



Copthorne CE Junior School

“Creating confident, curious learners with God’s love”



Curriculum Intent

At Copthorne CE Junior School, we prepare our children for lifelong learning by delivering an **ambitious, engaging, vibrant and inclusive** curriculum. Through ensuring a **progression of knowledge and skills** for all learners, our children will become **subject experts** within a **challenging, broad and balanced** curriculum.

Our children are encouraged to gain new knowledge, explore new skills, **develop resilience, make connections** and so **become critical thinkers**, who are **creative, curious and confident**.

Our Christian values are woven into all aspects of school life and the learning that takes place. Children become **collaborative, respectful and compassionate** members of our **diverse** community.

We believe that when leaving the school, our children will have the tools to be **active, independent learners**, who **take risks**, are **inquisitive** and have a **thirst for learning**. This allows them to flourish as they continue on their educational journey.

Computing Intent

Our computing curriculum is based around the following:

Children will understand that computing has profound links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. Children explore a variety of digital resources in an **ambitious** and **engaging** way that promotes **curiosity, questioning** and **critical challenge** of the digital sphere.

Learning through **broad and diverse** concepts in computer science, information technology and digital literacy, pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use IT to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to safely use, and express themselves and develop their ideas through, information and communication technology – at a level appropriate for the future workplace and as active participants in a digital world.

The **learning progresses** in a way that develops **knowledge, skills** and a **broad understanding** of the digital world and enables children to **creatively** demonstrate their understanding and **confidently** and **safely** navigate their way through technologies.

COMPUTING CURRICULUM OVERVIEW

	Autumn	Spring	Summer
Year 3	The Copthorne Detectives Digital Literacy – Online safety Computing Pioneers – Bill Gates (link to Microsoft Word lessons) Information Technology – Microsoft Word Information Technology – saving and retrieving files	Rock ‘n’ Roll Romans Digital Literacy – Online safety & effective searching Computer Science – Coding (Discovery Education Level 1-2)	Walk like an Egyptian Digital Literacy – Online safety Computer Science/DT – Lego Information Technology – Photo editing suites
Year 4	Upstairs, downstairs Digital Literacy – Online safety Information Technology – PowerPoint (applying Word skills, animations and transitions) Computer Science – Coding (Discovery Education Level 3-4) Computing Pioneers – Ada Lovelace (world’s first computer programmer)	Explorers, Raiders and Traders Digital Literacy – Online safety Computer Science/DT – Lego Computer Science – Search engines (how they are ranked & selected), URLs	Mysterious Mayans Digital Literacy – Online safety Information Technology – Databases
Year 5	Henry VIII – Hero or Villain? Digital Literacy – Online safety Information Technology – PowerPoint (embedding hyperlinks, videos and audio) Information Technology – Stop motion video editing	Who Let the Gods Out? Digital Literacy – Online safety Information Technology – Email Computer Science – The impact of technology (advantages and disadvantages) Computer Science – Coding (Discovery Education Level 5)	Journey into the Unknown Digital Literacy – Online safety Computer Science/DT – Lego Information Technology – Blogging Computing Pioneers – Katherine Johnson (advancing human space exploration)

Year 6	We'll Meet Again Digital Literacy – Online safety Computer Science – Coding (Discovery Education Level 6 and HTML) Information Technology – Websites Computing Pioneers – Alan Turing (WW2 codebreaker)	Exploring the Extreme Digital Literacy – Online safety Computer Science/DT – Lego Information Technology – Green screen and Movie Maker	Back to the Future Digital Literacy – Online safety Information Technology – Spreadsheets (Excel – creating graphs from information) Computer Science – Future technology
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Additional:

- Year 5/6 will learn ‘What is grooming?’ as part of online safety every two years through the Breck Foundation and follow-up activities.
- Photography and editing taught within art in Years 3, 4 and 6
- Microsoft Word skills will be taught discreetly in Year 3 but practised in Year 4, 5 and 6 in English when publishing work
- Most computing taught discretely but some learning is cross-curricular

Computing Pioneers (to be taught as one discrete lesson):

Y3 Bill Gates (Windows & Microsoft)

Y4 Ada Lovelace (British - world’s first computer programmer)

