# Computing Curriculum Progression Map (Purple Mash & 2BeSafe – Years 1–6)

This document maps the progression of Computing across Years 1–6 using the Purple Mash scheme and 2BeSafe online safety curriculum. For each year group, units are broken down into declarative ('know that…') and procedural ('know how to…') knowledge, with explicit links to prior and future learning.

## Year 1

For each unit, declarative knowledge summarises key facts, concepts and vocabulary. Procedural knowledge summarises skills and processes pupils can reliably demonstrate. Prior and future learning show how this builds across the school.

| Unit / Topic | Declarative knowledge (know that…) | Procedural knowledge (know how to…) | Prior learning (builds on…) | Future learning (leads to…) |
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| Technology Around Us (incl. 2BeSafe online safety) | Know that technology includes devices such as computers, tablets and interactive boards. Know that a computer system is made up of hardware (things you can touch) and software (programs and apps). Know that the internet lets computers talk to each other and that we leave a 'digital footprint' online. Know that we should keep | Log in and out of Purple Mash and find 2Dos. Identify and name key devices in school (e.g. computer, laptop, tablet) and their basic uses. Follow simple rules for staying safe online (e.g. asking before going on a new site, not sharing personal details). Explain in simple sentences what to do if something online makes them feel uncomfortable. | Builds on pupils' everyday experiences of using technology at home and in EYFS, and early work exploring digital tools in 'Introduction to Purple Mash'. | Prepares for deeper understanding of the internet and online communicatio n in Year 2 'The Internet' and 'Email', and for more sophisticated 2BeSafe content around reliability, fake news and digital footprints in KS2. |

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| | personal information private and tell a trusted adult if we see something worrying. | | | |
| Creative Computing & Animated Stories | Know that digital art is created using software tools. Know that a digital story can combine pictures, sound and text. Know that an animation is made from a sequence of images (frames) shown quickly one after another. | Use simple paint tools in Purple Mash to create images. Create a simple digital story with pictures and audio using 2Create a Story. Add, move and change objects on screen and play back their work. Save and reopen work from their own folder. | Builds on EYFS mark-making and story-telling, and basic use of mouse/touch to choose tools and make marks from 'Introduction to Purple Mash'. | Leads into more complex digital art and mixed media in Year 2 'Creating Pictures' and Year 3 'Presenting Ideas', and later animation and game design in Years 4–5. |
| Data Explorers | Know that data is information that can be collected and organised (e.g. colours, | Collect simple data about the class (e.g. eye colour, pets). Use 2Count/2Investigate to enter data and create a simple pictogram or chart. Answer simple | Builds on EYFS sorting and counting activities and initial Purple Mash tool use. | Prepares for more structured data handling, branching databases and spreadsheets in Years 2–3, and data |

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| | favourite fruits). Know that pictograms and simple charts show data visually to help us answer questions. | questions about what their chart shows (e.g. which is most/least popular). | | analysis in Years 4–6. |
| Creating and Following Instructions (Algorithms) | Know that an algorithm is a set of instructions to achieve a goal. Know that computers follow instructions exactly and cannot 'guess' what we mean. Know that 'debugging' means finding and fixing mistakes in instructions. | Create and follow simple, ordered instructions (e.g. for getting ready or making a sandwich). Use simple on-screen activities to put instructions in the correct sequence. Spot and fix mistakes in a short set of instructions so that a task works correctly. | Builds on everyday sequencing (e.g. daily routines) and following teacher instructions. | Leads into more formal coding using 2Go and block coding in Year 2 'Route Explorers' and later programming units. Supports logical thinking for branching databases and questioning later in KS1 and KS2. |
| Making Beats & Sound Stories | Know that digital tools can create and record sound. Know simple | Use 2Beat to create simple repeating beats and patterns. Add simple sound effects and/or voice recordings to a digital story. Play | Builds on music work in EYFS and whole-class music, plus familiarity with using microphones/recordin g in class. | Prepares for richer digital music creation in Year 2 'Making Music' and Year 4 'Sound Stories' |

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| musical terms such as beat and pattern. Know that sounds can be added to stories to create mood and meaning. | back and review their work, making simple changes (e.g. faster/slower, louder/softer). | and ‘Composing Beats’, and for adding sound to games and animations in KS2. |

