

understanding o sequences.		This concept invo understanding of	volves developing an of instructions, logic and with others.		This concept involves using apps to communicate one's ideas.			<b>Collect</b> This concept involves developing an understanding of databases and their uses.					
		Unit 1	Unit 2	Unit 3									
Ę	Represent ideas	• Initiate their own ideas during play, make choices and decisions when using objects, media, materials, own voice, dance, instruments and props to develop their own ideas and imagination.											
ptio	Expression	• Express their feelings, ideas, th	noughts and emotions in response to diffe	ent media (music, pictures, film, I	poems, etc.)	, within their play with peers, or with adul	ts.						
Reception	Communicatio n	Communicate their ideas, thoughts, feelings and preferences through discussion, role play, actions and performance.											
	Making Music	<ul> <li>Using voice, objects, home-ma</li> </ul>	ade and real musical instruments and a rar	ge of ICT	ICT								
Y1	Computing	Technology Around Us	Digital Painting	Digital Writing		Moving A Robot	Data	Animation					
	Motion					<ul> <li>Control motion by specifying the number of steps to travel, direction and turn</li> </ul>		<ul> <li>Control motion by specifying the number of steps to travel, direction and turn</li> </ul>					
	Looks			Add text strings, show an objects and change the fan object									
٩	Sound												
Code	Draw		Control when drawings appear and set the pen colour, size and shape										
	Events												
	Control							• Specify the nature of events (such as a single event or a loop).					
	Sensing												
	Problem					Create and debug simple							
	Solving					programs							
	Connect	<ul> <li>Participate in class social media accounts.</li> <li>Understand online risks and the age rules for sites.</li> </ul>	<ul> <li>Participate in class social media accounts.</li> <li>Understand online risks and the age rules for sites.</li> </ul>	<ul> <li>Participate in class social accounts.</li> <li>Understand online risks age rules for sites.</li> </ul>		<ul> <li>Participate in class social media accounts.</li> <li>Understand online risks and the age rules for sites.</li> </ul>	<ul> <li>Participate in class social media accounts.</li> <li>Understand online risks and the age rules for sites.</li> </ul>	<ul> <li>Participate in class social media accounts.</li> <li>Understand online risks and the age rules for sites.</li> </ul>					
	Communicate	<ul> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Use technology purpose		<ul> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>	Use technology purposefully to	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.					
	Computing Systems and Networks	<ul> <li>Recognise common uses of information technology beyond school.</li> </ul>											
	Collect						Use simple databases to record information in areas across the curriculum.						
Y2	Computing	IT around us	Creating media- digital photography	Creating media- making music		Data and information- pictograms	Programming A- Robot algorithms	Programming B- An introduction to quizzes					
	Motion						Control motion by specifying the number of steps to travel, direction and turn.	Control motion by specifying the number of steps to travel, direction and turn.					
0	Looks												
Code	Sound			<ul> <li>Select and create sounds control when they are he duration and volume.</li> </ul>				<ul> <li>Select sounds and control when they are heard, their duration and volume.</li> </ul>					
	Draw		Control when drawings appear and set the pen colour, size and shape	1				Control when drawings appear and set the pen colour, size and shape.					

Networks	<b>Collect</b> This concept involves developing an understanding of databases and their uses.
	Unit 6
gination.	
	Animation
	Control motion by specifying the number of steps to travel, direction and turn
	• Specify the nature of events (such as a single event or a loop).
n class social media online risks and the r sites.	<ul> <li>Participate in class social media accounts.</li> <li>Understand online risks and the age rules for sites.</li> </ul>
ogy purposefully to nise, store, and retrieve digital	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
databases to record in areas across the	



hreshold Concepts:	Code		Connect		Communi		Comp	uting Systems and Networks	Collect	
	This concept involves developing an understanding of instructions, logic and sequences.					concept involves using apps to municate one's ideas.			his concept involves developing an nderstanding of databases and their uses.	
	Unit 1	Unit 2		Unit 3		Unit 4		Unit 5	Unit 6	
Events								• Specify user inputs (such as clicks to control events.	<ul> <li>Specify user inputs (such as clicks) to control events.</li> </ul>	
Control									Specify the nature of events (such as a single event or a loop).	