Y5 Katherine Johnson (advanced space exploration)

Y6 Alan Turing (British - WW2 codebreaker)

ONLINE SAFETY - COMPUTING CURRICULUM

OVERVIEW

	Autumn	Spring	Summer
Year 3	The Copthorne Detectives <u>Online Communication</u> What ways can we communicate online? <u>Privacy and Security</u> What is personal information? What should I not share online? What is appropriate to share online? Who can I go to for help?	Rock 'n' Roll Romans <u>Managing Online Information</u> What is a search engine? How can I search effectively?	Walk like an Egyptian <u>Online Safety</u> What are the SMART rules?
Year 4	Upstairs, downstairs <u>Privacy and Security</u> What should I accept? (Pop-ups, viruses) What should you keep safe? What is a secure password? Can I recall the SMART rules? <u>Managing Online Information</u> What is reliable?	Explorers, Raiders and Traders <u>Managing Online Information</u> How can I use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content? (e.g. Ads on Google search at the top). <u>Health, Wellbeing and Lifestyle</u> How can I make a good choice about time spent online?	Mysterious Mayans <u>Online Reputation</u> What is a digital footprint? <u>Online Bullying</u> What is cyberbullying? How can I report a concern online? Who can I go to for help (<i>Childnet</i>)?
Year 5	Henry VIII – Hero or Villain? <u>Privacy and Security (<i>Digital Matters</i>)</u> What is privacy and how can I stay secure online, e.g. password strength & algorithms? How can I protect my device? <u>Online Reputation (<i>Digital Matters</i>)</u>	Who Let the Gods Out? <u>Privacy and Security</u> - Scam emails (<i>taught prior to email unit</i>) What should I do if I receive an email from someone I don't know or a suspicious attachment? What is password phishing? - Fraud online	Journey into the Unknown <u>Copyright and Ownership</u> What is copyright? (Learn what is and isn't okay to share online, including problems caused by sharing others' work without permission.)

	What does it mean to create a positive online reputation for myself? How can information about anyone can be created, copied or shared by others?	<u>Managing Online Information</u> Is everything I see online true? How have scammers advanced to make information or emails look real? (Learn about the different types of information and how to think critically about what you see online: fake news, misinformation, fake profiles, satire)	
Year 6	We'll Meet Again <u>Online Bullying</u> What are online bullying behaviours? Where can I get support when I or someone I know is experiencing cyberbullying? <u>Online Reputation</u> Can I recall what a digital footprint is? What is my digital footprint? How might this affect me in the future?	Exploring the Extreme <u>Social Media</u> How can social media be used safely? • Age restrictions • Targeting of online content • Persuasive design • Privacy settings <u>Online Relationships</u> What are the differences between healthy and unhealthy online behaviours (including abusive behaviours) and relationships? How can I appropriately interact with people online?	Back to the Future <u>Self-image and Identity</u> How can people present themselves differently online than off? What issues could impact individual identity and feelings? • Image manipulation in the media <u>Health, Wellbeing and Lifestyle</u> How can I balance screen time, manage online peer pressure and recognise challenges online and when it's time for a break?

Additional:

- Year 5/6 will learn 'What is grooming?' as part of online safety every two years through the Breck Foundation and follow-up activities.

Computing Curriculum Progression

By the end of Key Stage 2, pupils should be able to:

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

Subject content:

- *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 behaviour; identify a range of ways to report concerns about content and contact.*

Computer Science

Computational Thinking is all about solving problems effectively with or without a computer. This is a two-step process:

1. First, we think about the sequence of steps (an algorithm) needed to solve a problem
2. Then, we use our technical skills to get the computer working on the problem as we implement our algorithm as code.

Programming is one application of computational thinking. Learners will write algorithms and implement these as code. They also need to be able to find mistakes and fix them (debugging.) Once learners have created a program they need to learn to evaluate and look at different ways to achieve the same goal and which method is most appropriate. As learners get older the programs they write will become more complex using a range of constructs such as sequence, selection, repetition and variables in their programs. KS2 pupils also require knowledge of networks, such as the Internet, work and how searches are performed.

