

*Computing Vocabulary  
Progression*





# **USE OF VOCABULARY IN COMPUTING**

During every computing lesson there is always a recap of previously taught vocabulary to check for understanding. Following this any new vocabulary is explicitly taught (introduced, modelled and revisited) throughout the specific lesson or periodically throughout the topic being covered. New Vocabulary is always displayed on slides of the lesson PowerPoint or on the seesaw activity being completed.

Children should be encouraged to use **substantive** and **disciplinary** vocabulary in computing lessons because it helps them develop precise and confident communication about complex ideas. When pupils use substantive vocabulary such as algorithm or debugging, they are not only deepening their understanding of computing concepts but also strengthening their oracy skills by articulating technical processes clearly. This use of subject-specific language encourages structured thinking, supports reasoning, and allows children to engage meaningfully in discussions, explanations, and collaborative problem-solving. Over time, this builds their ability to express abstract ideas effectively, preparing them for both academic success and real-world digital communication. Incorporating the use of sentence stems in computing can also support the integration of key computing vocabulary into lessons.

*Please note that children do not need to remember all of the substantive vocabulary but that much of this vocabulary will be important in helping them to develop their understanding of the complex computing concepts*



# PROGRESSION OF VOCABULARY IN COMPUTING

EYFS	KS1	LKS2	UKS2
<p>In the Early Years, computing vocabulary develops through play, exploration, and everyday interactions with technology. Children are introduced to simple terms focusing on recognising technology in their everyday environment. Vocabulary then expands to include <i>on, off, start, and stop</i>, supporting their understanding of control and cause-and-effect. Children begin to use early computational language when following or creating simple step-by-step tasks, like programming a bee-bot.</p>	<p>In Key Stage 1, computing vocabulary builds on early experiences with technology and introduces foundational terms for understanding programming and digital systems. Children also learn vocabulary to describe the parts and functions of computers and tablets. They then explore key terms to help them describe the process of creating and correcting step-by-step commands. As children progress through KS1, vocabulary expands reflecting their growing ability to plan and explain how digital tools follow instructions. This progression ensures that by the end of Key Stage 1, children can confidently use precise computing language to describe how technology works and how they can control it.</p>	<p>In Lower Key Stage 2, pupils begin to use more technical language reflecting their growing ability to design and refine programs. Computing vocabulary becomes more technical as pupils deepen their understanding of how digital systems and programs operate. As they progress, vocabulary expands to support their ability to plan, test, and refine code. They also learn about data, database, and graphs when collecting and presenting information digitally. By the end of Lower Key Stage 2, pupils can confidently use precise computing language to explain how programs run, how systems communicate, and how digital information is organised.</p>	<p>In Upper Key Stage 2, computing vocabulary becomes increasingly sophisticated as children apply their knowledge to more complex systems and programming concepts. Children use vocabulary to describe how programs make decisions and respond to different inputs. As they explore networks and online communication, vocabulary expands to include words to help them explain how digital devices connect and share data. In Year 6, children develop their vocabulary even further, reflecting their growing awareness of online safety and responsible use and to describe how complex problems can be broken down and solved efficiently. By the end of Upper Key Stage 2, children can confidently use precise computing vocabulary to explain, design, and evaluate digital systems and programs.</p>

