a sequence of code blocks		Create a character in the drawing editor		Explain that AI is trained on data and learns from examples	Describe how AI can help people in real jobs and daily tasks	
Code	S3.HL1.LL1	S3.HL1.LL2	S3.HL1.LL3	S3.HL10.LL2	S3.HL18.LL1	S3.HL17.LL4		S3.HL27.LL4	S3.HL27.LL6	S3.HL27.LL7	S3.HL37.LL1		S3.HL37.LL2		S3.HL52.LL1		S3.HL8.LL6	S3.HL9.LL	
HL	Recognise acceptable online behaviour			Control physical systems or simulate physical systems	Control physical systems or simulate physical systems	Present information		Use software to create content that accomplish specific goals			Detect errors in programs		Correct errors in programs		Use and combine software to create programs that accomplish specific goals		Understand the digital world around us		Be discerning in evaluating digital content
LL	Identify kind and respectful ways to communicate with others online, such as using polite words and emojis			Define the term robot as a digital device programmed to carry out specific tasks in the physical world	Identify examples where a robot is used in the world around us	Present information from a table using a block diagram		Resize and reshape squares and circles to change their appearance			Detect the errors in a given ShedBlocks program		Correct the errors in a given ShedBlocks program		Code a personalised character in ShedBlocks		Define generative AI	Define prompt	Describe why the same prompt doesn't always give the same result
Code	S3.HL2.LL1			S3.HL10.LL5	S3.HL10.LL4	S3.HL17.LL2		S3.HL27.LL5			S3.HL39.LL1		S3.HL40.LL1		S3.HL52.LL2		S3.HL8.LL7	S3.HL8.LL8	S3.HL22.LL5
HL	Recognise acceptable online behaviour			Control physical systems or simulate physical systems		Present information		Use software to create content that accomplish specific goals			Use events to control the flow of programs				Use and combine software to design programs that accomplish specific goals		Use technology safely	Be discerning in evaluating digital content	Use technology safely
LL	Explain why it's important to be nice online, even when you disagree with someone			Describe the micro:bit as a digital device	Explain that digital devices can be programmed to control physical systems	Present information from a table using a pictogram		Choose a theme for a presentation	Colour and resize text	Insert an image into a slide	Describe that events can be used to run blocks in a program		Use input events to run blocks (sprite clicked, keyboard pressed, arrow tapped)		Reflect on feedback from an audience		Explain why personal information should not be entered into AI tools	Identify that AI can make mistakes or hallucinate information	Recall rules and age restrictions for AI tools and why they exist
Code	S3.HL2.LL3			S3.HL10.LL7	S3.HL10.LL3	S3.HL17.LL5		S3.HL27.LL10	S3.HL27.LL12	S3.HL27.LL11	S3.HL38.LL1		S3.HL38.LL2		S3.HL53.LL1		S3.HL4.LL11	S3.HL22.LL6	S3.HL4.LL12
HL	Recognise acceptable online behaviour			Control physical systems or simulate physical systems		Present information		Use software to create content that accomplish specific goals			Solve problems by decomposing them into smaller parts		Design programs that accomplish specific goals		Use software to create content that accomplish specific goals		Understand the digital world around us		
LL	Demonstrate how to ask permission before sharing content or information about others			Simulate a digital device to perform a task		Present information using colour		Select an appropriate layout for a slide		Add, duplicate and delete slides	Break a task down into smaller steps to create a program		Design a program that creates a sequence of blocks that run when an event happens		Insert a screenshot or video of a ShedBlocks project into a presentation		Compare questions AI can answer well with those it cannot		Explain that AI isn't human
Code	S3.HL2.LL4			S3.HL10.LL6		S3.HL17.LL3		S3.HL27.LL8		S3.HL27.LL9	S3.HL41.LL1		S3.HL42.LL1		S3.HL27.LL20		S3.HL8.LL9	S3.HL8.LL10	
HL	Recognise acceptable online behaviour			Use software to create systems that accomplish specific goals		Present information		Use software to create content that accomplish specific goals			Use logical reasoning to explain how some simple algorithms work		Design programs that accomplish specific goals		Use software to create content that accomplish specific goals		Use software to create content that accomplishes specific goals		Use technology respectfully
LL	Create a school code of conduct for using online tools			Use a micro:bit that has been programmed to perform a task		Present information from a table using a creative visualisation		Add slide animations to a presentation		Show a presentation in presentation view	Describe the steps in an algorithm that lead to a specific outcome in a program		Write a program that uses sequences and events		Present a presentation to an audience		Identify respectful and responsible ways to use AI tools		Use a structured prompt to generate text with an AI tool