Foci	Year 2 end points	Year 3 end points	Year 4 end points	Year 5 end points	Year 6 end points
- 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	- 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	Computational Thinking			
		<i>I can create algorithms for use when programming.</i> <i>I can decompose tasks into separate steps to create an algorithm.</i> <i>I understand abstraction is focusing on important information.</i> <i>I can identify patterns in an algorithm I can use repetition in algorithms.</i>	<i>I can use abstraction to focus on what's important in my design.</i> <i>I can write increasingly more precise algorithms for use when programming.</i> <i>I can use simple selection in algorithms.</i> <i>I can use logical reasoning to detect and correct errors in programs.</i>	<i>I can solve problems by decomposing them into smaller parts.</i> <i>I can use selection in algorithms.</i> <i>I can recognise the need for conditions in repetition within algorithms.</i> <i>I can use logical reasoning to explain how a variety of algorithms work.</i> <i>I can use logical reasoning to detect and correct errors in algorithms.</i> <i>I can evaluate my work and identify errors.</i>	<i>I can recognise, and make use, of patterns across programming projects.</i> <i>I can write precise algorithms for use when programming.</i> <i>I can identify variables needed and their use in selection and repetition.</i> <i>I can decompose code into sections for effective debugging.</i> <i>I can critically evaluate my work and suggest improvements.</i>

internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration

Coding and Programming

I can design and create programs.

I can write programs that accomplish specific goals.

I can use repetition in programs I can work with various forms of input

I can use simple selection in programs.

I can work with various forms of output.

I can use logical reasoning to systematically detect and correct errors in programs.

I can work with various forms of output.

I can create programs by decomposing them into smaller parts.

I can use selection in programs.

I can use conditions in repetition commands.

I can work with variables.

I can create programs that control or simulate physical systems.

I can evaluate my work and identify errors.

I can use a range of sequence, selection and repetition commands combined with variables as required to implement my design.

I can create procedures to hide complexity in programs.

I can identify and write generic code for use across multiple projects (e.g. Discovery Education, Lego Spike).

I can critically evaluate my work and suggest improvements.

I can identify and use basic HTML tags (See Computer Networks objectives).

Computer Networks (KS2 only)

I understand that computers in a school are connected together in a network.

I understand why computers are networked.

I understand the difference between the Internet and the World Wide Web (WWW).

I understand that servers on the Internet are located across the planet.

I understand how the Internet enables us to collaborate.

I appreciate how pages are ranked in a search engine.

I understand how email is sent across the Internet.

I understand how we view web pages on the Internet.

I use search technologies effectively.

I understand that web spiders index the web for search engines.

I understand what HTML is and recognize HTML tags

I know a range of HTML tags and can remix a web page

I can create a webpage using HTML (on Discovery Education)

Information Technology

Foci	Year 2 end points	Year 3 end points	Year 4 end points	Year 5 end points	Year 6 end points
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 purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school	Word Processing/Typing			
		<i>I can use index fingers on keyboard home keys (f/j), use left fingers for a/s/ d/f/g, and use right fingers for h/j/k/l</i> <i>I can edit the style and effect of my text and images to make my document more engaging and eye-catching. For example, borders and shadows.</i> <i>I can use cut, copy and paste to quickly duplicate and organise text.</i>	<i>I can combine digital images from different sources, objects, and text to make a final piece (PowerPoint)</i> <i>I can confidently and regularly use text shortcuts such as cut, copy and paste and delete to organise text</i> <i>I can use font sizes appropriately for audience and purpose.</i> <i>I can use spell check and thesaurus including through Siri and other AI technology.</i>		<i>I can start to apply other useful effects to my documents such as hyperlinks.</i> <i>I can import images to accompany and enhance the text in my document.</i> <i>I can organise and reorganise text on screen to suit a purpose</i>
		Data Handling			
			<i>I can collect data on a topic.</i> <i>I can create a branching database using questions.</i>		<i>I understand how data is collected.</i> <i>I can use simple formulae to solve calculations including =sum and other statistical functions</i> <i>I can edit and format difference cells in a spreadsheet.</i>
		Presentations and Web Design			
				<i>I can collaborate with peers using online tools, e.g. blogs, Google Drive, Office 365 (email).</i>	<i>I can create a website which includes a variety of media.</i>