# COMPUTATIONAL THINKING



Disciplinary Vocabulary	Substantive vocabulary						
EY							
EY	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
click, tap, drag, move, start, stop, follow, try again, order, pattern							
KS1							
predict, test, fix, repeat, step-by-step, explore, plan, check, change, control, improve, design, execute, evaluate, pattern, logical, order, simplify	<ul style="list-style-type: none"> <li>• computer</li> <li>• technology</li> <li>• button</li> <li>• screen</li> <li>• keyboard</li> <li>• mouse</li> <li>• on / off</li> <li>• program</li> <li>• instructions</li> <li>• sequence</li> </ul>	<ul style="list-style-type: none"> <li>• algorithm</li> <li>• sequence</li> <li>• program</li> <li>• debug</li> <li>• command</li> <li>• input</li> <li>• output</li> <li>• device</li> <li>• robot</li> <li>• direction</li> <li>• order</li> <li>• bug</li> <li>• fix</li> <li>• precise</li> </ul>	<ul style="list-style-type: none"> <li>• program</li> <li>• debugging</li> <li>• loop</li> <li>• sequence</li> <li>• command</li> <li>• sprite</li> <li>• event</li> <li>• code</li> <li>• instruction</li> <li>• reason</li> <li>• detail</li> <li>• breakdown</li> <li>• task</li> </ul>	<ul style="list-style-type: none"> <li>• abstraction</li> <li>• information</li> <li>• relevant</li> <li>• pattern</li> <li>• same</li> <li>• different</li> <li>• complex</li> <li>• decomposition</li> <li>• variable</li> <li>• loop</li> <li>• conditional (If / Then)</li> <li>• sequence</li> <li>• input / output</li> <li>• debugging</li> <li>• algorithm</li> <li>• repetition</li> <li>• function</li> <li>• data</li> </ul>	<ul style="list-style-type: none"> <li>• design</li> <li>• algorithmic thinking</li> <li>• selection</li> <li>• repeat</li> <li>• selection</li> <li>• condition</li> <li>• simulation</li> </ul>	<ul style="list-style-type: none"> <li>• evaluation,</li> <li>• effectiveness</li> <li>• complexity</li> <li>• data</li> <li>• prediction</li> <li>• Boolean</li> <li>• data type</li> <li>• system</li> </ul>	<ul style="list-style-type: none"> <li>• generalisation</li> <li>• reuse</li> <li>• modify</li> <li>• remix</li> <li>• critical</li> <li>• procedure</li> <li>• Boolean logic</li> <li>• data structure</li> </ul>
LKS2							
decompose, predict, evaluate, modify, test, refine, logical reasoning efficiency, pattern recognition, step-by-step thinking, generalise, analyse, reasoning							
UKS2							
optimise, logical reasoning, abstraction							

# ANIMATION



Disciplinary Vocabulary	Substantive vocabulary						
EY							
create, choose, change, play, stop, show	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KS1							
plan, order, test, save, share, explore, design, edit. improve, combine, evaluate, present							
LKS2							
sequence, refine, synchronise, review, collaborate, plan sequence, adjust timing, layer elements, test output, critique, iterate							
UKS2							
prototype, refine design, manage assets, troubleshoot, evaluate impact, collaborate digitally, optimise, critique professionally, justify design choices, present to audience	<ul style="list-style-type: none"> <li>• computer</li> <li>• screen</li> <li>• picture</li> <li>• move</li> <li>• click</li> <li>• drag</li> <li>• draw</li> <li>• colour</li> <li>• shape</li> </ul>	<ul style="list-style-type: none"> <li>• animation</li> <li>• frame</li> <li>• sequence</li> <li>• image</li> <li>• background</li> <li>• character</li> <li>• motion</li> <li>• tool</li> <li>• filter</li> <li>• stickers</li> <li>• scene</li> </ul>	<ul style="list-style-type: none"> <li>• storyboard</li> <li>• timeline</li> <li>• frame rate</li> <li>• loop</li> <li>• transition</li> <li>• layer</li> <li>• effect</li> <li>• sound</li> <li>• stop motion</li> <li>• ghosting</li> <li>• timing</li> <li>• cartoon</li> </ul>	<ul style="list-style-type: none"> <li>• keyframe</li> <li>• morph</li> <li>• sprite</li> <li>• import</li> <li>• export</li> <li>• frame</li> <li>• framerate</li> <li>• layout</li> <li>• onion skinning</li> <li>• trim</li> </ul>	<ul style="list-style-type: none"> <li>• tweening</li> <li>• timeline control</li> <li>• frame sequence</li> <li>• transition effect</li> <li>• audio track</li> <li>• resolution</li> <li>• playback</li> <li>• render</li> <li>• 3D</li> <li>• line draw</li> <li>• build in</li> <li>• build out</li> <li>• exposure</li> <li>• dynamic</li> </ul>	<ul style="list-style-type: none"> <li>• vector graphics</li> <li>• bitmap</li> <li>• motion path</li> <li>• export format</li> <li>• compression</li> <li>• storyboard panel</li> <li>• digital asset</li> <li>• chroma key</li> <li>• flipbook</li> <li>• GIF</li> <li>• publish</li> </ul>	<ul style="list-style-type: none"> <li>• CGI (computer-generated imagery)</li> <li>• rendering engine</li> <li>• animation pipeline</li> <li>• transitions</li> <li>• visual effects (VFX)</li> <li>• frame blending</li> <li>• staging</li> <li>• rendering quality</li> <li>• aspect ratio</li> <li>• angles</li> <li>• overlay</li> <li>• claymation</li> <li>• cut scene</li> </ul>

