Early Years Foundation Stage) Early Learning Goals
Early Learning Goals for Computing have been removed from the 2021 Framework for EYFS. Regardless, there is a progression document which requires children in EYFS to learn key basic skills in preparation for Year 1.
Key Stage 1
Pupils should be taught to: • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Key Stage 2
Pupils should be taught to: • 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.

Themes	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computing Systems and Networks (IT)		• To explain that technology is something that can help us • To identify examples of technology • To explain how examples of technology help us • To recognise that a computer is an example of technology • To recognise that choices are made when using technology • To explain why rules are needed when using technology • To choose a piece of technology to do a job • To recognise that some technology can be used in different ways • To identify the main parts of a computer • To use a mouse in different ways • To use a keyboard to type • To use the keyboard to edit text • To show how to use technology safely	• To recognise different types of computers used in school • To identify that a computer is a part of information technology • To recognise the features of information technology • To talk about uses of information technology • To explain how information technology benefits us • To say how rules for using information technology can help us • To recognise that choices are made when using information technology • To describe some uses of Computers • To identify information technology in school • To identify information technology beyond school • To show how to use information technology safely	• To describe what an input is • To explain that a process acts on the inputs • To explain that an output is produced by the process • To identify how changing the process can affect the output • To recognise that a digital device is made up of several parts • To recognise that computers can be connected to each other • To explain how computer systems can change the way we work • To identify how devices in a network are connected with one another • To recognise that a network is made up of a number of components • To explain how information is passthrough multiple connections • To identify the benefits of computer networks • To identify input and output devices • To explain how a computer network can be used to share information • To explain the role of a switch server and wireless access point in a network	• To describe how networks connect to other networks • To outline how information can be shared via the World Wide Web • To recognise that the World Wide Web is part of the Internet • To explain that the global interconnection of networks is the internet • To recognise the need for security on the internet • To describe how to access the World Wide Web • To describe the types of content/media that can be added, created, and shared on the World Wide Web • To explain how the content of the World Wide Web is created, owned, and shared by people • To explain that the internet enables us to view the World Wide Web • To explain that the World Wide Web comprises of websites and web pages • To describe the current limitations of World Wide Web media	• To recognise that a system is a set of interconnected parts which work together • To explain that computers can be connected together to form IT systems • To identify that data can be transferred between IT systems • To recognise inputs, processes, and outputs in large IT systems • To describe the role of a particular IT system in their lives • To relate that search engines are examples of large IT systems • To explain why search engines create indices, and that they are different for each search engine • To explain the role of web crawlers in creating an index • To explain how search results are selected • To explain that ranking orders search results to make them more useful • To explain how ranking is determined by rules, and that different search engines use different rules • To explain why the order of results is important and to whom	• To recognise that data is transferred across networks using agreed protocols (methods) • To recognise that connections between computers allow access to shared stored files • To explain that data is transferred in packets • To recognise computers connected to the internet allow people in different places to work together • To discuss the opportunities that technology offers for communication and collaboration • To explain which types of media can be shared through the internet • To explain that communicating and collaboration using the internet can be public or private • To outline methods of communicating and collaborating using the internet • To choose methods of internet communication and collaboration for given purposes • To evaluate different methods of online communication and collaboration

				To identify network devices around me • To explain how networks can be connected to other networks.	• To evaluate the reliability of content and the consequences of unreliable content • To explain the benefits of the World Wide Web	• To explain how search engines make money by selling targeted advertising space • To identify some of the limitations of search engines • To describe the input and output of a search engine • To demonstrate that different search terms produce different results • To evaluate the results of search terms	• To decide what you should and should not share online
Computing Systems and Networks - Vocabulary Progression		computer double-click keyboard mouse screen technology trackpad typing	barcode computer information technology scan scanner	device digital input network network cables network switch network sockets non-digital output process program connection server wireless access point	accurate adverts content download files honest information internet links network security ownership permission router routing sharing web address web browser webpage website world-wide-web	algorithm content creator crawler index ordering ranking refine search search engine optimisation selection system web crawler bot	address collaboration communication data data payload explore domain name server header internet protocol address one-to-many chat one-way packet private protocol public remix reuse slide deck two-way