Code	S3.HL2.LL2			S3.HL11.LL1		S3.HL17.LL6		S3.HL27.LL13		S3.HL27.LL14	S3.HL43.LL1		S3.HL42.LL2		S3.HL27.LL21		S3.HL27.LL24	S3.HL6.LL4	

	Digital Life				Digital Devices		Explore Data		Create Content				Creative Coding			Change Your World	AI in Your World		
HL	Identify a range of ways to report concerns about content and contact				Identify a range of ways to report concerns about content and contact	Control physical systems or simulate physical systems	Collect data		Use software to design content that accomplish specific goals				Use events to control the flow of programs			Use and combine software to design systems that accomplish specific goals	Understand the digital world around us		Understand how computing is used to change the world
LL	Explain how to report inappropriate content				Explain how to report inappropriate content	Define hardware and software	Create a form to collect data for a purpose		Select a font and font size in a word processor	Use bold, centre and underline in a word processor	Use title, subtitle and headings in a word processor		Explain that events in a program can trigger blocks to run	Use the 'When background switches to' block to trigger blocks to run	Research information for an interactive storybook	Describe that AI follows algorithms and uses training data	Identify more examples of AI in the real world	Describe how AI is influencing existing jobs or creating new types of work	
Code	S4.HL1.LL4				S4.HL1.LL5	S4.HL10.LL8	S4.HL18.LL2		S4.HL28.LL1	S4.HL28.LL2	S4.HL28.LL3		S4.HL38.LL3	S4.HL38.LL4	S4.HL13.LL3	S4.HL8.LL11	S4.HL8.LL12	S4.HL9.LL	
HL	Recognise unacceptable online behaviour				Control physical systems or simulate physical systems		Collect data		Use software to design content that accomplish specific goals			Use search technology effectively	Use repetition in programs		Use and combine software to design systems that accomplish specific goals	Understand the digital world around us			
LL	Identify cyberbullying	Identify examples of unkind or hurtful behaviour online	Recognise when it's wrong to exclude others in online games, chats, or social media	Explain why it's wrong to send or share mean messages, pictures, or videos	Describe a control system as hardware and software working together to carry out a task		Use a form to collect data for a purpose		Use undo and redo in a word processor	Use cut, copy and paste in a word processor	Insert an image into a word processed document	Use search technology to find an image	Describe that repetition is used in programs to repeat a sequence of code	Use a repeat loop (repetition) to repeat a sequence for a set number of times	Create a plan for an interactive storybook	Define machine learning	Explore how training data affects AI results	Simulate training a machine learning model	
Code	S4.HL5.LL1	S4.HL5.LL2	S4.HL5.LL3	S4.HL5.LL4	S4.HL10.LL9		S4.HL18.LL3		S4.HL28.LL4	S4.HL28.LL5	S4.HL28.LL6	S4.HL21.LL2	S4.HL44.LL1	S4.HL44.LL3	S4.HL13.LL4	S4.HL8.LL13	S4.HL8.LL14	S4.HL8.LL15	
HL	Use technology safely				Control physical systems or simulate physical systems		Present data		Understand how the internet provides the World Wide Web		Appreciate how search results are selected and ranked		Use repetition in programs		Use and combine software to create systems that accomplish specific goals	Understand the digital world around us			
LL	Create a sensible username for an online tool				Identify the hardware components on the micro:bit	Download a program to a micro:bit	Create a table to collate data from a form	Enter collected data into a table	Explain that a search engine allows you to search the World Wide Web		Describe how search results are selected and ranked		Use a forever loop (repetition) to repeat a sequence until the program is stopped		Write a program for an interactive book	Recall generative AI and compare with machine learning	Identify scenarios as ML or generative AI		
Code	S4.HL4.LL2				S4.HL10.LL10	S4.HL10.LL11	S4.HL19.LL1	S4.HL19.LL2	S4.HL29.LL1		S4.HL30.LL1		S4.HL44.LL2		S4.HL14.LL3	S4.HL8.LL16		S4.HL8.LL17	
HL	Understand the opportunities networks offer for communication and collaboration				Use software to create systems that accomplish specific goals		Present data		Be discerning in evaluating digital content				Detect errors in programs	Use logical reasoning to explain how some simple algorithms work	Correct errors in programs	Use and combine software to create systems that accomplish specific goals	Understand the digital world around us	Be discerning in evaluating digital content	