Sensing									Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).	
Problem Solving				Use logical reasoning to the behaviour of simple		•				
Connect	<ul> <li>Participate in class social media accounts.</li> <li>Understand online risks and the age rules for sites.</li> </ul>	<ul> <li>Participate in class so accounts.</li> <li>Understand online rights for sites</li> </ul>		<ul> <li>Participate in class soci accounts.</li> <li>Understand online risks age rules for sites</li> </ul>		<ul> <li>Participate in class social accounts.</li> <li>Understand online risks a age rules for sites</li> </ul>		<ul> <li>Participate in class social media accounts.</li> <li>Understand online risks and the age rules for sites.</li> </ul>	<ul> <li>Participate in class social media accounts.</li> <li>Understand online risks and the age rules for sites.</li> </ul>	
Communicate		<ul> <li>age rules for sites.</li> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>				<ul> <li>age rules for sites.</li> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>				
Computing Systems and Networks	<ul> <li>Recognise common uses of information technology beyond school.</li> </ul>									
Collect						<ul> <li>Use simple databases to information in areas acro curriculum.</li> </ul>				
r3 Computing	Computing Systems and Networks - Connecting Computers	Creating Media - Animatic	n	Creating Media - Desktop Pu	ıblishing	Data and Information - Branch Databases	ing	Programming A - Sequence in Music	Programming B - Events and Actions	
Motion								• Use specified screen coordinates to control movement.	Use specified screen coordinates     to control movement.	
Looks								<ul> <li>Set the appearance of objects and create sequences of changes.</li> </ul>	<ul> <li>Set the appearance of objects and create sequences of changes.</li> </ul>	
Sound								• Create and edit sounds. Control when they are heard, their volume, duration and rests.	<ul> <li>Create and edit sounds. Control when they are heard, their volume, duration and rests.</li> </ul>	
Draw								Control the shade of pens.	Control the shade of pens.	
Events								Specify conditions to trigger events.	Specify conditions to trigger events.	
Control								•	Use IF THEN conditions to control events or objects.	
Sensing								<ul> <li>Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).</li> </ul>	Create conditions for actions by sensing proximity or by waiting for	
Variables and Lists								•	•	
Operators								•	•	
Problem Solving								<ul> <li>Design and write increasingly more precise algorithms for use when programming.</li> </ul>	<ul> <li>Design and write increasingly more precise algorithms for use when programming.</li> <li>Use logical reasoning to detect and correct errors in programs.</li> </ul>	



Thre	shold Concepts:		Code		Connect	Commu		Computing Systems and Networks	Collect
						. –	ncept involves using apps to nicate one's ideas.		This concept involves developing an understanding of databases and their uses.
			sequences.		with others.		nicate one s ideas.		