Programming (CS)							

Programming (CS)		• To enact a given word • To recall words that can be enacted • To predict the outcome of a command on a device • To list that commands can be used on a given device • To explain what a given command does • To match a command to an outcome • To recognise how to run a command (press a button) • To choose a command for a given purpose • To understand that a program is a set of commands a computer can run • To recall that a series of instructions can be issued before they are enacted • To build a sequence of commands in steps • To combine commands in a program • To choose a series of words that can be enacted as a program • To choose a series of commands that can be run as a program • To run a program on a device	• To describe a series of instructions as a 'sequence' • To recall that a series of instructions can be issued before they are enacted • To use logical reasoning to predict the outcome of a program • To choose a series of words that can be enacted as a sequence • To explain what happens when we change the order of instructions • To choose a series of commands that can be run as a program • To trace a sequence to make a prediction • To test a prediction by running the sequence • To create and debug a program that I have written • To run a program on a device	• To explain that programs start because of an input • To explain what a sequence is • To identify that a program includes sequences of commands • To identify that the sequence of a program is a process • To explain that the order of commands can affect a program's output • To identify that different sequences can achieve the same output • To identify that different sequences can achieve different outputs • To build a sequence of commands • To combine commands in a program • To order commands in a program • To create a sequence of commands to produce a given outcome	• To relate what 'repeat' means • To identify everyday tasks that include repetition as part of a sequence, eg brushing teeth, dance moves • To explain that we can use a loop command in a program to repeat instructions • To identify patterns in a Sequence • To identify a loop within a Program • To explain that in programming there are indefinite loops and count-controlled loops • To explain that an indefinite loop will run until the program is stopped • To explain that you can program a loop to stop after a specific number of times • To identify patterns in a sequence, eg 'step 3 times' means the same as 'step, step, step' • To justify when to use a loop and when not to • To explain the importance of instruction order in a loop • To recognise that not all tools enable more than one process to be run at once • To list an everyday task as a set of	• To explain that a condition can only be true or false • To relate that a count-controlled loop contains a condition • To compare a count controlled loop with a condition-controlled loop • To explain that a condition-controlled loop will stop when a condition is met • To explain that when a condition is met a loop will complete a cycle before it stops • To explain that selection can be used to branch the flow of a program • To explain that a loop can be used to repeatedly check whether a condition has been met • To explain the importance of instruction order in 'if.. then... else... statements • To choose a condition to use in a program • To create a condition-controlled loop • To use a condition in an 'if... then…' statement to start an action • To use selection to switch program flow • To use 'if... then... else…' to switch program flow in one of two ways	• To define a existing variable 'variable' as something that is changeable • To identify examples of information that is variable, for example, a football score during a match • To explain that a variable can be used in a program, eg 'score • To define a program variable as a placeholder in memory for a single value • To explain that a variable has a name and a value • To recognise that the value of a variable can be used by a program • To recognise that the value of a variable can be updated • To identify that variables can hold numbers (integers) or letters (strings) • To define the way that a variable is changed • To recognise that a variable can be set as a constant (fixed value) • To explain the importance of setting up a variable at the start of a program (initialisation) • To explain that there is only one value for a variable at any one time • To explain that if you change the value of a variable, you cannot access the

					instructions including repetition		previous value (cannot undo)
					• To use an indefinite loop to produce a given outcome		• To explain that if you read a variable, the value remains
					• To use a count-controlled loop to produce a given outcome		• To explain that the name of a variable is meaningless to the computer To explain that the name of a variable is meaningless to the computer
					• To plan a program that includes appropriate loops to produce a given outcome		• To explain that the name of a variable needs to be unique
					• To recognise tools that enable more than one process to be run at the same time (concurrency)		• To identify a variable in an existing program
					• To create two or more sequences that run at the same time		• To experiment with the value of an existing variable
							• To define a existing variable
							• To choose a name that identifies the role of a variable to make it easier for humans to understand it
							• To decide where in a program to set a variable
							• To update a variable with a user input
							• To use an event in a program to update a variable
							• To use a variable in a conditional statement to control the flow of a program
							• To use the same variable in more than one location in a program