LL	Describe how a network can be used for online communication				Use a program that uses an input on a digital device to control an output		Sort the data in a table to organise it in a meaningful way (e.g., by name, age, or another relevant category) and use filters to display only certain records		Identify reliable and unreliable digital sources		Recognise bias in digital content		Detect an error in a program that uses repetition	Use logical reasoning to explain how changing steps in an algorithm can affect the outcome of a program	Correct an error in a program that uses repetition	Use a micro:bit to control an interactive book	Explain why people use Gen AI to create images	Identify cues that suggest an image/video might be AI-generated (deepfakes)	Explain how deepfakes can mislead people
Code	S4.HL7.LL1				S4.HL11.LL2		S4.HL19.LL3		S4.HL22.LL2		S4.HL22.LL4		S4.HL39.LL2	S4.HL43.LL2	S4.HL40.LL2	S4.HL14.LL4	S4.HL8.LL18	S4.HL22.LL7	S4.HL22.LL8
HL	Use technology respectfully				Use software to design programs that accomplish specific goals		Present information		Be discerning in evaluating digital content				Solve problems by decomposing them into smaller parts		Use and combine software to design systems that accomplish specific goals	Use technology respectfully			
LL	Use a collaborative online tool respectfully		Comment respectfully on an online platform		Design a program that uses an input on a digital device to control an output		Present information from a table using a bar chart		Evaluate the accuracy of digital content				Decompose a program by identifying its key parts		Reflect on feedback from users	Explain why some AI-generated content can negatively impact other people	Describe how to use AI tools safely by protecting personal information		
Code	S4.HL6.LL1		S4.HL6.LL2		S4.HL12.LL1		S4.HL17.LL7		S4.HL22.LL3				S4.HL41.LL2		S4.HL13.LL5	S4.HL6.LL3		S4.HL4.LL13	
HL	Recognise acceptable online behaviour		Use technology responsibly		Use software to design programs that accomplish specific goals		Analyse information		Use search technologies effectively				Design programs that accomplish specific goals		Use and combine software to design systems that accomplish specific goals	Use software to create content that accomplish specific goals			
LL	Identify how to give credit when using someone else's work, like photos, drawings, or ideas from the internet		Discuss who owns content created online		Design a program that uses an input on a digital device to control an output		Use visualised information to ask and answer questions		Search for a fact using a web browser				Design a program in ShedBlocks that uses repetition and events		Showcase an interactive book	Identify elements of an effective prompt	Use structured prompts to generate and refine AI images		
Code	S4.HL2.LL5		S4.HL3.LL2		S4.HL12.LL1		S4.HL20.LL1		S4.HL21.LL3				S4.HL42.LL3		S4.HL13.LL6	S4.HL27.LL22		S4.HL27.LL23	

	Digital Life			Digital Devices		Explore Data			Create Content		Creative Coding			Change Your World		AI in Your World					
HL	Use technology safely		Understand the digital world around us		Control physical systems or simulate physical systems		Use search technologies effectively	Be discerning in evaluating digital content	Evaluate information	Use software to create content that accomplish specific goals		Use concurrency to control the flow of programs			Use software to design content that accomplish specific goals		Understand the digital world around us				
LL	Identify common risks when using digital devices, such as eye strain and repetitive strain injuries		Identify safe and responsible ways to use digital devices, like setting time limits or asking permission before downloading apps or games		Identify specific uses of sensors to detect input in the digital world	Define that a sensor is a component that detects input from the physical environment	Recall how to use search technologies effectively	Recall how to evaluate the accuracy of digital content	Assess the reliability of information by considering the source and date of publication	Record a sound using a microphone	Adjust the volume of a sound recording	Explain that more than one script can run at the same time		Use broadcasts to communicate between scripts		Research healthy sound threshold levels		Identify how historical developments in AI contribute to modern generative models	Identify examples of AI systems used in real-world contexts, including examples from industry and daily life		
Code	S5.HL4.LL6		S5.HL8.LL1		S5.HL10.LL13	S5.HL10.LL12	S5.HL21.LL1	S5.HL22.LL1	S5.HL24.LL1	S5.HL27.LL15	S5.HL27.LL16	S5.HL45.LL1		S5.HL45.LL2		S5.HL28.LL14		S5.HL8.LL19		S5.HL8.LL20	
