

Computer Science Long Term Curriculum Map

Years 1 to 9 — Updated for 2026-27, Aligned with KCSIE 2026

This document brings together the school's Computer Science curriculum into one overarching curriculum map covering Years 1 to 9.

The knowledge and skills described in the National Curriculum, and the Education for a Connected World framework for digital life and online safety, have been mapped out across year groups and divided into the academic year.

Teachers take this map and use it to devise a sequence of learning activities over the half-term, starting by considering the starting points of each pupil in their class group. Given that we teach pupils with SEND or with an often-disrupted educational history, some pupils may be chronologically older but working through the map at an earlier point, in one or more strands.

Key: Bold blue text = Online Safety / Digital Wellbeing content (Education for a Connected World & KCSIE-relevant). The coloured strand label above each unit name shows its broad Computing strand.

Update for 2026-27: Aligning to KCSIE 2026

This curriculum map has been updated to reflect Keeping Children Safe in Education (KCSIE) 2026, published by the Department for Education on 7 July 2026 and taking effect from 1 September 2026, replacing KCSIE 2025.

What has changed that is relevant to the Computing curriculum:

- **New guidance on Artificial Intelligence:** KCSIE 2026 adds new guidance on the safety considerations and legal responsibilities of using Generative AI, including AI-generated and "deepfake" images.
- **Clarified filtering and monitoring responsibilities:** KCSIE 2026 clarifies the roles and responsibilities of education staff in relation to filtering and monitoring online content in school.
- **Greater emphasis on misogyny and harmful sexual behaviour:** Updated guidance increases focus on misogyny and its relationship with harmful sexual behaviour, including online, and updates child-on-child abuse guidance accordingly.
- **Greater emphasis on mental health, including suicidal ideation:** KCSIE 2026 places stronger emphasis on identifying and responding to mental health concerns, which can be exacerbated by online experiences.

Further KCSIE 2026 updates made:

- Generative AI and deepfakes: new objectives added to Year 5 "Data & Information" (Flat-file databases), Year 8 "Representations", Year 9 "Representations" and Year 9 "Media – Animations".
- Respectful online communication and misogyny: a new objective added to Year 7 "Impact of technology" and Year 9 "Cybersecurity", addressing gender-based harassment and discrimination online.
- Mental health, including suicidal ideation: a new objective added to Year 6 "Computing systems and networks" and Year 9 "Cybersecurity", worded to signpost help-seeking rather than discuss self-harm in detail.

A full breakdown of every tagged objective, by strand and by year, is available in the companion document: KCSIE 2026 Curriculum Mapping Summary.

This section reflects curriculum content updated against KCSIE 2026; it is not a substitute for the school's own safeguarding policy review, which should be led by the Designated Safeguarding Lead ahead of 1 September 2026.

Year 1 (KS1)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing Systems & Networks Computing systems and networks – Technology around us - To identify technology - To identify a computer and its main parts - To use a mouse in different ways - To use a keyboard to type on a computer - To use the keyboard to edit text - To create rules for using technology responsibly	Creating Media Creating media – Digital painting - To describe what different freehand tools do - To use the shape tool and the line tools - To make careful choices when painting a digital picture - To explain why I chose the tools I used - To use a computer on my own to paint a picture - To compare painting a picture on a computer and on paper - Cross-curricular: Art and Design	Programming Programming A – Moving a robot - To explain what a given command will do - To act out a given word - To combine forwards and backwards commands to make a sequence - To combine four direction commands to make sequences - To plan a simple program - To find more than one solution to a problem	Data & Information Data and information – Grouping data - To label objects - To identify that objects can be counted - To describe objects in different ways - To count objects with the same properties - To compare groups of objects - To answer questions about groups of objects	Creating Media Creating media – Digital writing - To use a computer to write - To add and remove text on a computer - To identify that the look of text can be changed on a computer - To make careful choices when changing text - To explain why I used the tools that I chose - To compare typing on a computer to writing on paper - Cross-curricular: English – writing	Creating Media Programming B – Introduction to animation - To choose a command for a given purpose - To show that a series of commands can be joined together - To identify the effect of changing a value - To explain that each sprite has its own instructions - To design the parts of a project - To use my algorithm to create a program