# VIDEO CREATION



Disciplinary Vocabulary	Substantive vocabulary						
EY							
choose, look, listen, share, show, talk about	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KS1		<ul style="list-style-type: none"> <li>• voiceover</li> <li>• highlight</li> </ul>	<ul style="list-style-type: none"> <li>• teleprompter</li> </ul>		<ul style="list-style-type: none"> <li>• clips</li> </ul>		
plan, capture, retake, describe, sequence, review, organise, trim, combine, improve, evaluate, present	<ul style="list-style-type: none"> <li>• camera</li> </ul>	<ul style="list-style-type: none"> <li>• zoom</li> <li>• countdown</li> <li>• playback</li> <li>• delete</li> </ul>	<ul style="list-style-type: none"> <li>• pace</li> <li>• rate</li> <li>• effects</li> <li>• titles</li> </ul>	<ul style="list-style-type: none"> <li>• sequence</li> <li>• trim</li> <li>• cut</li> </ul>	<ul style="list-style-type: none"> <li>• media library</li> <li>• ken burns</li> <li>• subtitles</li> </ul>	<ul style="list-style-type: none"> <li>• split screen</li> </ul>	<ul style="list-style-type: none"> <li>• Picture in Picture</li> </ul>
LKS2	<ul style="list-style-type: none"> <li>• video</li> <li>• record</li> </ul>	<ul style="list-style-type: none"> <li>• pause</li> <li>• rewind</li> </ul>	<ul style="list-style-type: none"> <li>• greenscreen</li> <li>• layer</li> </ul>	<ul style="list-style-type: none"> <li>• transition</li> <li>• trailer</li> </ul>	<ul style="list-style-type: none"> <li>• overlay</li> <li>• adjust</li> </ul>	<ul style="list-style-type: none"> <li>• montage</li> <li>• fade</li> </ul>	<ul style="list-style-type: none"> <li>• storyboard sequence</li> </ul>
plan sequence, edit carefully, adjust, refine, explain choices, collaborate, synchronise, narrate, justify, test playback, critique, enhance	<ul style="list-style-type: none"> <li>• stop</li> <li>• play</li> <li>• sound</li> <li>• picture</li> </ul>	<ul style="list-style-type: none"> <li>• fast forward</li> <li>• video clip</li> <li>• record button</li> <li>• microphone</li> <li>• image</li> </ul>	<ul style="list-style-type: none"> <li>• masking</li> <li>• drag</li> <li>• video editing</li> <li>• timeline</li> <li>• clip</li> </ul>	<ul style="list-style-type: none"> <li>• close up</li> <li>• action shot</li> <li>• timeline</li> <li>• storyboard</li> <li>• frame</li> <li>• scene</li> <li>• import</li> </ul>	<ul style="list-style-type: none"> <li>• playback</li> <li>• pan</li> <li>• tilt</li> <li>• overlay</li> <li>• split clip</li> <li>• fade</li> <li>• narration</li> <li>• subtitle</li> <li>• transition effect</li> </ul>	<ul style="list-style-type: none"> <li>• chroma key</li> <li>• aspect ratio</li> <li>• frame rate</li> <li>• export format</li> <li>• audio track</li> <li>• visual effect</li> </ul>	<ul style="list-style-type: none"> <li>• rendering</li> <li>• compression</li> <li>• copyright</li> <li>• credits</li> <li>• soundtrack mixing</li> <li>• visual narrative</li> </ul>
UKS2	<ul style="list-style-type: none"> <li>• screen</li> </ul>	<ul style="list-style-type: none"> <li>• sound</li> <li>• film</li> <li>• device (tablet, camera)</li> </ul>	<ul style="list-style-type: none"> <li>• transition</li> <li>• title</li> <li>• background</li> <li>• volume</li> </ul>	<ul style="list-style-type: none"> <li>• export</li> <li>• effect</li> <li>• soundtrack</li> </ul>	<ul style="list-style-type: none"> <li>• resolution</li> </ul>		
production, edit for purpose, evaluate impact, refine transitions, collaborate effectively, direct, produce, evaluate critically, justify design choices, ensure accessibility, publish responsibly							

