Crompton Primary School

Progression Map and End Points

Composite	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Digital Citizenship	• The internet to communicate • Being unkind online	• Children know how to create an avatar and to understand what this is and how it is used. • Children know how to create a picture and add their own name to it. • Children understand the idea of 'ownership' of creative work.	• Children know what a digital footprint is. • Children know examples of things that they would not want to be in their digital footprint.	• Children understand how the Internet can be used to help us to communicate effectively. • Children understand how a blog can be used to help us communicate with a wider audience. • Children know that what can be read on websites is not always true. • Children are beginning to understand how to search the Internet and how to think critically about the results that are returned. • Children know what a 'spoof' website is. • Children know how to check that website information is accurate. • Children know that what can be read on websites is not always true. • Children are beginning to understand how to search the Internet and how to think critically about the results that are returned. • Children know what a 'spoof' website is. • Children know how to check that website information is accurate.	• Children know how to structure search queries to locate specific information. • Children know how to use search effectively to answer questions • Children know how to analyse the contents of a web page for clues about the credibility of the information. • Children know the different parts of a desktop computer • Children know what the function of the different parts of a computer is. • Children know the different parts that make up a computer	• Children know the importance of citing all sources when researching online. • Children know how to select keywords and search techniques to find relevant information and increase reliability. • Children know the advantages and disadvantages of different forms of communication and when it is appropriate to use each.	• Children know how a blog can be used as an informative text. • Children know the key features of a blog. • Children know how to work collaboratively to plan a blog. • Children know how to create a blog or blog post with a specific purpose. • Children know that the way in which information is presented has an impact upon the audience. • Children know how to post comments and blog posts to an existing class blog. • Children know the approval process that their posts go through and demonstrate an awareness of the issues surrounding inappropriate posts and cyberbullying. • Children know how to assess the effectiveness and impact of a blog. • Children know that content included in their blog carefully considers the end user

Online Safety	• Saying 'no', 'please stop' and 'I'll tell' • Real life or online • Emotions online • Being safe online at home and beyond	• Children know how to login safely and understand why that is important. • Children know how to save work to the My Work area and understand that this is private space. • Children know how to find saved work in the Online Work area. • Children understand the importance of logging out when you have finished.	• Children know how to refine searches using the Search tool. • Children know how to share work electronically using the display boards. • Children know how to use digital technology to share work, to communicate and connect with others locally. • Children know what makes them feel happy and what makes them feel sad online. •	• Children know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. • Children understand how the Internet can be used to help us to communicate effectively. • Children understand how a blog can be used to help us communicate with a wider audience. • Children know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. • Children know the physical and emotional effects of playing/watching inappropriate content/games. • Children know the meaning of age restrictions symbols on digital media and devices. • Children know why PEGI restrictions exist. • Children know where to turn for help if they see inappropriate content or have inappropriate contact from others. • Children know the physical and emotional effects of playing/watching inappropriate content/games. • Children know the meaning of age restrictions symbols on digital media and devices. • Children know why PEGI restrictions exist.	• Children know that security symbols such as a padlock protect their identity online. • Children know the meaning of the term 'phishing' and are aware of the existence of scam websites. • Children know what a digital footprint is and how it relates to identity theft. • Children know what they would not want to be in their digital footprint • Children know the risks of installing free and paid for software. • Children know that malware is software that is specifically designed to disrupt, damage, or gain access to a computer. • Children know what a computer virus is. • Children know the risks of installing free and paid for software. • Children know that malware is software that is specifically designed to disrupt, damage, or gain access to a computer. • Children know what a computer virus is. • Children know whether activities that they undertake online, infringe another's' copyright. • Children know the difference between researching and using information and copying it. • Children know about citing sources that they have used. • Children know that they have ownership of the way that they choose to use their	• Children know what information is acceptable to share online both about themselves and others. • Children know who to tell if they are upset by something that happens online. • Children know how to use the SMART rules as a source of guidance when online. • Children know what information is acceptable to share online both about themselves and others. • Children know who to tell if they are upset by something that happens online. • Children know how to use the SMART rules as a source of guidance when online. • Children know what information is acceptable to share online both about themselves and others. • Children know how to create a strong password and keep it protected. • Children know how technology can be used to manipulate personal images. • Children know how image manipulation can be used to upset them or others even using simple, freely available tools and little specialist knowledge. •	• Children know the risks of being online including sharing location, secure websites, spoof websites, phishing, and other email scams. • Children clearly know the steps they can take to protect themselves online. Including protecting their digital footprint, where to go for help, smart rules and security software. • Children know the risks of being online including sharing location, secure websites, spoof websites, phishing, and other email scams. • Children clearly know the steps they can take to protect themselves online. Including protecting their digital footprint, where to go for help, smart rules and security software. • Children know that what they share impacts upon themselves and upon others in the long-term. • Children know there are consequences when promoting inappropriate content online and how to put a stop to such behaviour when they experience it or witness it as a bystander. • Children' are responsible when communicating and sharing content online • Children know that what they share impacts upon themselves and upon others in the long-term.

