



Belswains Primary School Computing Progression Map

		Autumn 1 Computing systems and networks	Autumn 2 Creating media	Spring 1 Programming A	Spring 2 Data and information	Summer 1 Creating media	Summer 2 Programming
Year 1	Knowledge	<p>Technology around us</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<p>Digital painting</p> <p>Create and debug simple programs.</p>	<p>Moving a robot</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p>	<p>Grouping data</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Digital writing</p> <p>Recognise common uses of information technology beyond school.</p>	<p>Programming animations</p> <p>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.</p>
	Skills	<p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or</p>	<p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content.</p>	<p>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p>	<p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content.</p> <p>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.</p>	<p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content.</p> <p>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.</p>	<p>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p>



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		contact on the internet or other online technologies.					
	Vocabulary	Technology, computer, mouse, trackpad, keyboard, screen, double-click, typing.	Paint program, tool, paintbrush, erase, fill, undo, shape tools, line tool, fill tool, undo tool, colour, brush style, brush size, pictures, painting, computers.	Word processor, keyboard, keys, letters, type, numbers, space, backspace, text cursor, capital letters, toolbar, bold, italic, underline, mouse, select, font, undo, redo, format, compare, typing/writing.	Object, label, group, search, image, property, colour, size, shape, value, data set, more, less, most, fewest, least, the same.	Bee-Bot, forwards, backwards, turn, clear, go, commands, instructions, directions, left, right, route, plan, algorithm, program.	Scratch Jr, command, sprite, compare, programming, area, block, joining, start, run, program, background, delete, reset, algorithm, predict, effect, change, value, instructions, design.

		Autumn 1 Computing systems and networks1	Autumn 2 Creating media	Spring 1 Programming A	Spring 2 Data and information	Summer 1 Creating media	Summer 2 Programming B
Year 2	Knowledge	Information technology Around us, identifying IT and how its responsible use improves our world in school and beyond.	Digital photography Capturing and changing digital photographs for different purposes. Robot algorithms.	Robot algorithms Creating and debugging programs, and using logical reasoning to make predictions.	Pictograms Collecting Data in tally charts and using attributes to organise and present data on a computer.	Digital music Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	Programming quizzes Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.

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	Skills	<p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p>Recognise common uses of information technology beyond school.</p> <p>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.</p>	<p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p>Recognise common uses of information technology beyond school.</p> <p>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.</p>	<p>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p>	<p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content.</p>	<p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content.</p>	<p>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content.</p>
	Vocabulary	<p>Information technology (IT), computer, barcode, scanner/scan</p>	<p>Music, quiet, loud, feelings, emotions, pattern, rhythm, pulse, pitch, tempo, rhythm, notes, create, emotion, beat, instrument, open, edit.</p>	<p>Device, camera, photograph, capture, image, digital, landscape, portrait, framing, subject, compose, light sources, flash, focus, background, editing, filter, format, framing, lighting,</p>	<p>More than, less than, most, least, common, popular, organise, data, object, tally chart, votes, total, pictogram, enter, data, compare, objects, count, explain, attribute, group, same, different, conclusion, block diagram, sharing</p>	<p>Instruction, sequence, clear, unambiguous, algorithm, program, order, prediction, artwork, design, route, mat, debugging, decomposition</p>	<p>Sequence, command, program, run, start, outcome, predict, blocks, design, actions, sprite, project, modify, change, algorithm, build, match, compare, debug, features, evaluate, decomposition, code.</p>



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		Autumn 1 Computing Systems and Networks	Autumn 2 Creating Media	Spring 1 Programming A	Spring 2 Data and Information	Summer 1 Creating Media	Summer 2 a Programming B
Year 3	Knowledge	<p>Connecting computers</p> <p>Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.</p>	<p>Stop-frame animation</p> <p>Capturing and editing digital still images to produce a stop frame animation that tells a story</p>	<p>Sequencing sounds</p> <p>Creating sequences in a block-based programming language to make music.</p>	<p>Branching databases</p> <p>Building and using branching databases to group objects using yes/no questions.</p>	<p>Desktop publishing</p> <p>Creating documents and modifying text, images and page layouts for a specific purpose.</p>	<p>Events and actions</p> <p>In programs Writing algorithms and programs that use a rang.</p>
	Skills	<p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Understand computer networks including the internet; how they can</p>	<p>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</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into</p>	<p>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</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into</p>