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Year 2 (KS1)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing Systems & Networks	Creating Media	Programming	Data & Information	Creating Media	Programming
<i>Computing systems and networks – IT around us</i>	<i>Creating media – Digital photography</i>	<i>Programming A – Robot algorithms</i>	<i>Data and information – Pictograms</i>	<i>Creating media – Making music</i>	<i>Programming B – An introduction to quizzes</i>
- To recognise the uses and features of information technology - To identify the uses of information technology in the school - To identify information technology beyond school - To explain how information technology helps us - To explain how to use information technology safely - To recognise that choices are made when using information technology	- To use a digital device to take a photograph - To make choices when taking a photograph - To describe what makes a good photograph - To decide how photographs can be improved - To use tools to change an image - To recognise that photos can be changed - Cross-curricular: Art and design	- To describe a series of instructions as a sequence - To explain what happens when we change the order of instructions - To use logical reasoning to predict the outcome of a program (series of commands) - To explain that programming projects can have code and artwork - To design an algorithm - To create and debug a program that I have written	- To recognise that we can count and compare objects using tally charts - To recognise that objects can be represented as pictures - To create a pictogram - To select objects by attribute and make comparisons - To recognise that people can be described by attributes - To explain that we can present information using a computer - Cross-curricular: Maths	- To say how music can make us feel - To identify that there are patterns in music - To show how music is made from a series of notes - To create music for a purpose - To review and refine our computer work - Cross-curricular: Music	- To explain that a sequence of commands has a start - To explain that a sequence of commands has an outcome - To create a program using a given design - To change a given design - To create a program using my own design - To decide how my project can be improved

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Year 3 (KS2)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing Systems & Networks	Creating Media	Creating Media	Data & Information	Creating Media	Programming
Computing systems and networks – Connecting computers	Creating media – Animation	Programming A – Sequence in music	Data and information – Branching databases	Creating media – Desktop publishing	Programming B – Events and actions
- To explain how digital devices function - To identify input and output devices - To recognise how digital devices can change the way we work - To explain how a computer network can be used to share information - To explore how digital devices can be connected - To recognise the physical components of a network	- To explain that animation is a sequence of drawings or photographs - To relate animated movement with a sequence of images - To plan an animation - To identify the need to work consistently and carefully - To review and improve an animation - To evaluate the impact of adding other media to an animation	- To explore a new programming environment - To identify that commands have an outcome - To explain that a program has a start - To recognise that a sequence of commands can have an order - To change the appearance of my project - To create a project from a task description	- To create questions with yes/no answers - To identify the object attributes needed to collect relevant data - To create a branching database - To explain why it is helpful for a database to be well structured - To identify objects using a branching database - To compare the information shown in a pictogram with a branching database	- To recognise how text and images convey information - To recognise that text and layout can be edited - To choose appropriate page settings - To add content to a desktop publishing publication - To consider how different layouts can suit different purposes - To consider the benefits of desktop publishing	- To explain how a sprite moves in an existing project - To create a program to move a sprite in four directions - To adapt a program to a new context - To develop my program by adding features - To identify and fix bugs in a program - To design and create a maze-based challenge

