

# St Clements Progression Map

Subject: COMPUTING (Digital Literacy and Safety)

At St Clements Primary School, we aim to prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever-changing digital world. Knowledge and understanding of computing is of increasing importance for children's future both at home and for employment. Our Computing curriculum focuses on a progression of skills in digital literacy, computer science, information technology and online safety to ensure that children become competent in safely using, as well as understanding, technology. These strands are revisited repeatedly through a range of themes during children's time in school to ensure the learning is embedded and skills are successfully developed. Our intention is that Computing also supports children's creativity and cross curricular learning to engage children and enrich their experiences in school.

Autumn	Nursery	EYFS	Key Stage 1			Key Stage 2		
		Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge			<p>To understand what being online may look like, the different feelings we can experience and how to identify adults who can help us.</p> <p>To understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help.</p> <p>To recognize that text can be created in a number of ways.</p> <p>To use word processing software to create text.</p>	<p>To understand that an animation consists of characters, a stage, props, sound, text and a story.</p> <p>To understand the importance of a storyboard in the story planning process. To create a storyboard.</p> <p>To understand that messages can be sent electronically over distance.</p> <p>To understand that personal information is unique to themselves.</p> <p>To understand that personal information should only be given to trusted adults.</p>	<p>To understand that technology can be used to control sound.</p> <p>To understand that sound can be stored digitally.</p> <p>To understand what a podcast is.</p> <p>To identify some of the risks of sharing publicly online.</p> <p>To understand some of the measure that can be taken to stay safe.</p>	<p>To understand what an animation is.</p> <p>To create a scene for an animation.</p> <p>To understand that animations can be created using digital tools.</p> <p>To create an animated scene.</p> <p>To storyboard and create a short animation.</p> <p>To distinguish between personal information, which is safe to be shared online, and private information which is unsafe to share.</p> <p>To use keywords in search engines to refine online searches.</p>	<p>To distinguish between personal information, which is safe to be shared online, and private information which is unsafe to share.</p> <p>To understand the risk and benefits of various modes of communication.</p>	<p>To recognize the importance of never sharing passwords, except with parents or guardians.</p> <p>Know how to create passwords that are hard to guess, yet easy to remember.</p> <p>Customize privacy settings for the online services they use.</p>
Skills		<p>create basic shapes using digital tools with support</p> <p>understand that we can get information from pictures and video as well as words</p> <p>record basic sounds (audio) with support</p> <p>interact with multimedia software to make something happen on screen</p> <p>explore, access and make choices with digital content</p> <p>understand that they should get permission from an adult before going online</p> <p>understand that they should not talk to anyone they do not know online</p> <p>understand the need to be careful using computers and devices but can sometimes be careless</p> <p>share computers and devices with others but not always fairly</p> <p>have created shapes and text using digital tools</p> <p>used technology to show learning</p> <p>talk about different kinds of information such as pictures, words, video and sound</p>	<p>obtain simple information from the world wide web</p> <p>use digital drawing tools to express something</p> <p>Use IT to create sentences that communicate meaning</p> <p>know that some information is personal (Eg. name &amp; address)</p> <p>identify some characteristics of trustworthy/untrustworthy people but give inappropriate justification (eg. trustworthy because they are being nice)</p> <p>understand that personal information should only be given to trusted people but the trust can be misplaced (see above)</p>	<p>choose a website based on how useful it is for a specific purpose</p> <p>demonstrate how they found specific information in a website</p> <p>be discerning about the information collected from websites</p> <p>select appropriate applications to help them achieve a specific task</p> <p>can identify suitable information to present</p> <p>identify some ways they can keep themselves safe when using ICT</p> <p>use ICT to communicate, identify some of the risks and act to minimise them</p>	<p>understand that a wider range of information is personal (Eg. regular attendance at a specific place)</p> <p>identify some of the ways to use computers safely</p> <p>know the need for passwords and that they should be kept safe.</p> <p>follow e-safety guidelines</p>	<p>Understand that a computer network means connected computers</p> <p>Understand that you can use the internet for activities other than web browsing</p> <p>know that not all information available online is reliable and needs to be checked</p> <p>Understand that you can use the internet for activities other than web browsing</p> <p>find information by navigating around a number of websites using hyperlinks and buttons</p>	<p>know that a computer network consists of a number of computers and devices that are connected</p> <p>suggest a range of activities you can do using the internet, including web browsing</p> <p>find information by navigating around a number of websites using hyperlinks and buttons</p> <p>question the credibility of information given on websites</p> <p>know that internet search engines give a list of websites based on key words</p> <p>cross-check information provided on one website against that provided on another</p> <p>use search technology to find things out</p> <p>suggest a number of activities that you can use the internet for (e.g. online gaming, voice over internet, email etc.)</p>	<p>use internet services other than web browsing (e.g. voice over internet or email)</p> <p>discuss opportunities for communication and collaboration online</p> <p>find relevant information online and make some checks for accuracy and reliability</p> <p>understand that internet search engines find information and list search results in order of popularity</p> <p>Remix simple web contents, sometimes with support</p> <p>Recognize an audience when creating digital content</p> <p>communicate and collaborate using technology and online services</p> <p>create simple web content using basic HTML</p> <p>know that internet search engines use algorithms to find web content (e.g. web crawling)</p> <p>find relevant information online and critically evaluate its plausibility and usefulness</p>