# CODING AND PROGRAMMING



Disciplinary Vocabulary	Substantive vocabulary						
EY	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
follow, press, choose, explore, try, repeat, predict							
KS1		<ul style="list-style-type: none"> <li>digital</li> <li>program</li> </ul>					
create, test, change, fix, order, plan, explain, design, improve, compare, evaluate, reason	<ul style="list-style-type: none"> <li>computer</li> <li>button</li> <li>screen</li> <li>click</li> <li>move</li> <li>start</li> <li>stop</li> <li>robot</li> <li>instruction</li> <li>direction</li> </ul>	<ul style="list-style-type: none"> <li>follow</li> <li>code</li> <li>bugs</li> <li>fix</li> <li>order</li> <li>program</li> <li>command</li> <li>sequence</li> <li>algorithm</li> <li>debug</li> <li>input</li> <li>output</li> <li>action</li> <li>code</li> <li>pattern</li> </ul>	<ul style="list-style-type: none"> <li>precise</li> <li>logical</li> <li>reasoning</li> <li>prediction</li> <li>sequence</li> <li>algorithm</li> <li>sequence</li> <li>loop</li> <li>repeat</li> <li>predict</li> <li>event</li> <li>sprite</li> <li>block</li> </ul>	<ul style="list-style-type: none"> <li>sequence</li> <li>inputs</li> <li>outputs</li> <li>code</li> <li>design</li> <li>programming language</li> <li>Scratch</li> <li>variable</li> <li>condition</li> <li>loop</li> <li>selection</li> <li>program</li> <li>event</li> </ul>	<ul style="list-style-type: none"> <li>repetition</li> <li>loop</li> <li>forever loop</li> <li>count controlled loop</li> <li>selection</li> <li>condition</li> <li>systematic</li> <li>conditional</li> <li>repetition</li> <li>algorithm</li> <li>function</li> <li>simulation</li> </ul>	<ul style="list-style-type: none"> <li>data</li> <li>memory</li> <li>variables</li> <li>value</li> <li>initialisation</li> <li>control</li> <li>simulate</li> <li>physical system</li> <li>constant</li> <li>condition</li> <li>function</li> <li>procedure</li> <li>event-driven</li> <li>sequence</li> <li>iteration</li> </ul>	<ul style="list-style-type: none"> <li>procedure</li> <li>abstraction</li> <li>conditional loop</li> <li>logic</li> <li>operator</li> <li>implement</li> <li>variable</li> <li>procedure</li> <li>parameter</li> <li>selection</li> </ul>
LKS2							
plan, modify, predict, refine, decompose, justify, adapt							
UKS2							
implement, debug, optimise, generalise, justify							