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Year 4 (KS2)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing Systems & Networks Computing systems and networks – The Internet	Creating Media Creating media – Audio editing	Programming Programming A – Repetition in shapes	Data & Information Data and information – Data logging	Creating Media Creating media – Photo editing	Programming Programming B – Repetition in games
- To describe how networks physically connect to other networks - To recognise how networked devices make up the internet - To outline how websites can be shared via the World Wide Web (WWW) - To describe how content can be added and accessed on the World Wide Web (WWW) - To recognise how the content of the WWW is created by people - To evaluate the consequences of unreliable content	- To identify that sound can be digitally recorded - To use a digital device to record sound - To explain that a digital recording is stored as a file - To explain that audio can be changed through editing - To show that different types of audio can be combined and played together - To evaluate editing choices made	- To identify that accuracy in programming is important - To create a program in a text-based language - To explain what 'repeat' means - To modify a count-controlled loop to produce a given outcome - To decompose a task into small steps - To create a program that uses count-controlled loops to produce a given outcome	- To explain that data gathered over time can be used to answer questions - To use a digital device to collect data automatically - To explain that a data logger collects 'data points' from sensors over time - To use data collected over a long duration to find information - To identify the data needed to answer questions - To use collected data to answer questions	- To explain that digital images can be changed - To change the composition of an image - To describe how images can be changed for different uses - To make good choices when selecting different tools - To recognise that not all images are real - To evaluate how changes can improve an image	- To develop the use of count-controlled loops in a different programming environment - To explain that in programming there are infinite loops and count controlled loops - To develop a design that includes two or more loops which run at the same time - To modify an infinite loop in a given program - To design a project that includes repetition - To create a project that includes repetition

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Year 5 (KS2)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing Systems & Networks	Creating Media	Programming	Data & Information	Creating Media	Programming
Computing systems and networks – Sharing information	Creating media – Video editing	Programming A – Selection in physical computing	Data and information – Flat-file databases	Creating media – Vector drawing	Programming B – Selection in quizzes
- To explain that computers can be connected together to form systems - To recognise the role of computer systems in our lives - To recognise how information is transferred over the internet - To explain how sharing information online lets people in different places work together - To contribute to a shared project online - To evaluate different ways of working together online	- To explain what makes a video effective - To identify digital devices that can record video - To capture video using a range of techniques - To create a storyboard - To identify that video can be improved through reshooting and editing - To consider the impact of the choices made when making and sharing a video	- To control a simple circuit connected to a computer - To write a program that includes count-controlled loops - To explain that a loop can stop when a condition is met - To explain that a loop can be used to repeatedly check whether a condition has been met - To design a physical project that includes selection - To create a program that controls a physical computing project	- Explain that not everything seen online is real, including AI-generated images and videos ('deepfakes'), and describe why this matters when using data and information found online. - To use a form to record information - To compare paper and computer-based databases - To outline how grouping and then sorting data allows us to answer questions - To explain that tools can be used to select specific data - To explain that computer programs can be used to compare data visually - To apply my knowledge of a database to ask and answer real-world questions	- To identify that drawing tools can be used to produce different outcomes - To create a vector drawing by combining shapes - To use tools to achieve a desired effect - To recognise that vector drawings consist of layers - To group objects to make them easier to work with - To evaluate my vector drawing	- To explain how selection is used in computer programs - To relate that a conditional statement connects a condition to an outcome - To explain how selection directs the flow of a program - To design a program which uses selection - To create a program which uses selection - To evaluate my program

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Year 6 (KS2)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing Systems & Networks	Creating Media	Programming	Data & Information	Creating Media	Programming
Computing systems and networks – Communication	Creating media – Web page creation	Programming A – Variables in games	Data and information – Spreadsheets	Creating media – 3D Modelling	Programming B – Sensing
● Explain that spending a long time online, or seeing upsetting content, can affect a person's mental health and wellbeing, and know how and where to seek help if this happens, for themselves or a friend. ● To identify how to use a search engine ● To describe how search engines select results ● To explain how search results are ranked ● To recognise why the order of results is important, and to whom ● To recognise how we communicate using technology ● To evaluate different methods of online communication	● To review an existing website and consider its structure ● To plan the features of a web page ● To consider the ownership and use of images (copyright) ● To recognise the need to preview pages ● To outline the need for a navigation path ● To recognise the implications of linking to content owned by other people	● To define a 'variable' as something that is changeable ● To explain why a variable is used in a program ● To choose how to improve a game by using variables ● To design a project that builds on a given example ● To use my design to create a project ● To evaluate my project	● To identify questions which can be answered using data ● To explain that objects can be described using data ● To explain that formulas can be used to produce calculated data ● To apply formulas to data, including duplicating ● To create a spreadsheet to plan an event ● To choose suitable ways to present data	● To use a computer to create and manipulate three-dimensional (3D) digital objects ● To compare working digitally with 2D and 3D graphics ● To construct a digital 3D model of a physical object ● To identify that physical objects can be broken down into a collection of 3D shapes ● To design a digital model by combining 3D objects ● To develop and improve a digital 3D model	● To create a program to run on a controllable device ● To explain that selection can control the flow of a program ● To update a variable with a user input ● To use an conditional statement to compare a variable to a value ● To design a project that uses inputs and outputs on a controllable device ● To develop a program to use inputs and outputs on a controllable device