Spring	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year	Year 3	Year 4	Year 5	Year 6
Knowledge		To create a representation of a real or fantasy game or story. To understand that photos can be shared online. To understand the importance of seeking permission before sharing a photo. To understand that a computer can be connected to a printer.	To understand that animations need to be scripted. To understand that stop frame animations involve physical characters, setting and props. To understand that messages can be sent electronically over distances and that people can reply to them. To begin to identify the characteristics of people who are worthy of trust and who can help them make choices that keep them safe.	To plan and record a podcast. To use digital tools to edit a podcast. To combine audio sound and effects. To understand potential consequences of sharing without consent.	To understand that messages can be used to communicate over distance a number of ways. To understand how email travels and how to retrieve it. To send and reply to emails. To understand when it is acceptable to use the work of others.	To begin to make sensible and considered judgments about whether or not to trust online contents and people when online.	Learn specific ways to respond to bullying when you see it. Know how to behave if you experience harassment.
Skills	create simple compositions and record/playback audio begin to understand that software and tools can be used to communicate through text, images and sound find information using a basic search know to ask an adult before going online know to tell an adult if they find anything worrying online know that they should not talk to anyone they do not know online be kind to friends be able to talk about how much time they spend using computers and devices be careful using computers and devices share the use of computers and devices	find answers to simple questions using a website use drawing and text tools to impart information talk about how they have used the computer to create things understand that various information is personal (Eg. hobbies) usually identify characteristics of trustworthy people know that personal information should only be given to trusted people	begin to use a range of applications on computers and devices independently talk about how useful particular websites and/or applications have been to their work create digital content that communicates meaning	know that people can communicate and collaborate online use search technology to find things out uses a range of tools to communicate and express ideas	know that not all information available online is reliable and it needs to be checked but does not always do so know that internet search engines give a list of websites based on search terms cross-check information provided on one website against that provided on another demonstrate the use of basic safety measures when using technology and working online (Eg. logging out)	cross-check information provided on one website against that provided on another create digital content for specific purposes demonstrate the use of basic safety measures when using technology and working online (Eg logging out of devices after use) use appropriate search criteria to find relevant information and check its plausibility and usefulness check information provided on the world wide web for accuracy know that personal information should only be given to trusted sources know that some information on the internet may be misleading or inaccurate and that it needs to be checked use technology and online services to communicate and collaborate, identify some of the risks and act to minimize them	know that search results are organised in order of popularity use search technology and clear search terms to view web pages and obtain data use a number of internet services (e.g. voice over internet, email etc.) create digital content for specific purposes and audiences use feedback to improve digital content use digital tools to communicate and collaborate effectively online identify some of the risks associated with work and leisure in a digital society and act to minimize them