Programming - Vocabulary Progression							
		algorithm	algorithm	algorithm	algorithm	algorithm	algorithm
		appropriate	actions	actions	animate	answer	artwork
		background	artwork	backdrop	block(s)	condition	change
		backwards,	blocks	blocks	code	conditional-statement	code
		beebot	build	bug	code-snippet	count-controlled-loop	debug
		block	change	chord	command	debug	design
		change	clear	code	costume	false	evaluate
		clear	command	commands	count-controlled-loop	implement	event
		commands	debug	costume	debug	input	improve
		compare	debugging	debug	decompose	outcomes	name
		delete	decomposition	design	design	program	program
		design	design	errors	duplicate	question	project
		effect	evaluate	event	evaluate	run	set
		forwards	features	extension-block	event-block	selection	share
		go	instruction	glide	forever	setup	task
		instructions directions	mat	go-to	infinite-loop	task	test
		joining	match	logic	logo	test	value
		left	modify	motion	loop	true	variable
		plan	order	move	modify		
		predict	outcome	note	pattern		
		program	predict	pen	procedure		
		programming	prediction	pen-up	program		
		programming-area	program	point-in-direction	programming		
		reset	route	programming	refine		
		right	run	resize	repeat		
		route	sequence	run-the-code	repetition		
		run	sprite	scratch	scratch		
		scratch jr	start	sequence	sprite		
		sprite	unambiguous	set-up	trace		
		start block		sprite	turtle		
		turn		stage	value		
		value		task			
				test			
				turn			

Data and Information (IT)							

| | | To identify that objects can be Counted
• To recognise that information can be presented
• To recognise that information can be presented in different ways

• To identify some attributes of an object
• To collect simple data
• To show that collected data can be counted To describe the properties of an Object
• To choose an attribute to group objects by
• To group objects to answer questions
• To explain that objects can be grouped by similarities (attribute)
• To describe a group of objects (based on commonality | • To use a tally chart to collect Data
• To compare objects that have been grouped by attribute
• To suggest appropriate headings for tally charts and pictograms
• To construct (complete) a given comparison question,
• To use a computer program to present information in different ways
• To explain that we can present information using a computer
• To give simple examples of why some information should not be shared

• To show I can enter data onto a computer
• To recognise that people, animals and objects can be described by attributes
• To use a computer to view data in different formats
• To use pictograms to answer single-attribute questions
• To use a computer to answer comparison questions (graphs, tables) | • To investigate questions with yes/no answers
• To identify attributes that you can ask yes/no questions about
• To select an attribute to separate objects into two similarly sized groups
• To explain that a branching database is an identification tool
• To recognise that a data set can be structured using yes/no questions
• To explain that a well-structured branching database will enable you to identify objects using fewer questions
• To relate two levels of a branching database using AND
• To suggest real-world applications for branching databases

• To create questions with yes/no answers
• To choose questions that will divide objects into evenly sized subgroups
• To repeatedly create subgroups of objects
• To identify an object using a branching database
• To retrieve information from different levels of the branching database | • To suggest questions that can be answered using a table of data
• To identify data that can be logged over time
• To identify that sensors are input devices
• To recognise that a sensor can be used as an input device for data collection
• To explain that a data logger captures 'data points' from sensors over time

• To use a digital device to collect data automatically
• To choose how often to automatically collect data samples
• To use a set of logged data to find information
• To use a computer program to sort data by one attribute
• To export information in different formats | • To explain that a computer program can be used to organise data
• To explain that tools can be used to select data to answer questions
• To outline how ordering data allows us to answer some questions
• To outline how operands can be used to filter data
• To outline how 'AND' and 'OR' can be used to refine data selection
• To explain that computer programs can be used to compare data visually
• To explain that we present information to communicate a message