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Year 7 (KS3)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing Systems & Networks Networks from semaphores to the Internet - Define what a computer network is and explain how data is transmitted between computers across networks - Define 'protocol' and provide examples of non-networking protocols - List examples of the hardware necessary for connecting devices to networks - Compare wired to wireless connections and list examples of specific technologies currently used to implement such connections - Define 'bandwidth', using the appropriate units for measuring the rate at which data is transmitted, and discuss familiar examples where bandwidth is important - Define what the internet is - Explain how data travels between computers across the internet - Describe key words such as 'protocols', 'packets', and 'addressing' - Explain the difference between the internet, its services, and the World Wide Web - Describe how services are provided over the internet	Creating Media Using media – Gaining support for a cause - Select the most appropriate software to use to complete a task - Identify the key features of a word processor - Apply the key features of a word processor to format a document - Evaluate formatting techniques to understand why we format documents - Select appropriate images for a given context - Apply appropriate formatting techniques - Demonstrate an understanding of licensing issues involving online content by applying appropriate Creative Commons licences - Demonstrate the ability to credit the original source of an image - Critique digital content for credibility - Apply techniques in order to identify whether or not a source is credible	Impact of Technology & Online Safety Impact of technology – Collaborating online respectfully - Explain what online harassment looks like, including gender-based harassment, and describe how to recognise it and respond respectfully and safely. - Create a memorable and secure password for an account on the school network - Remember the rules of the computing lab - Find personal documents and common applications - Recognise a respectful email - Construct an effective email and send it to the correct recipients - Describe how to communicate with peers online - Plan effective presentations for a given audience - Describe cyberbullying - Explain the effects of cyberbullying - Check who you are talking to online	Data & Information Modelling data – Spreadsheets - Identify columns, rows, cells, and cell references in spreadsheet software - Use formatting techniques in a spreadsheet - Use basic formulas with cell references to perform calculations in a spreadsheet (+, -, *, /) - Use the autofill tool to replicate cell data - Explain the difference between data and information - Explain the difference between primary and secondary sources of data - Collect data - Analyse data - Create appropriate charts in a spreadsheet - Use the functions SUM, COUNTA, MAX, and MIN in a spreadsheet	Programming Programming essentials in Scratch – part I - Compare how humans and computers understand instructions (understand and carry out) - Define a sequence as instructions performed in order, with each executed in turn - Predict the outcome of a simple sequence - Modify a sequence - Define a variable as a name that refers to data being stored by the computer - Recognise that computers follow the control flow of input/process/output - Predict the outcome of a simple sequence that includes variables - Trace the values of variables within a sequence - Make a sequence that includes a variable - Define a condition as an expression that will be evaluated as either true or	Programming Programming essentials in Scratch – part II - Define a subroutine as a group of instructions that will run when called by the main program or other subroutines - Define decomposition as breaking a problem down into smaller, more manageable subproblems - Identify how subroutines can be used for decomposition - Identify where condition-controlled iteration can be used in a program - Implement condition-controlled iteration in a program - Evaluate which type of iteration is required in a program - Define a list as a collection of related elements that are referred to by a single name - Describe the need for lists - Identify when lists can be used in a program - Use a list

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Year 8 (KS3)

