To explain what ‘repeat’ means

To identify everyday tasks that involve repetition as part of a sequence, eg brushing teeth, dance moves

To create two or more sequences that run at the same time

To recognise tools that enable more than one process to be run at the same time (concurrency)

To recognise that not all tools enable more than one process to be run at once

To relate what ‘repeat’ means

To identify everyday tasks or a set of instructions involving repetition

To list an everyday task as a set of instructions including repetition

To identify patterns in a sequence

To identify a loop within a program

To identify patterns in a sequence

To explain that you can program a loop to stop after a specific number of times

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, step, step’ means the same as ‘step, step, step’

To use an indefinite loop to produce a given outcome

To use a count-controlled loop to produce a given outcome

To use an indefinite loop to produce a given outcome

To use a count-controlled loop to produce a given outcome

To plan a program that includes appropriate loops to produce a given outcome

To justify when to use a loop and when not to

To explain the importance of instruction order in a loop

To explain that in games repetition is used to produce a given outcome

To justify when to use a loop and when not to

To use an indefinite loop to produce a given outcome

To use a count-controlled loop to produce a given outcome

To identify patterns in a sequence

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To explain that not all tools enable more than one process to be run at the same time

To recognise that not all tools enable more than one process to be run at once