



|        | Digital Systems  | Programming  | Data & Information   | Creative Media  | Communication & Online Safety   |
|--------|--|--|--|---|---|
| Year 1 | Recognise common technology in school and everyday life. Understand that computers need users to log in securely and store work. | Understand that computers follow instructions called algorithms. Create and follow simple instructions and begin to debug simple errors.   | Group and sort objects using digital tools. Create simple pictograms and answer questions using collected data.                        | Use digital tools to create pictures and simple animated stories. Combine images, text and sound in digital creations.        | Understand that technology should be used safely. Recognise that passwords and personal information should be kept private.         |
| Year 2 | Understand how digital systems organise and store work. Identify different types of digital devices and how they are used.       | Create simple programs using block-based coding and understand that algorithms control how programs work. Predict what programs will do and begin debugging when programs do not behave as expected. | Collect, organise and present data using charts, pictograms and branching databases. Use digital tools to answer questions about data. | Create digital artwork and music using a range of tools. Manipulate colours, sounds and effects to enhance digital creations. | Understand that the internet connects computers around the world. Use technology safely and recognise responsible behaviour online. |
| Year 3 | Develop touch typing skills and understand how hardware and software work together in computer systems.                          | Plan, create and debug programs using sequences and repetition. Use logical reasoning to explain how algorithms work.  | Use branching databases and spreadsheets to organise and analyse information.  | Create multimedia presentations combining text, images and layout.  | Use email safely to send and receive messages. Understand the benefits and risks of digital communication.                          |
| Year 4 | Identify different types of technology and explain how digital systems process information.                                      | Design, write and debug programs using block-based coding. Explore programming with physical computing tools such as micro:bits.   | Use software to collect, analyse and present data. Understand how digital systems can process and present information.                 | Create animations and digital music using specialised tools.  | Use search engines effectively to locate information online and refine searches using keywords.                                     |
| Year 5 | Understand how computer networks allow computers to communicate and share information.   | Create programs that use variables, inputs and outputs. Debug increasingly complex programs.   | Use spreadsheets to organise data and perform calculations. Interpret data to draw conclusions.  | Create multimedia presentations and digital content for a specific audience.  | Understand how online communication works and how to stay safe when interacting online.   |
| Year 6 | Understand how networks and the internet enable communication and data sharing globally.   | Design, write and debug more complex programs using variables, inputs and outputs. Use logical reasoning to refine algorithms.   | Analyse and interpret complex data using spreadsheets and databases.   | Create advanced digital content including presentations, media and animations.  | Evaluate information found online, recognise reliable sources and understand responsible digital behaviour.                         |

The computing curriculum is delivered using Purple Mash; this progression map summarises the knowledge and skills developed across each year group.