Autumn 1 Programming <i>Developing for the web</i>	Autumn 2 Creating Media <i>Media – Vector graphics</i>	Spring 1 Programming <i>Mobile app development</i>	Spring 2 Data & Information <i>Representations – from clay to silicon</i>	Summer 1 Computing Systems & Networks <i>Computing systems</i>	Summer 2 Programming <i>Introduction to Python programming</i>
● Explain what copyright means for content used on a website, and how to check whether an image or piece of text is free to use. ● Explain why personal information should not be shared on websites, and identify examples of insecure or unsafe website practices. ● Describe what HTML is ● Use HTML to structure static web pages ● Modify HTML tags using inline styling to improve the appearance of web pages ● Display images within a web page ● Apply HTML tags to construct a web page structure from a provided design ● Describe what CSS is ● Use CSS to style static web pages ● Assess the benefits of using CSS to style pages instead of in-line formatting ● Describe what a search engine is ● Explain how search engines ‘crawl’ through the World Wide Web and how they select and rank results	● Explain the importance of copyright when using or sharing vector graphics and digital images created by others. ● Draw basic shapes (rectangle, ellipse, polygon, star) with different properties (fill and stroke, shape-specific attributes) ● Manipulate individual objects (select, move, resize, rotate, duplicate, flip, z-order) ● Manipulate groups of objects (select, group/ungroup, align, distribute) ● Combine paths by applying operations (union, difference, intersection) ● Convert objects to paths ● Draw paths ● Edit path nodes ● Combine multiple tools and techniques to create a vector graphic design ● Explain what vector graphics are ● Provide examples where using vector graphics would be appropriate	● Describe how apps can collect and use personal data, and explain why understanding an app's privacy settings matters. ● Explain what app permissions are, and why it is important to check what data an app can access before installing it. ● Identify when a problem needs to be broken down ● Implement and customise GUI elements to meet the needs of the user ● Recognise that events can control the flow of a program ● Use user input in an event-driven programming environment ● Use variables in an event-driven programming environment ● Develop a partially complete application to include additional functionality ● Identify and fix common coding errors ● Pass the value of a variable into an object ● Establish user needs when completing a creative project ● Apply decomposition to break down a large problem into more manageable steps	● Explain how digital images can be manipulated or artificially generated, and describe the risks of AI-generated ‘deepfake’ images and videos. ● List examples of representations ● Recall that representations are used to store, communicate, and process information ● Provide examples of how different representations are appropriate for different tasks ● Recall that characters can be represented as sequences of symbols and list examples of character coding schemes ● Measure the length of a representation as the number of symbols that it contains ● Provide examples of how symbols are carried on physical media ● Explain what binary digits (bits) are, in terms of familiar symbols such as digits or letters ● Measure the size or length of a sequence of bits as the number of binary digits that it contains ● Describe how natural numbers are represented as sequences of binary digits ● Convert a decimal number to binary and vice versa	● Recall that a general-purpose computing system is a device for executing programs ● Recall that a program is a sequence of instructions that specify operations that are to be performed on data ● Explain the difference between a general-purpose computing system and a purpose-built device ● Describe the function of the hardware components used in computing systems ● Describe how the hardware components used in computing systems work together in order to execute programs ● Recall that all computing systems, regardless of form, have a similar structure (‘architecture’) ● Analyse how the hardware components used in computing systems work together in order to execute programs ● Define what an operating system is, and recall its role in controlling program execution ● Describe the NOT, AND, and OR logical operators, and how they are used to form logical expressions ● Use logic gates to construct logic circuits, and associate these with logical operators and expressions	● Describe what algorithms and programs are and how they differ ● Recall that a program written in a programming language needs to be translated in order to be executed by a machine ● Write simple Python programs that display messages, assign values to variables, and receive keyboard input ● Locate and correct common syntax errors ● Describe the semantics of assignment statements ● Use simple arithmetic expressions in assignment statements to calculate values ● Receive input from the keyboard and convert it to a numerical value ● Use relational operators to form logical expressions ● Use binary selection (if, else statements) to control the flow of program execution ● Generate and use random integers