# DIGITAL LITERACY AND E-SAFETY



Disciplinary Vocabulary	Substantive vocabulary						
EY							
Click, tap, open, close, save, share, ask, tell, safe, kind	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>KS1</b>				<ul style="list-style-type: none"> <li>• Network</li> </ul>			<ul style="list-style-type: none"> <li>• Digital citizenship</li> </ul>
Type, select, navigate, search, protect, report, recognise, respect, choose, think, communicate, evaluate, identify, respond, report, compare, decide, explain, reflect, stay safe	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Tablet</li> </ul>	<ul style="list-style-type: none"> <li>• Device</li> <li>• Website</li> </ul>	<ul style="list-style-type: none"> <li>• Email</li> <li>• Message</li> <li>• Digital footprint</li> </ul>	<ul style="list-style-type: none"> <li>• Online community</li> <li>• Profile</li> <li>• Secure</li> <li>• Password strength</li> </ul>	<ul style="list-style-type: none"> <li>• Social media</li> <li>• Chat</li> <li>• Forum</li> <li>• Encryption</li> <li>• Data</li> <li>• Digital identity</li> </ul>	<ul style="list-style-type: none"> <li>• Algorithmic bias</li> <li>• Digital wellbeing</li> <li>• Online behaviour</li> <li>• Cybersecurity</li> <li>• Misinformation</li> <li>• Tracking</li> </ul>	<ul style="list-style-type: none"> <li>• Data protection</li> <li>• GDPR</li> <li>• Encryption</li> <li>• Digital footprint management</li> </ul>
<b>LKS2</b>	<ul style="list-style-type: none"> <li>• Screen</li> <li>• Mouse</li> <li>• Keyboard</li> <li>• Internet</li> <li>• Online</li> <li>• Picture</li> <li>• Video</li> </ul>	<ul style="list-style-type: none"> <li>• Personal information</li> <li>• Username</li> <li>• Password</li> <li>• Online safety</li> <li>• Online</li> <li>• Offline,</li> <li>• Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Content</li> <li>• Permission</li> <li>• Trusted adult</li> <li>• Information</li> <li>• Online gaming,</li> <li>• Sharing</li> <li>• Pressure</li> <li>• Accept</li> <li>• Consent</li> <li>• Links</li> <li>• Tabs</li> <li>• Siri</li> <li>• Untrue,</li> <li>• Wellbeing</li> <li>• AI Comments</li> </ul>	<ul style="list-style-type: none"> <li>• Malware</li> <li>• Virus</li> <li>• Copyright</li> <li>• Plagiarism</li> <li>• Source</li> <li>• Identify</li> <li>• Avatar</li> <li>• Trusting</li> <li>• Accurate</li> <li>• Autocomplete</li> <li>• Belief/ opinion</li> <li>• Fact</li> <li>• Age restrictions</li> <li>• Data</li> <li>• Copyright</li> </ul>	<ul style="list-style-type: none"> <li>• Online reputation</li> <li>• Phishing</li> <li>• Scam</li> <li>• Firewall</li> <li>• Interact,</li> <li>• Livestream</li> <li>• Fake news,</li> <li>• Pop-ups</li> <li>• Bots</li> <li>• Distraction</li> <li>• Geolocation</li> <li>• Adware</li> <li>• Cookies</li> </ul>	<ul style="list-style-type: none"> <li>• Terms and conditions</li> <li>• Consent</li> <li>• Copied</li> <li>• Modified</li> <li>• Emojis</li> <li>• Memes</li> <li>• Social media,</li> <li>• Perceive</li> <li>• Validity</li> <li>• Scams</li> <li>• Disinformation</li> <li>• Echo chamber</li> </ul>	<ul style="list-style-type: none"> <li>• Online ethics</li> <li>• Cybercrime</li> <li>• Digital rights</li> <li>• Intellectual property</li> <li>• Digital resilience</li> <li>• Inappropriate,</li> <li>• Stereotypes</li> <li>• Screen grabs</li> <li>• Boundaries</li> <li>• Unintended consequences</li> <li>• Anonymity</li> <li>• URL</li> <li>• Phishing</li> <li>• Encryption</li> </ul>
<b>UKS2</b>	<ul style="list-style-type: none"> <li>• Password</li> </ul>	<ul style="list-style-type: none"> <li>• Information</li> <li>• Rules</li> </ul>					