				<i>I can create a webpage (blog) and embed video.</i>	<i>I can link pages together with internal and external hyperlinks.</i> <i>I can evaluate my own content and consider ways to improvements.</i>
		Animation			
				<i>I can create a stop motion animation.</i> <i>I can improve stop motion animation clips with techniques like onion skinning.</i>	<i>I can plan, script and create a video to explain a concept or tell a story.</i> <i>I can use green screen effects.</i>
		Video Creation			
					<i>I can trim and cut film clips and add titles and transitions.</i> <i>I can independently create a green screen clip.</i> <i>I can add music and sound effects to my films.</i> <i>I can add animated titles and transitions.</i> <i>I can add simple subtitles to a video clip.</i>
		Photography and Digital Art			
		<i>I can take and manipulate photos.</i> <i>I can create a digital image using a range of tools, pens, brushes and effects.</i>	<i>Taught through art:</i> <i>I can confidently take and manipulate photos.</i> <i>I can enhance digital images and photographs using crop, brightness, contrast & resize.</i> <i>I can manipulate shapes to create digital art</i>		<i>I can link and explain how to Photoshop images and how this is used in the media.</i> <i>Taught through art:</i> <i>I can make a digital photo using camera settings.</i> <i>I can enhance digital photos and images using crop, brightness and resize tools.</i>

Digital Literacy/Online Safety

Today's children and young people are growing up in a digital world. As they grow older, it is crucial that they learn to balance the benefits offered by technology with a critical awareness of their own and other's online behaviour, and develop effective strategies for staying safe and making a positive contribution online. This framework describes the skills and understanding that children and young people should have the opportunity to develop at different ages and stages. It highlights what a child should know in terms of current online technology, its influence on behaviour and development, and what skills they need to be able to navigate it safely.

Foci	Year 2 end points	Year 3 end points	Year 4 end points	Year 5 end points	Year 6 end points
- 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 - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	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.	Self-image and Identity			
					<i>I can explain how people can represent themselves in different ways online.</i> <i>I can explain ways in which someone might change their identity depending on what they are doing (e.g. gaming, using an avatar, social media) and why.</i> <i>I can explain that others online can pretend to be someone else, including my friends, and suggest reasons why they might do this.</i> <i>I can identify and critically evaluate online content relating to gender, race, religion, disability, culture, and other groups, and explain why it is important to challenge and reject inappropriate/stereotypical representations online.</i>

Online Relationships

Taught partly via Breck Foundation visit:

I can describe ways people who have similar likes and interests can get together online.

I can give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak).

I can explain some risks of communicating online with others I don't know well.

I can explain how my and other people's feelings can be hurt by what is said or written online.

I can explain why I should be careful who I trust online and what information I can trust them with. I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried.

I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life.

I can explain what is meant by 'trusting someone online'; I can explain why this is different from 'liking someone online'.

Taught partly via Breck Foundation visit:

I can describe strategies for safe and fun experiences in a range of online social environments.

I can give examples of how to be respectful to others online.

Taught partly via Breck Foundation visit:

I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault.

I can make positive contributions and be part of online communities.

I can describe some of the communities in which I am involved and describe how I collaborate with others positively.

Taught partly via Breck Foundation visit:

I can show I understand my responsibilities for the well-being of others in my online social group.

I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).

I can demonstrate how I would support others (including those who are having difficulties) online.

I can demonstrate ways of reporting problems online for both myself and my friends.

Online Reputation

<i>I can recognise that my activity online leaves a digital footprint.</i> <i>I can recognise I need to be careful before I share anything about myself or others online.</i> <i>I know who I should ask if I am not sure if I should put something online.</i>	<i>I can explain what it means to create a positive online reputation for myself.</i> <i>I can describe some simple ways that help build a positive online reputation.</i> <i>I can explain how I am developing an online reputation which will allow other people to form an opinion of me.</i> <i>I can explain how information about anyone can be created, copied or shared by others.</i>	<i>I can describe situations where a digital footprint might be observed (e.g. future employers).</i> <i>I can reflect on my own digital footprint and how this might impact me in the future.</i> <i>I can explain ways to create a positive digital footprint.</i>
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Online Bullying