• To choose different ways to view data
• To choose which attribute and value to search by to answer a given question (operands)
• To ask questions that need more than one attribute to answer
• To choose which attribute to sort data by to answer a given question
• To choose multiple criteria to search data to answer a given question (AND and OR)
• To select an appropriate graph to | • To identify questions that can be answered using spreadsheet data
• To explain what an item of data is in a spreadsheet
• To outline that there are different software tools to work with data
• To explain how the data type determines how a spreadsheet can process the data
• To explain that formulas can be used to produce calculated data
• To recognise cells can be linked
• To explain why data should be organised in a spreadsheet
• To recognise that a cell's value automatically updates when the value in a linked cell is changed
• To evaluate results in comparison to the question asked

• To calculate data using a formula for each operation
• To use functions to create new data
• To use existing cells within a formula
• To choose suitable ways to present spreadsheet data |

| | | | | | | visually compare data |
| | | | | | | • To choose suitable ways to present information to other people |

| **Data and Information -** Vocabulary Progression | | colour
data set
fewest
group
image
label
less
more
most
object
property
search
shape
size
the same
value | attribute
compare block-
conclusion
count
data
diagram
different
enter
explain
group
least
least common
least popular
less than
more common
more than
most
most popular
object
organise
pictogram
same
sharing
tally chart
total
votes | attribute
branching-database
compare
database
decision-tree
equal
even
information
objects
order
organise
questions
selecting
separate
structure
table
value | analyse
collection
conclusion
data
data-logger
data-point
data-set
export
import
input-device
interval
layout
logged
logging
review
sensor
table | axis
chart
compare
criteria
data
database
field
filter
graph
group
information
order
presentation
record
search
sort | calculation
cell(s)
cell-reference
chart
collecting
data
data-item
duplicate
evaluate
format
formula
input
operation
organised
output
propose
question
range
results
sigma
software
spreadsheet
structure
table
tools |

Creating Media A (DL)						
Creating Media A (DL)	- To explain what different freehand tools do - To recognise computers can be used to create art - To recognise a tool can be adjusted to suit my need - To decide when it's appropriate to use each tool - To consider impact of choices made - To compare painting using a computer with painting using brushes - To create a picture using freehand tools - To use shape and line tools when precision is needed - To use a range of paint colours - To use the fill tool to colour an enclosed area - To use the undo button to correct a mistake - To combine a range of tools to create a piece of artwork	- To recognise that some digital devices can capture images using a camera - To talk about how to take a photograph - To recognise that photographs can be saved and viewed later - To make choices when composing my photograph - To recognise features of 'good' photographs - To identify how a photograph could be improved - To explain the effect of light on a photograph - To recognise that photographs can be change after they have been taken - To recognise that some images are not accurate - To capture a digital image - To take photographs in both landscape and portrait format - To view photographs on a digital device - To decide which photographs to keep - To hold the camera still to take a clear photograph - To use zoom to change the composition of a photograph	- To recognise how text and images can be used together to convey information - To define landscape and portrait as two different page orientations - To consider how different layouts can suit different purposes - To recognise that DTP pages can be structured with placeholders - To recognise how different font styles and effects are used for particular purposes - To consider the benefits of using a DTP application - To show that page orientation can be changed - To add text to a Placeholder - To organise text and image placeholders in a page layout - To add and remove images to and from placeholders - To edit text in a Placeholder - To move resize and rotate images - To choose fonts and apply effects to text - To review a document	- To use an application to change the whole of a digital image - To use an application to change part of a digital image - To use an application to add to the composition of a digital image - To change the composition of a digital image by rotating and flipping - To change the composition of a digital image by cropping - To adjust colours of a digital image - To apply filters to a digital Image - To apply effects to a digital image - To select part of a digital Image - To use clone, copy, and paste to change the composition of a digital image - To use cloning to retouch a digital image - To add text to a digital Image - To recognise that digital images can be Manipulated - To recognise that digital images can be changed for different purposes - To choose the most appropriate tool for a particular purpose	- To identify that a vector drawing comprises separate objects - To recognise that each - object in a drawing is in its own layer - To recognise that vector images can be scaled without impact on quality - To recognise that objects can be modified in groups - To explain how alignment and size guides can help create a more consistent drawing - To consider the impact of choices made - To add an object to a vector drawing - To select one object or multiple objects - To select one object or choices made multiple objects - To move objects between the layers of a drawing - To duplicate objects using copy and paste - To modify objects - To reposition objects - To group and ungroup selected objects - To combine options to achieve a desired effect - To create a vector drawing for a given purpose	- To explain that 3D models can be created on a computer - To recognise that a 3D environment can be viewed from different perspectives - To recognise that digital tools can be used to manipulate 3D objects - To show how placeholders can create holes in 3D objects - To recognise that artefacts can be broken down into a collection of 3D objects - To position 3D shapes relative to one another - To use digital tools to modify 3D objects - To combine objects to create a 3D digital artefact - To use digital tools to accurately size 3D objects - To construct a 3D model which reflects a real world object