# PRESENTATIONS, WEB DESIGN AND E-BOOK CREATION



Disciplinary Vocabulary	Substantive vocabulary						
EY	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Choose, create, move, select, change, save, look, try							
KS1							
Open, edit, add, delete, arrange, present, save, share, design, combine, format, insert, organise, navigate, evaluate, improve	<ul style="list-style-type: none"> <li>Computer</li> <li>Screen</li> <li>Mouse</li> <li>Keyboard</li> <li>Click</li> <li>Type</li> <li>Picture</li> <li>Colour</li> <li>Shape</li> <li>Draw</li> </ul>	<ul style="list-style-type: none"> <li>Labels</li> <li>Order</li> <li>Storyboard</li> <li>Sequence</li> <li>Spider diagram</li> <li>Device</li> <li>Program</li> <li>Text</li> <li>Image</li> <li>Slide</li> <li>Background</li> <li>Font</li> <li>Size</li> <li>Button</li> <li>Icon</li> </ul>	<ul style="list-style-type: none"> <li>Voice labels</li> <li>Import</li> <li>Tag</li> <li>Add to</li> <li>Right click</li> <li>Layout</li> <li>Format</li> <li>Presentation</li> <li>Layout</li> <li>Title</li> <li>Transition</li> <li>Animation</li> <li>Hyperlink</li> <li>Page</li> <li>Website</li> <li>Browser</li> <li>Tab</li> </ul>	<ul style="list-style-type: none"> <li>Media</li> <li>Interactive</li> <li>Audio</li> <li>Annotate</li> <li>Clip art</li> <li>Prototype</li> <li>Web page</li> <li>Timeline</li> <li>Template</li> <li>Slide deck</li> <li>Theme</li> <li>Multimedia</li> <li>Audio</li> <li>Video</li> <li>URL</li> <li>Homepage</li> <li>Menu</li> <li>Link</li> </ul>	<ul style="list-style-type: none"> <li>Animation</li> <li>Design template</li> <li>Effects</li> <li>Multimedia</li> <li>ebook</li> <li>Export</li> <li>Hyperlinks</li> <li>Hypertext</li> <li>HTML</li> <li>Element</li> <li>Attribute</li> <li>Header</li> <li>Paragraph</li> <li>Image tag</li> <li>Anchor tag</li> <li>Navigation bar</li> </ul>	<ul style="list-style-type: none"> <li>Blog</li> <li>Collaboration</li> <li>Share</li> <li>Slide layout</li> <li>Transitions</li> <li>Embed</li> <li>Publish</li> <li>Instant alpha</li> <li>Selector</li> <li>Property</li> <li>Value</li> <li>Class</li> <li>ID</li> <li>Responsive design</li> <li>Layout grid</li> <li>Accessibility</li> <li>User interface</li> </ul>	<ul style="list-style-type: none"> <li>Placeholder</li> <li>Dropdown</li> <li>Navigation</li> <li>Homepage</li> <li>Footer</li> <li>Sidebar</li> <li>Design</li> <li>Application</li> <li>JavaScript</li> <li>Function</li> <li>Variable</li> <li>Event</li> <li>Interaction</li> <li>Form</li> <li>Input</li> <li>Output</li> <li>Hosting</li> <li>Domain</li> </ul>
LKS2							
Plan, sequence, edit, test, refine, publish, present, review, code, debug, structure, style, embed, preview, adapt							
UKS2							
Apply, customise, optimise, validate, test, collaborate, iterate, document, integrate, evaluate, prototype, deploy, maintain, reflect, present professionally							