<i>I can explain what bullying and cyberbullying is and can describe how people may bully/cyberbully others.</i> <i>I can describe rules about how to behave online and how I follow them.</i> <i>I can identify some online technologies where bullying might take place.</i> <i>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</i> <i>I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).</i>		<i>I can recognise when someone is upset, hurt or angry online.</i> <i>I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone.</i> <i>I can explain how to block abusive users.</i> <i>I can explain how I would report online bullying on the apps and platforms that I use.</i> <i>I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline).</i> <i>I can describe how to capture bullying content as evidence (e.g screen-grab, URL,</i>
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					profile) to share with others who can help me. I can identify a range of ways to report concerns both in school and at home about online bullying.
		Managing Online Information			
		I can use key phrases in search engines. I can explain what autocomplete is and how to choose the best suggestion. I can explain how the internet can be used to sell and buy things. I can explain the difference between a 'belief', an 'opinion' and a 'fact'.	I can use search technologies effectively and appreciate how results are selected and ranked, and be discerning in evaluating digital content (e.g. ads on Google search at the top). I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'. I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites). I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people. I can explain why lots of people sharing the same opinions or beliefs online	I can use different search technologies. I can evaluate digital content and can explain how I make choices from search results. I can explain key concepts including: data, information, fact, opinion, belief, true, false, valid, reliable and evidence. I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead). I can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be 'sceptical'. I can explain what is meant by a 'hoax'. I can explain why I need to think carefully before I forward anything online. I can explain why some information I find online may not be honest, accurate or legal.	I can use search technologies effectively. I can explain how search engines work and how results are selected and ranked. I can demonstrate the strategies I would apply to be discerning in evaluating digital content. I can describe how some online information can be opinion and can offer examples. I can explain how and why some people may present 'opinions' as 'facts'. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting'). I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important. I can identify, flag and report inappropriate content.

			does not make those opinions or beliefs true.	I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose).	
		Health, Well-being and Lifestyle			
			I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos). I can explain how using technology can distract me from other things I might do or should be doing. I can identify times or situations when I might need to limit the amount of time I use technology. I can suggest strategies to help me limit this time.		I can describe ways technology can affect healthy sleep and can describe some of the issues. I can describe some strategies, tips or advice to promote healthy sleep with regards to technology I can describe common systems that regulate age-related content (e.g. PEGI, BBFC for films, parental warnings) and describe their purpose. I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise).
		Privacy and Security			
		I can give reasons why I should only share information with people I choose to and can trust; I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. I understand and can give reasons why passwords are important.	I can explain what a strong password is. I can describe strategies for keeping my personal information private, depending on context. I can explain that others online can pretend to be me or other people, including my	I can create and use strong and secure passwords. I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.	

		<i>I can describe simple strategies for creating and keeping passwords private.</i> <i>I can describe how connected devices can collect and share my information with others.</i>	<i>friends; I can suggest reasons why they might do this.</i> <i>I can explain how internet use can be monitored.</i>	<i>I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing.</i> <i>I know what to do if my password is lost or stolen.</i> <i>I can explain what app permissions are and can give some examples from the technology or services I use (e.g. sharing location with weather apps or maps).</i> <i>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</i> <i>I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).</i>	
		Copyright and Ownership			

Vocabulary

Foci	Year 2 end points	Year 3 end points	Year 4 end points	Year 5 end points	Year 6 end points
Vocabulary	<i>algorithm, sequence, input, output, debugging, Internet, world wide web (www), creating, digital, search, program, mouse, keyboard, monitor, screen</i>	<i>Organising, storing, manipulating, retrieving, coding, abstraction, sequence, selection, repetition, text box, cut, copy, paste, password, grooming</i>	<i>Transition, animations, cyberbullying, database, digital footprint, search engine, grooming</i>	<i>Variables, selection, repetition, animation, stop-motion, blogging, email, attachment, virus, grooming</i>	<i>Green screen, layer, trim, edit, export, special effects, voice over, import, soundtrack, crop, spreadsheet, column, row, cell, formulae, restrictions, flaming, grooming, image manipulation, stereotype</i>