				• Children know where to turn for help if they see inappropriate content or have inappropriate contact from others.	free time and technology, recognising a need to find a balance between being active and digital activities. • Children know reasons for limiting screen time. • Children know that they have ownership of the way that they choose to use their free time and technology, recognising a need to find a balance between being active and digital activities. • Children know reasons for limiting screen time.		• Children know there are consequences when promoting inappropriate content online and how to put a stop to such behaviour when they experience it or witness it as a bystander. • Children' are responsible when communicating and sharing content online • Children know that there is a balance between being active and digital activities. • Children know reasons for limiting screen time. • Children know the positives and negative aspects of technology and balance these opposing views. • Children have an internalised in-depth understanding of the risks and benefits of an online presence. • Children know that there is a balance between being active and digital activities. • Children know reasons for limiting screen time. • Children know the positives and negative aspects of technology and balance these opposing views. • Children have an internalised in-depth understanding of the risks and benefits of an online presence.
Digital Literacy		• Children know how to search Purple Mash to find resources. • Children know the types of resources available in the Topics section. • Children know the icons used in the resources in the Topics section.	• Children have some knowledge and understanding about sharing more globally on the Internet.	• Children know how YES/NO questions are structured and answered. • Children know how to choose a particular question to split a database. • Children know how to begin to use 'or more'	• Children know that the font size and type are tailored to the purpose of the text. • Children know to use text formatting to make a piece of writing fit for its audience and purpose.	• Children know how the web began • Children know why the web is so important • Children know the evolution of the world wide web • Children know how to create a multimedia presentation	• Children know some of the major changes in technology which have taken place during their lifetime and the lifetime of their teacher/another adult.

		• Children know how to start to add pictures and text to work. • Children know the Tools area of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New • Children know that there is a Games area on Purple Mash.		and 'or less' in their questioning • Children know how to contribute to a branching database • Children know how to complete a branching database. • Children know how to edit and adapt a branching database to accommodate new entries. • Children know how to choose a suitable topic for a branching database. • Children know how to select and save appropriate images. • Children know how to use and debug branching databases. • Children know how to set up a graph with a given number of fields. • Children know how to enter data for a graph • Children know how to produce and share graphs made on the computer. • Children know how to select the most appropriate style of graph for data, explaining their reasoning. • Children know how to present mathematical results in a range of graphical formats. • Children know how to use the sorting option to make analysis of data easier. • Children know how to select the most appropriate style of graph for data and explain their reasoning	• Children know to assess the suitability of formatting for the intended audience	• Children know what makes an effective presentation • Children know how to be a good audience	
	• Move a mouse, point and click • Click and drag • Right click • Paint packages	• Children know that data can be represented in picture format.	• Children know what rows and columns are in a spreadsheet.	• Children know how to add and edit data in a table layout. • Children know that spreadsheet programs	• Children know that the numbers entered into cells can be set to either currency or decimal.	• Children know how to use formulae within a spreadsheet to convert measurements of length and distance.	• Children know how to create a spreadsheet to answer a mathematical question relating to probability.