Summer	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge		<p>To understand how to identify and approach adults who can help./</p> <p>To understand that people online may try to manipulate others, how this can make someone feel and how to identify an approach adult who can help.</p> <p>To select and insert text into a word processing application.</p> <p>To open and save a word processing document.</p> <p>To understand the value of using a word processor produce text.</p>	<p>To work collaboratively in a group to achieve a common goal.#</p> <p>To create a stop-frame animation.</p> <p>To understand that messages can be sent electronically over distances and that people can reply to them.</p> <p>To understand that communication can be images, sound, or text.</p> <p>To understand that emotions can be a tool to help judge unsafe situations.</p> <p>To understand the importance of checking with an adult before participating in an online</p>	<p>To identify the good features of a podcast.</p> <p>To suggest improvements for a podcast.</p> <p>To understand some of the ways that we can protect ourselves online against manipulation.</p> <p>To understand the need for strong passwords.</p>	<p>To attach a file to an email</p> <p>To understand the advantages of attaching files to emails.</p> <p>To use email to communicate ideas.</p> <p>To use strong passwords.</p> <p>To explore strategies for safely managing spam.</p> <p>To analyze why private information should not be shared without permission.</p> <p>To identify strategies for dealing with cyberbullying</p>	<p>To identify different forms of cyber bullying.</p> <p>To understand what to do if confronted with cyber bullying.</p>	<p>Make good decision when choosing how and what to communicate – and whether to communicate at all.</p> <p>Be aware of online tools for reporting abuse.</p>
Skills	<p>access a website using short cuts</p> <p>navigate a website using buttons and obvious links</p> <p>talk about information they have found out from images, text, video and sound</p> <p>understand that audio can convey information</p> <p>Explore the features of digital audio recording devices/tools</p> <p>use a combination of simple and drawing to demonstrate their learning</p> <p>put together simple presentations with multimedia aspects to communicate ideas</p> <p>obtain information online</p> <p>make choices about the kind of information they collect online</p> <p>always ask for permission before going online</p> <p>seek support when they are unsure about digital content</p> <p>talk openly about the time they spend using computers and devices and the content they view/use</p>	<p>talk about how they found information in a website</p> <p>make choices about the kind of information they collect from websites</p> <p>use a combination of text and drawing to make simple presentations</p> <p>understand that a wider range of information is personal (eg. regular attendance at a specific place)</p> <p>identify a variety of characteristics of trustworthy people and justifies opinions appropriately</p> <p>know that personal information should only be given to trusted people</p>	<p>understand that a wider range of information is personal (Eg. regular attendance at a specific place)</p> <p>identify some of the ways to use computers safely</p> <p>know the need for passwords and that they should be kept safe.</p> <p>follow e-safety guidelines</p>	<p>cross check information found on one website against another source</p> <p>carefully select information from a range of websites</p> <p>recognize what is acceptable/unacceptable behaviour when using technology and online</p> <p>know that some information available online may be misleading or inaccurate and that it needs to be checked</p>	<p>know the need to use secure passwords and keep them private</p> <p>use ICT to communicate and collaborate, identify some of the risks and act to minimise them</p> <p>know that not all information provided on the world wide web is correct and that it needs to be checked</p> <p>use appropriate search criteria to find relevant information and check its usefulness</p> <p>know the need to use secure passwords and keep them private</p>	<p>can discuss opportunities for communication and collaboration online</p> <p>can use internet services other than web browsing (e.g. voice over internet or email)</p> <p>improve their work based on feedback and can comment on the success of their work</p> <p>create digital content for specific purposes by combining software applications and internet services to communicate with an audience (e.g. creating webpages)</p> <p>identify a range of ways they can keep themselves safe using technology and online services and know how to report any concerns</p> <p>communicate effectively and safely online</p> <p>use search criteria efficiently find information online and check it for accuracy and reliability</p>	<p>find information online and check it for accuracy and reliability</p> <p>understand how internet search results are ranked</p> <p>understand that computers on networks (incl. the internet) have unique addresses (IP addresses) and that data is transmitted as packets design and create webpages using HTML and CSS</p> <p>design criteria for evaluating digital content</p> <p>identify improvements and refine their own and other's work</p> <p>use a variety of technologies and online tools to communicate and collaborate safely</p> <p>demonstrate responsible use of technology and online tools</p>

## Impact (End Points)

EYFS	Key Stage 1		Key Stage 2			
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6