	1	Unit 1		Unit 2		Unit 3	Unit 4	Unit 5	Unit 6
	Connect	<ul> <li>Contribute to be moderated by fit</li> <li>Give examples by online comm</li> <li>Understand the 'copyright'.</li> <li>Understand that made online the offensive are the as bullying.</li> <li>Understand ho work.</li> </ul>	teachers. of the risks posed nunications. e term at comments at are hurtful or ne same	<ul> <li>Contribute to blogs that moderated by teachers</li> <li>Give examples of the r by online communicati</li> <li>Understand the term %</li> <li>Understand that comm online that are hurtful are the same as bullyin</li> <li>Understand how online work.</li> </ul>	s. isks posed ions. copyright'. nents made or offensive 1g.	<ul> <li>Contribute to blogs that are moderated by teachers.</li> <li>Give examples of the risks posed by online communications.</li> <li>Understand the term 'copyright'.</li> <li>Understand that comments made online that are hurtful or offensive are the same as bullying.</li> <li>Understand how online services work.</li> </ul>		<ul> <li>by online communications.</li> <li>Understand the term 'copyright'</li> <li>Understand that comments made online that are hurtful or offensi are the same as bullying.</li> </ul>	<ul><li>by online communications.</li><li>Understand the term 'copyright'.</li><li>Understand that comments made</li></ul>
	Communicate			<ul> <li>Use some of the advar features of application devices in order to con ideas, work or messages professional</li> </ul>	s and nmunicate	<ul> <li>Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</li> </ul>			
	Computing Systems and Networks	<ul> <li>Understand col and their benefit</li> <li>Understand ho connect to the</li> </ul>	fits. w devices						
	Collect						<ul> <li>Devise and construct database using applications designed f this purpose in areas across t curriculum.</li> </ul>	or	
Y4	Computing	Computing systems - the internet	networks and	Creating media - audio editi	ng	Creating media - photo editing	Data information - Data log in	Programming A - repetition and shape	Programming B - repetition and games
	Motion							<ul> <li>Use specified screen coordinates to control movement.</li> </ul>	5
	Looks					Set the appearance of objects and		Set the appearance of objects ar	
	Sound			<ul> <li>Create and edit sounds</li> <li>Control when they are volume, duration and reduced to the source of the s</li></ul>	heard, their	create sequences of changes.		<ul> <li>create sequences of changes.</li> <li>Create and edit sounds.</li> <li>Control when they are heard, the volume, duration and rests.</li> </ul>	volume, duration and rests.
	Draw					Control the shade of pens.		Control the shade of pens.	Control the shade of pens.
Code	Events							Specify conditions to trigger events.	Specify conditions to trigger events.
ŭ	Control							Use IF THEN conditions to contro events or objects.	Use IF THEN conditions to control events or objects.
	Sensing							<ul> <li>Create conditions for actions by sensing proximity or by waiting f a user input (such as proximity to a specified colour or a line or responses to questions).</li> </ul>	
	Variables and Lists								• Use the functions define, set, change, show and hide to control the variables.



Thr	eshold Concepts:	Code		Connect		Communi	icate	Computing Systems and Networks	Collect
			involves developing an g of instructions, logic and			involves developing an This conce g of how to safely connect communic			This concept involves developing an understanding of databases and their uses.
		Unit 1	Unit 2	with others.	Unit 3		Unit 4	Unit 5	Unit 6
	Operators							<ul> <li>Use the Reporter operators</li> <li>() + ()</li> <li>() - ()</li> <li>() * ()</li> <li>() / () to perform calculations.</li> </ul>	
	Problem Solving & Evaluation							Design and write increasingly more precise algorithms for us when programming.	<ul> <li>Design and write increasingly more precise algorithms for use when programming.</li> <li>Use logical reasoning to detect and correct errors in programs.</li> </ul>
	Connect	<ul> <li>Understand how online servic work.</li> <li>Contribute to blogs that are moderated by teachers.</li> <li>Give examples of the risks por by online communications.</li> <li>Understand the term 'copyright'.</li> <li>Understand that comments made online that are hurtful of offensive are the same as bullying.</li> </ul>	<ul> <li>moderated by teach</li> <li>Give examples of the by online communice</li> <li>Understand the terrine</li> <li>Understand that comonline that are hurther are the same as built</li> </ul>	ners. e risks posed cations. m 'copyright'. mments made ful or offensive	<ul> <li>Contribute to blogs that moderated by teachers</li> <li>Give examples of the riby online communicati</li> <li>Understand the term 'e</li> <li>Understand that commonline that are hurtful are the same as bullying</li> </ul>	s. isks posed ions. copyright'. nents made or offensive	<ul> <li>Contribute to blogs that are moderated by teachers.</li> <li>Give examples of the risks puby online communications.</li> <li>Understand the term 'copyr</li> <li>Understand that comments online that are hurtful or off are the same as bullying.</li> </ul>	<ul> <li>moderated by teachers.</li> <li>Give examples of the risks pos by online communications.</li> <li>Understand the term 'copyright'.</li> <li>Understand that comments m</li> </ul>	<ul><li>by online communications.</li><li>Understand the term 'copyright'.</li><li>Understand that comments made</li></ul>
	Communicate		Use some of the adv features of applicati devices in order to o ideas, work or messages profession	ons and communicate	<ul> <li>Use some of the advan features of application devices in order to con ideas, work or message professionally.</li> </ul>	is and nmunicate	<ul> <li>Use some of the advanced features of applications and devices in order to commun ideas, work or messages professionally.</li> </ul>		