HL	Understand the digital world around us	Use technology safely		Use software to create systems that accomplish specific goals		Collect information			Use software to create content that accomplish specific goals		Use selection in programs		Use output with variables		Select software to design systems that accomplish specific goals		Understand the digital world around us		Be discerning in evaluating digital content		
LL	Explain how different digital tools help keep us safe, such as parental controls, privacy settings, and reporting features on websites and apps	Create and use a strong password	Setup privacy settings in an online platform	Use a program that reacts to sensor data		Sort and filter relevant information from a dataset			Edit a sound recording		Describe how an if statement/ if block can be used to check for a condition		Use a built in variable to display a message	Produce different outputs based on the value of a variable	Create a plan for a sound monitor	Choose how to visually represent the health of the sound	Explain why AI models may produce inaccurate, biased or misleading content		Explain that facial recognition accuracy depends on the quality and diversity of its training data		
Code	S5.HL8.LL2	S5.HL4.LL7	S5.HL4.LL4	S5.HL11.LL4		S5.HL23.LL1			S5.HL27.LL17		S5.HL46.LL1	S5.HL47.LL1	S5.HL47.LL2	S5.HL54.LL2	S5.HL54.LL1	S5.HL8.LL21		S5.HL22.LL9			
HL	Use technology safely			Use software to create systems that accomplish specific goals		Collect information			Use software to create content that accomplish specific goals		Use selection in programs			Use software to create systems that accomplish specific goals		Understand the digital world around us					
LL	Identify who can view information posted online	Define digital footprint		Modify a program that reads data using a sensor	Describe how an if block is used to check if a threshold is reached	Add a field with set values to categorise information			Copy, paste and delete clips from a sound file		Use an if statement within a forever loop to continuously check whether something is true			Write a program for the micro:bit sound sensor that includes an output		Identify that chatbots do not think, feel or have emotions		Describe why chatbots may present misleading impressions of understanding or emotion			
Code	S5.HL4.LL3	S5.HL4.LL5		S5.HL11.LL5	S5.HL11.LL6	S5.HL23.LL2			S5.HL27.LL18		S5.HL46.LL2			S5.HL11.LL7		S5.HL8.LL22		S5.HL8.LL23			
HL	Use technology responsibly			Use software to create systems that accomplish specific goals		Present information		Analyse information		Use software to create content that accomplish specific goals		Detect errors in programs		Correct errors in programs		Use logical reasoning to explain how some simple algorithms work	Select software to design programs that accomplish specific goals		Use technology responsibly		
LL	Explain the impact of others seeing a person's digital footprint online, including its effects on reputation and privacy			Simulate a program that reads data using a sensor		Create a line graph from a given dataset		Examine collected information to identify patterns or trends that help answer a specific question or solve a problem		Combine selected music with a sound recording		Identify errors in a ShedBlocks program that uses if statements		Correct errors in a ShedBlocks program that uses if statements		Use logical reasoning to explain how a simple algorithm achieves a specific outcome in a program	Extend a program to visually represent the sound sensor data in ShedBlocks		Identify respectful and responsible ways to use AI tools, including avoiding harmful content	Describe what personal information should never be entered into an AI tool and explain why	Explain how digital footprints apply when interacting with AI systems
Code	S5.HL3.LL3			S5.HL11.LL3		S5.HL17.LL8		S5.HL20.LL2		S5.HL27.LL19		S5.HL39.LL3	S5.HL40.LL3	S5.HL43.LL3	S5.HL55.LL1		S5.HL3.LL5	S5.HL4.LL14	S5.HL4.LL15		
HL	Use technology safely			Use and combine software to design systems that accomplish specific goals		Analyse information			Combine software to design content that accomplish specific goals		Solve problems by decomposing them into smaller parts		Design programs that accomplish specific goals		Use and combine software to design systems that accomplish specific goals		Be discerning in evaluating digital content		Understand the digital world around us		
LL	Identify signs of online scams			Design a system with communication between a digital device and software		Compare information from multiple sources to identify similarities, differences, or inconsistencies			Design a podcast, including the cover artwork		Decompose a problem to identify where to use built-in variables, loops, and if statements		Design a program for a goal that uses built-in variables, if statements and loops		Reflect on feedback from an audience		Compare outputs from identical prompts and identify possible reasons for the differences		Refine prompts to improve clarity, relevance and accuracy in both text and image generation		