Spreadsheets	• Letters on a keyboard • Say what a pictogram shows • Add data to a pictogram	• Children know how to contribute to a pictogram. • Children know what a pictogram shows. • Children know how to use a pictogram to represent results of an experiment.	• Children know how to open, save and edit a spreadsheet. • Children know how to include images from the image toolbox and allocate them a value. • Children know how to use the count tool to count items. • Children know how to use copying, cutting and pasting to help make spreadsheets. • Children know how to use tools in a spreadsheet to automatically total rows and columns. • Children know a spreadsheet can be used to solve a mathematical puzzle. • Children know how to use images in a spreadsheet. • Children know how to use a spreadsheet to help calculate. • Children know how to add and edit data in a table layout. • Children know how to use the data to manually create a block graph.	can automatically create graphs from data. • Children know the 'more than', 'less than' and 'equals' tools can compare different numbers and help work out solutions to calculations. • Children know the 'spin' tool can be used to count through times tables. • Children know the location in a spreadsheet uses the notation of a letter for the column followed by a number for the row. • Children know how to find specified locations in a spreadsheet. • Children know how to sort objects using just YES/NO questions. • Children know how to complete a branching database • Children know how to edit and adapt a branching database to accommodate new entries • Children know how to create a branching database. • Children know how to use and debug a branching database	• Children know the use of the display of decimal places. • Children know how to add formulae to a cell. • Children know how to use the timer, random number and spin button tools. • Children know how to combine the timer, random number and spin button tools. • Children know how to use a series of data in a spreadsheet to create a line graph • Children know how to use a series of data in a spreadsheet to create a line graph • Children know that a spreadsheet can be used to help them plan actions. E.g. budgeting. • Children know how to use the currency formatting tool. • Children know how to allocate values to images and use these to explore place value.	• Children know how to use the 'how many' tool. • Children know how to use a spreadsheet to model a real-life problem. • Children know how to use formulae to calculate area, perimeter and volume of shapes. • Children know how to create simple formulae that uses different variables. • Children know how to create formulae that use text variables. • Children know how to use a spreadsheet to model a real-life situation and come up with solutions that can be practically applied.	• Children know how to take copy and paste shortcuts. • Children know how to problem solve using the count tool. • Children know how to use the formula wizard to create formulae. • Children know how to use a spreadsheet to solve a problem. • Children know how to use a spreadsheet to model a real-life situation and come up with solutions. • Children know how to make practical use of a spreadsheet to help plan actions. • Children know how to use a spreadsheet to model a real-life situation and come up with solutions that can be applied to real life.
Computer Science		• Children know that an algorithm is a list of rules to follow in order to solve a problem. • Children know how to plan a simple algorithm • Children know how to give and follow commands, which include straight / turning commands – one at a time • Children know how to debug a simple	• Children know what a program is • Children know what an event is • Children know programs need an event to begin • Children know that computers need precise instructions • Children know how to give and follow several instructions, including the direction and turning command	• Children know the structure of the language in 2Logo • Children know how to input simple instructions in 2Logo • Children know how to create logo instructions to draw patterns • Children know the pu and pd commands • Children know how to write logo instructions for a word of four letters	• Children know the structure of the language in 2Logo • Children know how to input simple instructions in 2Logo • Children know how to create logo instructions to draw patterns of increasing complexity • Children know the pu and pd commands • Children know how to write logo instructions	• Know how to review and analyse a computer game. • Know the elements that make a successful game. • Know how to design the setting for a game so that it fits with a selected theme. • Know how to upload images or use the drawing tools to create walls, floor, and roof in a game.	• Know how to create a picture-based quiz • Know the importance of considering the audience's ability level and interests when setting up a quiz • Know there are different question types that can be included in quizzes • Know what sort of questions are best suited for different question types

		• algorithm that is causing an unexpected outcome. • Children know how to break an algorithm down into smaller parts (decomposing / chunking) • Children know how to predict if a simple • algorithm will work	• Children know how to create a program that contains several commands for a device or software program • Children know how to debug a program that has caused an unexpected outcome • Children know how to use different events to start their programs (timing / on click / on button press)	• Children know how to use the Repeat command to create shapes • Children know how to use code to predict outcomes • Children know how to use the procedure feature	for a word of four letters • Children know how to use the Repeat command to create shapes • Children know how to use code to predict outcomes • Children know how to use the procedure feature	• Know how to design characters for a game. • Know how to decide upon, and change, the animations and sounds that characters in a game make • Children know how to maximise playability of a game • Children know how to write informative instructions for a game • Children know how to evaluate a game suggesting improvements to a design.	• Know to consider audience's ability level and interests when setting a quiz • Children know there are different types of toolkit games. • Children know how to choose the appropriate toolkit tool depending on game type. • Children know how to make a quiz that requires the player to search a database • Children know how to design a complete quiz incorporating a range of question types. • Know how to create a picture-based quiz • Know the importance of considering the audience's ability level and interests when setting up a quiz • Children know how all data in a computer is saved in the computer memory in a binary format. • Children know that binary uses only the integers 0 and 1. • Children know how to relate 0 to an 'off' switch and 1 to and 'on' switch. • Children know how to count up from 0 in binary using visual aids if needed. • Children know how to relate bits to computer storage. • Children know how to convert numbers to binary using the division by two method. • Children know how to check their own