	Computing Systems & Networks	<ul> <li>Understand computer netwo and their benefits.</li> <li>Understand how devices connect to the Internet.</li> <li>Recognise how the content o the WWW is created by peop</li> </ul>							
	Collect						<ul> <li>Devise and construct databa using applications designed this purpose in areas across curriculum.</li> </ul>	for	
Y5	Computing	Computing systems and networks - Sharing information	Creating media – Vector o	drawing	Creating media – Video editi	ing	Data and information – Flat-file databases	Programming A – Selection in physic computing	
Code	Motion							<ul> <li>Set IF conditions for movemen</li> <li>Specify types of rotation giving number of degrees.</li> </ul>	
පි	Looks							<ul> <li>Change the position of objects between screen layers (send to back, bring to front).</li> </ul>	



hreshold Concepts:		Code		Connect		Commun		1 0 /	Collect
			lves developing an instructions, logic and		involves developing an g of how to safely connect		ept involves using apps to cate one's ideas.		This concept involves developing an understanding of databases and their uses.
	Unit 1		Unit 2		Unit 3		Unit 4	Unit 5	Unit 6
Sound									<ul> <li>Upload sounds from a file and edit them.</li> <li>Add effects such as fade in and out and control their implementation.</li> </ul>
Draw									Combine the use of pens with     movement to create interesting     effects
Events								<ul> <li>Set events to control other events by 'broadcasting' information as a trigger.</li> </ul>	
Control								Use IF THEN ELSE conditions to control events or objects.	Use IF THEN ELSE conditions to control events or objects.
Sensing								Use a range of sensing tools     (including proximity, user inputs,     loudness and mouse position) to     control events or actions.	<ul> <li>Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.</li> </ul>
Variables and Lists Operators									Use lists to create a set of variables.
Problem Solving & Evaluating								<ul> <li>Write precise algorithms for use when programming.</li> <li>Decompose code into sections fo effective debugging.</li> </ul>	<ul> <li>Write precise algorithms for use when programming.</li> <li>Decompose code into sections for effective debugging.</li> <li>Critically evaluate my work and suggest improvements.</li> </ul>
Connect	<ul> <li>Understand and knowledge that download copyr material, includi games, without of permission, from holder.</li> <li>Understand the comments and s responsibility an sensitivity when</li> <li>Understand how networks are set</li> <li>Collaborate with on sites approve moderated by te</li> <li>Give examples of online communi demonstrate known to minimise risk problems.</li> </ul>	it is illegal to ighted ng music or express written n the copyright effect of online show id online. v simple t up and used. n others online ed and eachers. of the risks of ities and owledge of how	<ul> <li>Understand and dem knowledge that it is il download copyrighte material, including m games, without expre permission, from the holder.</li> <li>Understand the effect comments and show and sensitivity when</li> <li>Understand how simp are set up and used.</li> <li>Collaborate with othe sites approved and m teachers.</li> <li>Give examples of the online communities a demonstrate knowled minimise risk and rep</li> </ul>	llegal to d usic or ess written copyright et of online responsibility online. ple networks ers online on noderated by risks of and dge of how to	<ul> <li>Understand and demork nowledge that it is illeged ownload copyrighted material, including musgames, without express permission, from the cocholder.</li> <li>Understand the effect of comments and show reand sensitivity when on</li> <li>Understand how simple are set up and used.</li> <li>Collaborate with others sites approved and moot teachers.</li> <li>Give examples of the rist online communities and demonstrate knowledge minimise risk and report problems.</li> </ul>	gal to ic or s written opyright of online isponsibility line. e networks s online on derated by sks of d e of how to	<ul> <li>Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.</li> <li>Understand the effect of online comments and show responsib and sensitivity when online.</li> <li>Understand how simple networ are set up and used.</li> <li>Collaborate with others online sites approved and moderated teachers.</li> <li>Give examples of the risks of online communities and demonstrate knowledge of how minimise risk and report proble</li> </ul>	<ul> <li>permission, from the copyright holder.</li> <li>Understand the effect of online comments and show responsibilit and sensitivity when online.</li> <li>Understand how simple networks are set up and used.</li> <li>Collaborate with others online on sites approved and moderated by teachers.</li> <li>Give examples of the risks of online communities and demonstrate knowledge of how t</li> </ul>	<ul> <li>Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.</li> <li>Understand the effect of online comments and show responsibility and sensitivity when online.</li> <li>Understand how simple networks are set up and used.</li> <li>Collaborate with others online on sites approved and moderated by teachers.</li> <li>Give examples of the risks of online communities and</li> </ul>



Threst	hold Concepts:		olves developing an f instructions, logic and		nvolves developing an g of how to safely connect		<b>cate</b> ept involves using apps to cate one's ideas.	Computing Systems and Networks	<b>Collect</b> This concept involves developing an understanding of databases and their uses.