Code	S5.HL4.LL8			S5.HL11.LL6		S5.HL20.LL3			S5.HL31.LL1		S5.HL41.LL3		S5.HL42.LL4		S5.HL13.LL8		S5.HL22.LL10		S5.HL8.LL24		
HL	Recognise unacceptable online behaviour			Use and combine software to create systems that accomplish specific goals		Evaluate information			Combine software to create content that accomplish specific goals		Write programs that accomplish specific goals			Use and combine software to design systems that accomplish specific goals		Use software to create content that accomplishes specific goals					
LL	Describe the risks of sharing personal information with people you don't know online			Create a system with communication between a digital device and software		Judge the relevance of information in relation to a given task or question, explaining why some details are more important than others			Create a podcast, including the cover artwork		Write a program for a goal that uses built-in variables, loops and if statements			Showcase a sound detector		Use structured prompts to generate text and images for a combined digital project		Present digital projects			
Code	S5.HL5.LL5			S5.HL14.LL1		S5.HL24.LL2			S5.HL32.LL1		S5.HL48.LL1			S5.HL13.LL7		S5.HL27.LL25		S5.HL27.LL26			

	Digital Life			Digital Devices			Explore Data		Create Content		Creative Coding			Change Your World	AI in Your World				
HL	Identify a range of ways to report concerns about content & contact	Understand the digital world around us	Use technology safely	Understand computer networks			Collect data		Use software to design content that accomplish specific goals		Work with variables		Use input with variables	Select, use and combine software to design systems that accomplish specific goals	Understand the digital world around us				
LL	Identify reporting tools on online platforms	Identify ways in which digital tools (e.g. apps, social media) help us communicate respectfully with others	Evaluate the security of a website	Define a computer network	Discuss various types of networks and how devices communicate within them	Explain the role of a wireless access point in a network	Collect data using a sensor on the micro:bit		Select, copy, paste and delete clips from a video file	Add a soundtrack to a video	Make a variable in a ShedBlocks program		Use input events to change the value of a variable	Research challenges in the school community	Identify examples of AI in the real world, including autonomous systems such as self-driving cars	Explain why it is important to critically evaluate AI systems			
Code	S6.HL1.LL6	S6.HL8.LL3	S6.HL4.LL10	S6.HL15.LL1	S6.HL15.LL2	S6.HL15.LL3	S6.HL18.LL4		S6.HL28.LL9	S6.HL28.LL11	S6.HL49.LL1		S6.HL50.LL1		S6.HL56.LL1		S6.HL8.LL26	S6.HL8.LL27	
HL	Use technology safely			Understand how the internet provides multiple services			Analyse information		Use software to design content that accomplish specific goals		Detect errors in programs	Correct errors in programs	Use logical reasoning to explain how some simple algorithms work	Select, use and combine software to design systems that accomplish specific goals		Understand the digital world around us	Be discerning in evaluating digital content		
LL	Define the term virus and list ways to protect against viruses			Discuss how the internet allows digital devices to communicate as part of the internet of things			Draw conclusions from the visualised information		Add an image to a video	Fade in and fade out clips in a video editor	Identify errors in a ShedBlocks program that uses loops, if statements and variables	Correct errors in a ShedBlocks program that uses loops, if statements and variables	With logical reasoning explain how an algorithm with loops, if statements and variables works	Collect data on a chosen challenge in the school community	Present information on a chosen challenge in the school community	Explain that AI systems can adopt bias and stereotypes from the training data	Identify why AI is only as reliable as the data it has learned from	Evaluate content created by generative AI tools & identify any bias	
Code	S6.HL4.LL9			S6.HL16.LL1			S6.HL20.LL4		S6.HL28.LL12	S6.HL28.LL10	S6.HL39.LL4	S6.HL40.LL4	S6.HL43.LL4	S6.HL56.LL2	S6.HL56.LL3	S6.HL8.LL28	S6.HL22.LL11	S6.HL22.LL12	
HL	Understand how computing is used to change the world			Understand the opportunities networks offer for communication and collaboration			Present data		Analyse data	Use software to design content that accomplish specific goals		Solve problems by decomposing them into smaller parts			Select, use and combine software to design systems that accomplish specific goals		Understand the digital world around us	Be discerning in evaluating digital content	