# ARTIFICIAL INTELLIGENCE



Disciplinary Vocabulary		Substantive vocabulary					
EY	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore, try, test, notice, follow, change, explain, choose							
KS1							
Plan, create, test, fix, observe, record, evaluate, sequence, identify, improve, compare, describe							
LKS2	<ul style="list-style-type: none"> <li>Computer</li> <li>Robot</li> <li>Machine</li> <li>Program</li> <li>Instruction</li> <li>Sequence</li> <li>Pattern</li> <li>Data</li> <li>Sort</li> <li>Predict</li> </ul>	<ul style="list-style-type: none"> <li>Input</li> <li>Output</li> <li>Voice assistant</li> <li>Text, recognise</li> <li>Program</li> <li>Algorithm</li> <li>Data</li> <li>Text</li> <li>Recognise</li> </ul>	<ul style="list-style-type: none"> <li>Expert system</li> <li>Bias</li> <li>Debug</li> <li>Command</li> <li>Sensor</li> <li>Information</li> <li>Model</li> <li>Decision</li> <li>Rule</li> </ul>	<ul style="list-style-type: none"> <li>Data set</li> <li>Variable</li> <li>Condition</li> <li>Loop</li> <li>Pattern recognition</li> <li>Machine learning (introductory)</li> <li>Digital footprint</li> <li>Network</li> <li>Database</li> <li>Representation</li> </ul>	<ul style="list-style-type: none"> <li>Neural network</li> <li>Deep learning</li> <li>Model</li> <li>Artificial Intelligence (AI)</li> <li>Training data</li> <li>Bias</li> <li>Automation</li> <li>Classification</li> <li>Decision tree</li> <li>Model accuracy</li> <li>Simulation</li> <li>Algorithmic thinking</li> <li>Ethics</li> </ul>	<ul style="list-style-type: none"> <li>Cloud computing</li> <li>Cognitive computing</li> <li>Robotics</li> <li>Neural network (conceptual)</li> <li>Data quality</li> <li>Supervised learning</li> <li>Unsupervised learning</li> <li>Pattern detection</li> <li>Prediction</li> <li>Feedback loop</li> <li>Human-computer interaction</li> <li>Privacy</li> </ul>	<ul style="list-style-type: none"> <li>Internet of Things (IoT)</li> <li>Chatbot</li> <li>Computer vision</li> <li>Algorithmic bias</li> <li>Transparency</li> <li>Explainability</li> <li>Automation and jobs</li> <li>Data ethics</li> <li>AI decision-making</li> <li>Model training</li> <li>Data representation</li> <li>Fairness</li> <li>Accountability</li> </ul>
UKS2	<ul style="list-style-type: none"> <li>Computer</li> <li>Robot</li> <li>Machine</li> <li>Program</li> <li>Instruction</li> <li>Sequence</li> <li>Pattern</li> <li>Data</li> <li>Sort</li> <li>Predict</li> </ul>	<ul style="list-style-type: none"> <li>Input</li> <li>Output</li> <li>Voice assistant</li> <li>Text, recognise</li> <li>Program</li> <li>Algorithm</li> <li>Data</li> <li>Text</li> <li>Recognise</li> </ul>	<ul style="list-style-type: none"> <li>Expert system</li> <li>Bias</li> <li>Debug</li> <li>Command</li> <li>Sensor</li> <li>Information</li> <li>Model</li> <li>Decision</li> <li>Rule</li> </ul>	<ul style="list-style-type: none"> <li>Data set</li> <li>Variable</li> <li>Condition</li> <li>Loop</li> <li>Pattern recognition</li> <li>Machine learning (introductory)</li> <li>Digital footprint</li> <li>Network</li> <li>Database</li> <li>Representation</li> </ul>	<ul style="list-style-type: none"> <li>Neural network</li> <li>Deep learning</li> <li>Model</li> <li>Artificial Intelligence (AI)</li> <li>Training data</li> <li>Bias</li> <li>Automation</li> <li>Classification</li> <li>Decision tree</li> <li>Model accuracy</li> <li>Simulation</li> <li>Algorithmic thinking</li> <li>Ethics</li> </ul>	<ul style="list-style-type: none"> <li>Cloud computing</li> <li>Cognitive computing</li> <li>Robotics</li> <li>Neural network (conceptual)</li> <li>Data quality</li> <li>Supervised learning</li> <li>Unsupervised learning</li> <li>Pattern detection</li> <li>Prediction</li> <li>Feedback loop</li> <li>Human-computer interaction</li> <li>Privacy</li> </ul>	<ul style="list-style-type: none"> <li>Internet of Things (IoT)</li> <li>Chatbot</li> <li>Computer vision</li> <li>Algorithmic bias</li> <li>Transparency</li> <li>Explainability</li> <li>Automation and jobs</li> <li>Data ethics</li> <li>AI decision-making</li> <li>Model training</li> <li>Data representation</li> <li>Fairness</li> <li>Accountability</li> </ul>
Analyse critically, evaluate reliability, design experiments, interpret data explain reasoning, assess impact, communicate clearly. reflect ethically, test systematically, iterate, debate, critique, evaluate implications, ethics, design responsible, justify conclusions							