		Unit 1	Unit 2	with others.	Unit 3		Unit 4	Unit 5	Unit 6
	Communicate	Choose the most suitable     applications and devices for the     purposes of communication.	<ul> <li>Choose the most su applications and dev purposes of commute Use many of the adv features in order to quality, professional communications.</li> </ul>	vices for the inication. vanced create high	<ul> <li>Choose the most suita applications and device purposes of communid</li> <li>Use many of the advar features in order to cre quality, professional or communications.</li> </ul>	es for the cation. nced eate high			
	Computing Systems & Networks	<ul> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> </ul>							
	Collect						<ul> <li>Select appropriate application devise, construct and manip data and present it in an effor and professional manner.</li> </ul>	oulate	
Y6	Computing	Computing systems and networks- communication	Creating media- web page	e creation	Data and information- sprea	adsheets	Creating Media - 3D Modelling	Programming A- variables in games	Programming B- Sensing
	Motion							<ul> <li>Set IF conditions for movements Specify types of rotation giving to number of degrees.</li> </ul>	
	Looks							<ul> <li>Change the position of objects between screen layers (send to back, bring to front).</li> </ul>	<ul> <li>Change the position of objects between screen layers (send to back, bring to front).</li> </ul>
	Sound							<ul> <li>Upload sounds from a file and ed them. Add effects such as fade in and out and control their implementation.</li> </ul>	
Code	Draw							<ul> <li>Combine the use of pens with movement to create interesting effects.</li> </ul>	<ul> <li>Combine the use of pens with movement to create interesting effects.</li> </ul>
	Events							<ul> <li>Set events to control other even by 'broadcasting' information as trigger.</li> </ul>	
	Control							Use IF THEN ELSE conditions to control events or objects.	Use IF THEN ELSE conditions to control events or objects.
	Sensing							<ul> <li>Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.</li> </ul>	
	Variables and Lists							<ul> <li>Use lists to create a set of variables.</li> </ul>	<ul> <li>Use lists to create a set of variables.</li> </ul>



Threshold Concepts:	Code This concept involves developing an understanding of instructions, logic and sequences.	Connect This concept involves developing an understanding of how to safely connect with others.	<b>Communicate</b> This concept involves using apps to communicate one's ideas.	Computing Systems and Networks	<b>Collect</b> This concept involves developing an understanding of databases and their uses.
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Operators				Use the Boolean operators	Use the Boolean operators
				() < ()	() < ()
				() = ()	() = ()
				() > ()	() > ()
				()and()	()and()
				()or()	()or()
				Not()	Not()
				to define conditions.	to define conditions.
				Use the Reporter operators	Use the Reporter operators
				() + ()	() + ()
				() - ()	() - ()
				() * ()	() * ()
				() / ()	() / ()
				to perform calculations.	to perform calculations.