LL	Identify examples of how technology are used in everyday life, such as in transport, communication, entertainment, and healthcare			Compare the difference between WiFi and mobile networks			Present data from a micro:bit in a table	Present information from a table using a line graph	Analyse data from a micro:bit to identify patterns, outliers or inconsistencies	Record a video using a video recording device	Import a video into a video editor	Decompose a complex task that involves multiple sprites and scenes into smaller manageable parts			Design a solution for a chosen challenge in the school community		Explain that chatbots and AI assistants do not think or understand, even when responses are human-like	Explain why it is important to critically evaluate AI generated content	Explain risks of misinformation created or amplified by AI generated content
Code	S6.HL9.LL1			S6.HL7.LL2			S6.HL19.LL4	S6.HL19.LL5	S6.HL25.LL1	S6.HL28.LL7	S6.HL28.LL8	S6.HL41.LL4			S6.HL56.LL4		S6.HL8.LL29	S6.HL22.LL13	S6.HL22.LL14
HL	Understand how computing is used to change the world			Understand the opportunities networks offer for communication and collaboration	Control physical systems or simulate physical systems		Evaluate data		Select software to design content that accomplish specific goals		Design programs that accomplish specific goals			Select, use and combine software to create systems that accomplish specific goals		Use technology respectfully			
LL	Identify examples of how technology is used in entertainment, like video games, films, and music			Describe how the micro:bit uses WiFi and radio communication	Use the radio features of a micro:bit to explore how data can be transmitted and received across a network		Assess the quality, accuracy and reliability of the data collected from the micro:bit		Select appropriate software to support the design of a video production (e.g. word processor or slideshow)		Design a program that involves multiple sprites and scenes			Create a solution for a chosen challenge in the school community		Identify the ethical considerations around AI usage, including copyright, creative integrity, environmental impact and careers			
Code	S6.HL9.LL2			S6.HL7.LL3	S6.HL10.LL14		S6.HL26.LL1		S6.HL33.LL1		S6.HL42.LL5			S6.HL57.LL1		S6.HL6.LL5			
HL	Use technology responsibly			Use and combine software to design systems that accomplish specific goals			Present information		Select software to create content that accomplish specific goals		Write programs that accomplish specific goals		Debug programs that accomplish specific goals	Select, use and combine software to create systems that accomplish specific goals		Use software to create content that accomplishes specific goals			
LL	Identify environmental issues in how technology is used			Design a system with communication between micro:bits			Choose how to present information using a visualisation		Create a video production that uses a combination of software, such as importing a sound		Modify a program that involves multiple sprites and scenes		Debug a program that involves multiple sprites and scenes	Create and test a solution for a chosen challenge in the school community		Generate and refine assets for a shedblocks project			
Code	S6.HL3.LL4			S6.HL13.LL2			S6.HL17.LL9		S6.HL34.LL1		S6.HL48.LL2		S6.HL51.LL1		S6.HL57.LL2		S6.HL27.LL27		
HL	Understand how computing is used to change the world			Use and combine software to create systems that accomplish specific goals			Evaluate information		Select software to create content that accomplish specific goals		Write programs that accomplish specific goals			Select, use and combine software to create systems that accomplish specific goals		Use software to create content that accomplishes specific goals	Use technology safely		
LL	Describe how technology is used to solve global problems, such as using data to track and respond to climate change			Create a system with communication between micro:bits			Evaluate how well the information answers a question, supports a conclusion, or serves a specific purpose including the credibility and reliability of the original data collected		Create a video production that uses a combination of software, such as importing a sound		Showcase a program that involves multiple sprites and scenes			Showcase a solution to a challenge in the school community		Generate text and images to advertise a shedblocks project using responsible practices	Explain the safe use of AI whilst creating a project		
Code	S6.HL9.LL3			S6.HL14.LL2			S6.HL24.LL3		S6.HL34.LL1		S6.HL48.LL3			S6.HL57.LL3		S6.HL27.LL28	S6.HL4.LL16		