							answers using the converter tool. • Children know how to make use of a variable set to 0 or 1 to control game states
Coding	• Items we control • ICT devices • Clicking cause and effect • Screen simulations • Click and drag • Algorithms are instructions to solve problems • BeeBot	• Children know what instructions are • Children know how to predict what will happen when instructions are followed • Children know that computer programs work by following instructions called code • Children know computer programs are made up of code. • Children know what objects and actions are. • Children know what an event is. • Children know how to use an event to control an object. • Children know what an event is. • Children know that code executes when a program is run. • Children know what backgrounds and objects are. • Children know how to use the scale property. • Children know how to plan and make a computer program.	• Children know what an algorithm is. • Children know how to create a computer program using an algorithm. • Children know how to create a program using a given design. • Children know what the collision detection event is. • Children know how to make a prediction based on reading blocks of code. • Children know that algorithms follow a sequence. • Children know how to design an algorithm that follows a timed sequence. • Children know that different objects have different properties. • Children know what different events do in code. • Children know how to create a program using a given design. • Children know the function of buttons in a program. • Children know what debugging means. • Children know how to debug simple programs. • Children know it is important to test and debug a program repeatedly.	• Children know what a flowchart is. • Children know how flowcharts are using in computer programming. • Children know that there are different types of timers. • Children know how to select the correct timer for its purpose. • Children know how to use the repeat command. • Children know how to create a range of programs. • Children know the importance of nesting. • Children know how to design and create an interactive scene. • Children know how to set the properties of objects. • Children know how to plan scenes and algorithms before creating a program. • Children know how to make several different things happen in a program.	• Children know how to create a simple computer program. • Children know what selection is in computer programming. • Children know how an IF statement works. • Children know how to use co-ordinates in computer programming. • Children know how an IF statement works. • Children know what the Repeat until command is. • Children know what selection is in computer programming. • Children know how an IF/ELSE statement works. • Children know what a variable is in programming. • Children know how to use a number variable. • Children know how to create a playable game. • Children know how to explain code.	• Know how to review and analyse a computer game. • Know the elements that make a successful game. • Know how to design the setting for a game so that it fits with a selected theme. • Know how to upload images or use the drawing tools to create walls, floor, and roof in a game. • Know how to design characters for a game. • Know how to decide upon, and change, the animations and sounds that characters in a game make • Children know how to maximise playability of a game • Children know how to write informative instructions for a game • Children know how to evaluate a game suggesting improvements to a design.	• Children know how to plan a program which includes a timer and a score • Children know how to plan and create a program • Children know how to debug when things do not run as expected • Children know how to create a program that makes use of multiple functions with the code arranged in tabs. • Children know how to explain how their code executes when their program is run. • Children know how to use flowcharts to test and debug a program. • Children know how to create flowcharts for procedures • Children know how to create a simulation which devices can be controlled • Children know how to code programs that take text input from the user and use this in the program • Children know how to attribute variables to user input • Children know to be aware to code for all possibilities when using user input • Children know how code can be used to make a text-based adventure game.
	• Using the internet to find things out • Devices to access the internet • How to find information	• Children know what the teacher has access to in Purple Mash.	• Children have some knowledge and understanding about sharing more globally on the Internet.	• Children know a range of different ways to communicate • Children know how to order the various types	• Children know how to interpret a variety of incoming communications	• Children know how to send a request • Children know how to receive information	• Children know the difference between the World Wide Web and the internet.

Email and Communication Networks	• My personal information • Trusted people • My work • Name the parts of a computer • Shut down a computer appropriately	• Children know how to see messages left by the teacher on their work.	• Children know that Email is a form of digital communication. • Children know how to open and send an email. • Children know what email is used for.	of communication that have been used through history • Children know how to open an email and respond to it • Children know how to send an email • Children know how to use the search option in an email account address book • Children know how to stay safe using email • Children know the importance of draft • Children know email safety scenarios that they could come across in the future • Children know how to create title screens for a quiz • Children know how to attach work to an email • Children know what CC means and how to use it • Children know how to read and respond to a series of email communications • Children know how to attach files appropriately • Children know why the terms CC and BCC are used • Children know when to use CC or BCC • Children know a range of different ways to communicate • Children know how to order the various types of communication that have been used through history	• Children know how to use 2Connect		• Children can provide examples of the difference between the World Wide Web and the Internet. • Children know about their school network. • Children can explain the differences between more than two network types such as: LAN, WAN, WLAN and SAN. • Children know about Tim Berners-Lee. •