			• To consider lighting before taking a photograph • To improve a photograph by retaking it • To use filters to edit the appearance of a photograph		• To consider the impact of changes made on the quality of the image	
Creating Media A - Vocabulary Progression		brush size brush style computers erase feelings fill / undo fill tool Georges Seurat Henri Matisse like / dislike line tool paint paintbrush painting pictures Piet Mondrian pointillism primary colours program shape tools tool / prefer undo tool Wassily Kandinsky	background camera capture compose device digital editing filter flash focus format framing image landscape light source lighting photograph portrait subject	advantages benefits communicate content copy desktop-publishing disadvantages font font-style images landscape layout orientation paste placeholder portrait purpose template text	adjustments alter background colours combine composite copy/paste crop cut digital edit effects font foreground hue image made-up real retouch clone rotate saturation save select sepia undo vignette zoom	align colour drawing-tools duplicate group layers modify move object order paste reflection resize reuse rotate select toolbar ungroup vector zoom	2D 3D choose combine construct cylinder duplicate evaluate group handles hollow lift lower modify move perspective placeholder recolour resize rotate select shapes view

Creating Media B		

• To recognise that a keyboard is used to enter text into a computer • To recognise that the Shift key changes the output of a key • To recognise that text can be edited • To recognise that text can be changed • To recognise that the appearance of text can be changed • To consider the impact of choices made • To use letter, number, and Space keys to enter text into a computer • To use punctuation and special characters • To select text • To use the Backspace key to remove text • To position the text cursor in a chosen Location • To choose options to achieve a desired effect • To change the appearance of text on a computer • To use Undo	• To identify that computers can be used to play sounds of different instruments • To identify that the same pattern can be represented in different ways • To compare playing music on instruments with making music on a computer • To experiment with musical patterns on a computer • To experiment with different sounds on a computer • To use a computer to create a musical pattern • To use a computer to compose a rhythm and a melody on a given theme • To use a computer to play the same music in different ways (e.g. tempo) • To evaluate a musical composition created on a computer • To improve a musical composition created on a computer	• To explain that an animation is made up of a sequence of images • To identify that a capturing device needs to be in a fixed position. • To recognise that smaller movements create smoother animation • To explain the need for consistency in working • To explain the impact of adding other media to an animation • To explain that a project must be exported so it can be shared • To set up the work area with an awareness of what will be captured • To plan an animation using a storyboard • To capture an image • To use the onion skinning tool to review subject position • To move a subject between captures • To review a captured sequence of frames as an animation • To remove frames to improve an animation • To add media to enhance an animation • To review a completed project	• To identify that sound can be recorded • To identify that an input device is needed to record sound • To identify that output devices are needed to play audio • To recognise that recorded audio can be stored on a computer • To recognise that audio can be edited • To recognise that sound can be represented visually as a waveform • To recognise that audio can be layered so that multiple sounds can be played at the same time • To consider the results of editing choices made • To record sound using a computer • To play recorded audio • To import audio into a Project • To delete a section of Audio • To change the volume of tracks in a project	• To explain the features of video as a visual media format • To recognise which devices can and can't record video • To recognise which devices can and can't record video • To recognise that filming techniques can be used to create different effects • To explain the limitations of editing video on a recording device • To identify that videos can be edited on a recording device or on a computer • To identify videos can be improved through and reshooting or editing • To recognise the need to regularly review and reflect on a video project • To recognise projects need to be exported to be shared • To use different camera Angles • To use pan, tilt and zoom • To identify features of a video recording device or Application • To combine filming techniques for a given Purpose • To determine what scenes will convey your Idea • To choose to reshoot a scene or	• To recognise the relationship between HTML and visual display • To recognise that web • pages can contain different media types • To recognise that web • pages are written by people • To recognise that a website is a set of hyperlinked web pages • To recognise components of a web page layout • To consider the ownership and use of images (copyright) • To recognise the need to preview pages (different screens / devices) • To recognise the need for a navigation path • To recognise the implications of linking to content owned by others • To review an existing website (navigation bars, header) • To create a new blank web page • To add text to a web page • To set the style of text on a web page • To change the appearance of text