				Pick Random () to ()	Pick Random () to ()
				Join () ()	Join () ()
				Letter () of ()	Letter () of ()
				Length of ()	Length of ()
				() Mod () This reports the remainder after a division calculation	() Mod () This reports the remainder after a division calculation
				Round ()	Round ()
				() of ()	() of ()



Threshold Concepts:	(	Code		Connect		Communi	cate	Computing Systems and Networks	Collect
			ves developing an		involves developing an		pt involves using apps to		This concept involves developing an
		U	instructions, logic and		g of how to safely connect	communio	cate one's ideas.		understanding of databases and their uses.
	Unit 1	sequences.	Unit 2	with others.	Unit 3		Unit 4	Unit 5	Unit 6
Connect	<ul> <li>Understand and o knowledge that it download copyrig material, includin games, without e permission, from holder.</li> <li>Understand the e comments and sh responsibility and sensitivity when o</li> <li>Understand how networks are set</li> <li>Collaborate with on sites approved moderated by tea</li> <li>Give examples of online communiti demonstrate kno to minimise risk a problems.</li> </ul>	t is illegal to ghted growsic or xpress written the copyright effect of online now donline. simple up and used others online d and achers. the risks of ies and wledge of how	<ul> <li>Understand and dem knowledge that it is i download copyrighte material, including m games, without expre permission, from the holder.</li> <li>Understand the effect comments and show and sensitivity when</li> <li>Understand how sim are set up and used.</li> <li>Collaborate with othe sites approved and m teachers.</li> <li>Give examples of the online communities a demonstrate knowle minimise risk and rep problems.</li> </ul>	llegal to d usic or ess written copyright et of online responsibility online. ple networks ers online on noderated by risks of and dge of how to	<ul> <li>Understand and demonst knowledge that it is illeg download copyrighted material, including musi games, without express permission, from the conholder.</li> <li>Understand the effect of comments and show rest and sensitivity when onl</li> <li>Understand how simple are set up and used.</li> <li>Collaborate with others sites approved and mod teachers.</li> <li>Give examples of the rist online communities and demonstrate knowledge minimise risk and report problems.</li> </ul>	gal to c or written pyright f online sponsibility line. networks online on lerated by ks of l e of how to	<ul> <li>Understand and demonstratt knowledge that it is illegal to download copyrighted material, including music or games, without express writt permission, from the copyrigholder.</li> <li>Understand the effect of onl comments and show respon and sensitivity when online.</li> <li>Understand how simple netware set up and used.</li> <li>Collaborate with others onlinisites approved and moderative teachers.</li> <li>Give examples of the risks of online communities and demonstrate knowledge of him minimise risk and report problems.</li> </ul>	<ul> <li>Understand and demo knowledge that it is ille download copyrighted material, including mu games, without expression, from the of holder.</li> <li>Understand the effect comments and show r and sensitivity when of works</li> <li>Understand how simp are set up and used.</li> <li>Collaborate with other sites approved and mo teachers.</li> <li>Give examples of the r online communities and</li> </ul>	<ul> <li>Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.</li> <li>Understand the effect of online comments and show responsibility and sensitivity when online.</li> <li>Understand how simple networks are set up and used.</li> <li>Collaborate with others online on sites approved and moderated by teachers.</li> <li>Give examples of the risks of online communities and demonstrate knowledge of how to</li> </ul>
Communicate Computing Systems & Networks	<ul> <li>Choose the most applications and a purposes of comr</li> <li>Use many of the a features in order quality, professio efficient commun</li> <li>To recognise how transferred over the To explain and evoir in which computed</li> </ul>	devices for the munication. advanced to create high nal or hications. / data is the internet. / aluate the ways	<ul> <li>Choose the most suit applications and devi purposes of commun</li> <li>Use many of the adva features in order to c quality, professional efficient communicat</li> </ul>	ces for the iication. anced reate high or			<ul> <li>Choose the most suitable applications and devices for purposes of communication.</li> <li>Use many of the advanced features in order to create h quality, professional or efficient communications.</li> </ul>		
Collect	including the inte the opportunity f and communicati	rnet provide or collaboration			<ul> <li>Select appropriate applied devise, construct and mediata and present it in an and professional manned professiona</li></ul>	anipulate n effective			