# WORD PROCESSING AND TYPING



Disciplinary Vocabulary	Substantive vocabulary						
EY	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Click, type, move, select, open, close							
KS1			<ul style="list-style-type: none"> <li>Cut</li> <li>Copy</li> <li>Paste</li> <li>Caps Lock</li> <li>Insert</li> <li>Image</li> <li>Save</li> <li>Clipboard</li> <li>Editing</li> <li>Header</li> <li>Highlight</li> <li>Document</li> <li>Toolbar</li> <li>Bold</li> <li>Italic</li> <li>Underline</li> <li>Alignment (left, centre, right)</li> <li>File</li> <li>Folder</li> </ul>	<ul style="list-style-type: none"> <li>Touch type</li> <li>Format</li> <li>Font</li> <li>Size</li> <li>Borders</li> <li>Shadows</li> <li>Duplicate</li> <li>Organise</li> <li>Undo</li> <li>Redo</li> <li>Autocorrect</li> <li>Clipart</li> <li>Paragraph</li> <li>Header</li> <li>Footer</li> <li>Page layout</li> <li>Margins</li> <li>Line spacing</li> <li>Bullet points</li> <li>Numbering</li> </ul>	<ul style="list-style-type: none"> <li>Group</li> <li>Crop</li> <li>Source</li> <li>Object</li> <li>Posters</li> <li>Document</li> <li>eBooks</li> <li>Scripts</li> <li>Leaflets</li> <li>CTRL</li> <li>Spell check</li> <li>Thesaurus</li> <li>Template</li> <li>Table</li> <li>Column</li> <li>Row</li> <li>Shading</li> <li>Page break</li> </ul>	<ul style="list-style-type: none"> <li>Import</li> <li>Export</li> <li>Hyperlinks</li> <li>Animate</li> <li>Build in</li> <li>Build out</li> <li>Italics</li> <li>Bold</li> <li>Arrange</li> <li>Bullets</li> <li>Styles</li> <li>Header</li> <li>Footer tools</li> <li>Page orientation</li> <li>Section break</li> <li>Word count</li> <li>Track changes</li> <li>Comment</li> </ul>	<ul style="list-style-type: none"> <li>Alignment</li> <li>Application</li> <li>Toolbar</li> <li>Build order</li> <li>Layout</li> <li>Shift key</li> <li>PDF</li> <li>Columns</li> <li>Graphics</li> <li>Mail merge</li> <li>Table of contents</li> <li>Citation</li> <li>Reference</li> <li>Footnote</li> <li>Endnote</li> <li>Document sharing</li> <li>Version control</li> </ul>
Edit, save, print, change, highlight, format, save as, retrieve, insert, delete	<ul style="list-style-type: none"> <li>Computer</li> <li>Keyboard</li> <li>Mouse</li> <li>Screen</li> <li>Type</li> <li>Letter</li> <li>Word</li> <li>Space</li> <li>Delete</li> </ul>	<ul style="list-style-type: none"> <li>Space Bar</li> <li>Return Key</li> <li>Enter</li> <li>Trackpad</li> <li>Arrow keys</li> <li>Cursor</li> <li>Select, processor</li> <li>Word</li> <li>Text</li> <li>Cursor</li> <li>Font</li> <li>Size</li> <li>Colour</li> <li>Capital letter</li> <li>Sentence</li> </ul>					
LKS2							
Format text, organise, insert image, copy and paste, proofread, create, design, adjust layout, combine text and images, review, refine							
UKS2							
Collaborate, evaluate. edit collaboratively, review feedback, plan and structure, integrate data, collaborate online, evaluate presentation and clarity, refine for audience and purpose							