						improve later through editing • To decide what changes I will make when editing • To use split, trim and crop to edit a video	• To embed media in a web page • To add web pages to a • website • To preview a web page • (different screen sizes) • To insert hyperlinks between pages • To insert hyperlinks between pages • To insert hyperlinks to another site
Creating Media B - Vocabulary Progression		backspace bold capital letters compare font format italic keyboard keys letter mouse numbers redo select space text cursor toolbar type typing underline undo word processor writing	beat create edit emotions feelings instruments loud Mars music Neptune notes open pattern peace pitch planets pulse quiet rhythm tempo Venus war	animation character consistency delete evaluation events flip-book frame image import media onion-skinning photograph sequence setting stop-frame-animation transition	align audio edit evaluate export feedback headphones import input-device layer load microphone MP3 output-device playback podcast record save selection sound speaker trim	audio camera clip close-up delete edit evaluate export filming high-angle import lens long-shot low-angle microphone mid-range moving-subject normal-angle pan panning reorder reshoot review share side-by-side split static-camera storyboard talking-head tilt trim video zoom	breadcrumb-trail browser copyright device embed evaluate external-link fair-use google-sites header home-page hyperlink hypertext-markup-language implication layout logo media navigation preview purpose subpage web-page website

Our Computing Curriculum within the Three Strands of Computing

Computer Science (CS)
Key Stage 1
1. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
2. Create and debug simple programs
3. Use logical reasoning to predict the behaviour of simple programs
4. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
Key Stage 2
5. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
6. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
7. Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web
8. Appreciate how [search] results are selected and ranked

Information Technology (IT)
Key Stage 1
1. Use technology purposefully to create, organise, store, manipulate and retrieve digital content
Key Stage 2
2. Use search technologies effectively
3. 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

Digital Literacy (DL)
Key Stage 1
1. Recognise common uses of information technology beyond school
2. 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
3. Understand the opportunities [networks] offer for communication and collaboration
Key Stage 2
4. Be discerning in evaluating digital content
5. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

The Teach Computing Curriculum uses the National Centre for Computing Education's computing taxonomy to ensure comprehensive coverage of the subject. This has been developed through a thorough review of the KS1–2 Computing Programme of Study. All learning outcomes can be described through a high-level taxonomy of ten strands, ordered alphabetically as follows:

- **Algorithms** — Be able to comprehend, design, create, and evaluate algorithms
- **Computer networks** — Understand how networks can be used to retrieve and share information, and how they come with associated risks
- **Computer systems** — Understand what a computer is, and how its constituent parts function together as a whole
- **Creating media** — Select and create a range of media including text, images, sounds, and video
- **Data and information** — Understand how data is stored, organised, and used to represent real-world artefacts and scenarios
- **Design and development** — Understand the activities involved in planning, creating, and evaluating computing artefacts
- **Effective use of tools** — Use software tools to support computing work
- **Impact of technology** — Understand how individuals, systems, and society as a whole interact with computer systems
- **Programming** — Create software to allow computers to solve problems
- **Safety and security** — Understand risks when using technology, and how to protect individuals and systems

The taxonomy provides categories and an organised view of content to encapsulate the discipline of Computing. Whilst all strands are present at all phases, they are not always taught explicitly.