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	<p>provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
Vocabulary	<p>Digital device, input, process, output, program, digital, non-digital, connection, network, switch, server, wireless access point, cables, sockets.</p>	<p>Text, images, advantages, disadvantages, communicate, font, style, landscape, portrait, orientation, placeholder, template, layout, content, desktop publishing, copy, paste, purpose, benefits.</p>	<p>Animation, flip book, stopframe, frame, sequence, image, photograph, setting, character, events, onion skinning, consistency, evaluation, delete, media, import, transition.</p>	<p>Attribute, value, questions, table, objects, branching, database, objects, equal, even, separate, structure, compare, order, organise, selecting, information, decision tree.</p>	<p>Scratch, programming, blocks, commands, code, sprite, costume, stage, backdrop, motion, turn, point in direction, go to, glide, sequence, event, task, design, run the code, order, note, chord, algorithm, bug, debug, code.</p>	<p>Motion, event, sprite, algorithm, logic, move, resize, extension block, pen up, set up, pen, design, action, debugging, errors, setup, code, test, debug, actions.</p>



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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Knowledge	<p>The internet</p> <p>Recognising that the internet is a network of networks including the WWW, and why we should evaluate online content.</p>	<p>Audio production</p> <p>Capturing and editing audio to produce a podcast, ensuring that copyright is considered.</p>	<p>Repetition in shapes</p> <p>Using a text-based programming language to explore count-controlled loops when drawing shapes.</p>	<p>Data logging</p> <p>Recognising how and why data is collected over time, before using data loggers to carry out an investigation.</p>	<p>Photo editing</p> <p>Manipulating digital images, and reflecting on the impact of the changes and whether the required purpose is fulfilled.</p>	<p>Repetition in games</p> <p>Using a block-based programming language to explore count-controlled and infinite loops when creating a game.</p>
	Skills	<p>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.</p> <p>Use search technologies</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and</p>	<p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and</p>



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	<p>effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>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.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>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.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Understand computer networks including the internet; how they can provide multiple services.</p>	<p>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.</p>	<p>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.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>repetition in programs; work with variables and various forms of input and output.</p>
Vocabulary	<p>Internet, network, router, security, switch, server, wireless access point (WAP), website, web page, web address, routing, web browser,</p>	<p>Audio, microphone, speaker, headphones, input device, output device, sound, podcast, edit, trim, align, layer, import, record, playback,</p>	<p>Image, edit, digital, crop, rotate, undo, save, adjustments, effects, colours, hue, saturation, sepia, vignette, image, retouch, clone, select,</p>	<p>Data, table, layout, input device, sensor, logger, logging, data point, interval, analyse, dataset, import, export, logged, collection,</p>	<p>Logo (programming environment), program, turtle, commands, code snippet, algorithm, design, debug, pattern, repeat,</p>	<p>Scratch, programming, sprite, blocks, code, loop, repeat, value, infinite loop, count-controlled loop, costume, repetition, forever, animate, event</p>



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	World Wide Web, content, links, files, use, download, sharing, ownership, permission, information, accurate, honest, content, adverts.	selection, load, save, export, MP3, evaluate, feedback.	combine, made up, real, composite, cut, copy, paste, alter, background, foreground, zoom, undo, font.	review, conclusion.	repetition, count-controlled loop, value, trace, decompose, procedure.	block, duplicate, modify, design, algorithm, debug, refine, evaluate.
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Belwains Primary School Computing Progression Map

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Knowledge	<p>Systems and searching Recognising IT systems in the world and how some can enable searching on the internet.</p>	<p>Video production Planning, capturing, and editing video to produce a short film. Selection in physical computing.</p>	<p>Exploring conditions and selection using a programmable microcontroller.</p>	<p>Flat-file databases Using a database to order data and create charts to answer questions. Introduction to vector graphics.</p>	<p>Introduction to vector Graphics creating images in a drawing program by using layers and groups of objects.</p>	<p>Selection in quizzes Exploring selection in programming to design and code an interactive quiz</p>
	Skills	<p>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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>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</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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. Select, use and combine a variety of software (including internet services) on a range of digital devices</p>



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			a range of ways to report concerns about content and contact.				to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
Vocabulary	System, connection, digital, input, process, storage, output, search, search engine, refine, index, bot, ordering, links, algorithm, search engine optimisation (SEO), web crawler, content creator, selection, ranking.	Vector, drawing tools, object, toolbar, vector drawing, move, resize, colour, rotate, duplicate/copy, zoom, select, align, modify, layers, order, copy, paste, group, ungroup, reuse, reflection.	Video, audio, camera, talking head, panning, close up, video camera, microphone, lens, mid-range, long shot, moving subject, side by side, angle (high, low, normal), static, zoom, pan, tilt, storyboard, filming, review, import, split, trim, clip, edit, reshoot, delete, reorder, export, evaluate, share.	Database, data, information, record, field, sort, order, group, search, value, criteria, graph, chart, axis, compare, filter, presentation.	microcontroller, USB, components, connection, infinite loop, output component, motor, repetition, count-controlled loop, Crumble controller, switch, LED, Sparkle, crocodile clips, connect, battery box, program, condition, Input, output, selection, action, debug, circuit, power, cell, buzzer.	Selection, condition, true, false, count-controlled loop, outcomes, conditional statement, algorithm, program, debug, question, answer, task, design, input, implement, test, run, setup, operator.	