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Year 9 (KS3)

Autumn 1 Data & Information Data science	Autumn 2 Creating Media Media – Animations	Spring 1 Creating Media Representations – going audiovisual	Spring 2 Programming Physical computing	Summer 1 Impact of Technology & Online Safety Cybersecurity	Summer 2 Data & Information Python programming with sequences of data
- Define data science - Explain how visualising data can help identify patterns and trends in order to help us gain insights - Use an appropriate software tool to visualise data sets and look for patterns or trends - Recognise examples of where large data sets are used in daily life - Select criteria and use data set to investigate predictions - Evaluate findings to support arguments for or against a prediction - Define the terms ‘correlation’ and ‘outliers’ in relation to data trends - Identify the steps of the investigative cycle - Solve a problem by implementing steps of the investigative cycle on a data set - Use findings to support a recommendation	- Discuss the ethical considerations of using AI tools to generate or edit media content, including questions of consent and originality. - Add, delete, and move objects - Scale and rotate objects - Use a material to add colour to objects - Add, move, and delete keyframes to make basic animations - Play, pause, and move through the animation using the timeline - Create useful names for objects - Join multiple objects together using parenting - Use edit mode and extrude - Use loop cut and face editing - Apply different colours to different parts of the same model	- Evaluate the impact of AI-generated audio and video content ('deepfakes') on trust in digital media, and describe steps to check whether content is authentic. - Describe how digital images are composed of individual elements - Recall that the colour of each picture element is represented using a sequence of binary digits - Define key terms such as ‘pixels’, ‘resolution’, and ‘colour depth’ - Describe how an image can be represented as a sequence of bits - Describe how colour can be represented as a mixture of red, green, and blue, with a sequence of bits representing each colour’s intensity - Compute the representation size of a digital image, by multiplying resolution (number of pixels) with colour depth (number of bits used to represent the colour of individual pixels) - Describe the trade-off between representation size and perceived quality for digital images - Perform basic image editing tasks using appropriate software and combine them in order to solve more complex problems requiring image manipulation - Explain how the manipulation of digital images amounts to arithmetic operations on their digital representation - Describe and assess the creative benefits and ethical	- Describe what the micro:bit is - List the micro:bit’s input and output devices - Use a development environment to write, execute, and debug a Python program for the micro:bit - Write programs that use the micro:bit’s built-in input and output devices - Write programs that use GPIO pins to generate output and receive input - Write programs that communicate with other devices by sending and receiving messages wirelessly - Design a physical computing artifact purposefully, keeping in mind the problem at hand, the needs of the audience involved, and the available resources - Decompose the functionality of a physical computing system into simpler features - Implement a physical computing project, while following, revising, and refining the project plan	- Discuss how experiences of online harm, such as cyberbullying or distressing content, can affect a person's mental health, and identify trusted sources of support and how to recognise when someone may need urgent help. - Discuss how online platforms can be misused to target individuals because of their gender, and explain the importance of challenging discriminatory behaviour online. - Explain the difference between data and information - Critique online services in relation to data privacy - Identify what happens to data entered online - Explain the need for the Data Protection Act - Recognise how human errors pose security risks to data - Implement strategies to minimise the risk of data being compromised through human error - Define hacking in the context of cyber security - Explain how a DDoS attack can impact users of online services - Identify strategies to reduce the chance of a brute force attack being successful - Explain the need for the Computer Misuse Act	- Write programs that display messages, receive keyboard input, and use simple arithmetic expressions in assignment statements - Locate and correct common syntax errors - Create lists and access individual list items - Use selection (<code>**if-elif-else*</code> statements) to control the flow of program execution - Perform common operations on lists or individual items - Use iteration (while statements) to control the flow of program execution - Perform common operations on strings or individual characters - Use iteration (for statements) to iterate over list items - Perform common operations on lists or strings - Use iteration (for loops) to iterate over lists and strings

		drawbacks of digital manipulation [Education for a Connected World](https://www.gov.uk/government/publications/education-for-a-connected-world)			
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