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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Knowledge	<p>Communication and collaboration</p> <p>Exploring how data is transferred by working collaboratively online. Webpage creation</p>	<p>Webpage creation Designing and creating webpages,</p> <p>Giving consideration to copyright, aesthetics and navigation.</p>	<p>Variables in games</p> <p>Exploring variables when designing and coding a game.</p>	<p>Introduction to spreadsheets</p> <p>Answering questions by using spreadsheets to organise and calculate data.</p>	<p>3D modelling</p> <p>Planning, developing, and evaluation 3D computer models of physical objects.</p>	<p>Sensing movement</p> <p>Designing and coding a project that captures inputs from physical devices.</p>
	Skills	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. understand computer</p>	<p>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</p>	<p>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,</p>	<p>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</p>	<p>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</p>	<p>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,</p>



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	<p>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. 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.</p>	<p>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.</p>	<p>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. 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.</p>	<p>collecting, analysing, evaluating and presenting data and information.</p>	<p>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.</p>	<p>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.</p>
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Belswains Primary School Computing Progression Map

	Vocabulary	communication, protocol, data, address, Internet Protocol (IP), Domain Name Server (DNS), packet, header, data payload, chat, explore, slide deck, reuse, remix, collaboration, internet, public, private, oneway, two-way, one-to-one, one-to-many.	website, web page, browser, media, Hypertext Markup Language (HTML), logo, layout, header, media, purpose, copyright, fair use, home page, preview, evaluate, device, Google Sites, breadcrumb trail, navigation, hyperlink, subpage, evaluate, implication, external link, embed.	TinkerCAD, 2D, 3D, shapes, select, move, perspective, view, handles, resize, lift, lower, recolour, rotate, duplicate, group, cylinder, cube, cuboid, sphere, cone, prism, pyramid, placeholder, hollow, choose, combine, construct, evaluate, modify.	data, collecting, table, structure, spreadsheet, cell, cell reference, data item, format, formula, calculation, spreadsheet, input, output, operation, range, duplicate, sigma, propose, question, data set, organised, chart, evaluate, results, sum, comparison, software, tools.	variable, change, name, value, set, design, event, algorithm, code, task, artwork, program, project, code, test, debug, improve, evaluate, share, assign, declare	Micro:bit, MakeCode, input, process, output, flashing, USB, trace, selection, condition, if then else, variable, random, sensing, accelerometer, value, compass, direction, navigation, design, task, algorithm, step counter, plan, create, code, test, debug
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Belswains Primary School Computing Progression Map

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Knowledge	<p>Recording audio and taking photos using an iPad. (needs repeating to take photos)</p> <p>Exploring different types of electronic devices.</p> <p>In provision opportunity to use and explore</p>	<p>Online Safety- Share the story of Chicken Clicking, what should we do if something upsets us online?</p> <p>In the provision opportunities to use and explore.</p>	<p>Practising keypad and touchpad skills- logging into the chrome books and playing games on them.</p> <p>Children learn how to use the I pads then to record their favourite places in school.</p>	<p>Practising keypad skills Programmable toys. Beetbots and cars.</p>	<p>Practising keypad skills logging on and off,</p> <p>I pads to video the chicks and what is happening.</p> <p>Creating digital artwork</p> <p>Photos using I pads of their favourite places in school.</p>	<p>Practising keypad/keyboard skills</p> <p>I pads to record what they like doing at school to share as a transition.</p>
	Skills	<p>Exploring the I pads to take photos. Understanding the different types of electronic devices.</p>	<p>Learning what it means to be safe online. Exploring the meaning in the story.. Opening discussions within Online safety. What to do if something worries them.</p>	<p>Learning where to find the letters on a keypad Switching a laptop on. Playing games on the chrome books.</p>	<p>How to reset a beetbot and how to programme a basic robot.</p>	<p>Using the tablets and cameras to take videos and plot the progress of the chicks.</p>	<p>Now using the tablets with confidence sharing and filming others. Editing and deleting what is not needed.</p>



Belwains Primary School Computing Progression Map

	Vocabulary	I Pad Camera Tablet Screen TV Computer	Online safety Personal details	Chrome books/ Laptops Logging on Turn off Close correctly	Beetbot, programme, share, reset,.	Tablet Camera Video Record, stop, play.	Tablets Record Sharing editing.
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