## Year 2

For each unit, declarative knowledge summarises key facts, concepts and vocabulary. Procedural knowledge summarises skills and processes pupils can reliably demonstrate. Prior and future learning show how this builds across the school.

| Unit / Topic | Declarative knowledge (know that…) | Procedural knowledge (know how to…) | Prior learning (builds on…) | Future learning (leads to…) |
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| The Internet (incl. 2BeSafe online safety) | Know that the internet is a global network of computers that can share information. Know that websites are stored on servers and accessed using a browser. Know that information online can be true or false and that some websites are more reliable than others. Know that we must keep personal information safe and use respectful behaviour online. | Open a browser and use links to navigate to a given website. Use simple search terms with support to find information. Explain in their own words why they should not share personal information online. Identify examples of kind and unkind behaviour online and say what they would do in each case. | Builds on Year 1 understanding of 'Technology Around Us' and basic online safety rules, and early experience of using the internet at home/school. | Prepares for structured online communication in Year 3 'Email' and Year 6 'Blogging', and for more advanced searching and evaluation in Years 4 and 5. Links closely with developing 2BeSafe topics such as reliability, fake news and phishing. |
| Route Explorers (Programming in 2Go) | Know that programs are made of instructions that must be in | Use 2Go to give simple movement instructions to an on-screen | Builds on Year 1 'Creating and Following Instructions' and general | Leads into longer algorithms and use of rotation and repeats in |

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| | the correct order. Know that different commands make a character move (e.g. forwards, backwards, turn). Know that repeating commands can make a program shorter and more efficient. | object. Create short programs to move along a path, including turns and repeats. Test their programs and debug when the character does not reach the intended destination. | sequencing skills. | Year 3 'Route Planners', and into more complex programming concepts (loops, selection) in Years 4–6 and micro:bit units. |
| Creating Pictures | Know that different digital art tools create different effects (e.g. brush, fill, spray). Know that digital images can be saved, copied and edited without changing the original. Know that artists make choices about colour, shape and texture to create mood. | Use a range of Purple Mash painting tools to create and edit pictures. Save, open and improve their work over more than one session. Talk about choices they have made in their digital art and compare to traditional media. | Builds on Year 1 'Creative Computing & Animated Stories' where children used simple paint tools. | Prepares for more sophisticated digital art and mixed-media presentations in Year 3 'Presenting Ideas' and 'Presentations', and for 3D design and animation in Years 4–6. |
| Spreadsheets (2Calculate – Foundations) | Know that a spreadsheet is made up of cells in rows and columns. Know that spreadsheets can be used to | Enter numbers and labels into cells. Use simple tools such as sum to add numbers. Create simple bar charts or | Builds on Year 1 'Data Explorers' work on collecting and representing simple data. | Leads to more advanced spreadsheet use in Year 3 and beyond, including formulae, conversions |

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| | store numbers and automatically calculate totals. Know that graphs and charts can be created from spreadsheet data. | pictograms from their data and answer simple questions about them. | | and modelling real-life situations in Years 4–5. |
| Questioning & Branching Databases | Know that questions can be used to sort objects into groups. Know that a branching database uses yes/no questions to identify objects. Know that choosing clear, useful questions makes it easier to find the right item. | Collect and group data about objects using given criteria. Use 2Question to answer questions in a branching database. Create their own simple branching database by choosing questions and testing it with a partner. | Builds on Year 1 'Data Explorers' (simple grouping and sorting) and algorithmic thinking from 'Creating and Following Instructions'. | Prepares for more complex data work in Year 3 'Branching Databases' and 'Data Explorers', and for databases and data detectives work in Years 5–6. |
| Making Music & Sound Stories | Know that digital music tools can create and edit different sounds and instruments. Know that music can be arranged in patterns and layers (texture) to create effects. Know | Use 2Sequence to explore sounds and compose simple patterns. Use 2Beat or similar tools to create short rhythmic sequences. Add sound effects and narration to a short digital story | Builds on Year 1 'Making Beats & Sound Stories' and core music curriculum knowledge. | Prepares for richer composition and sound design in Year 4 'Sound Stories' and 'Composing Beats', and for adding sound and music to games and animations in Years 4–5. |

that sound effects and narration can change how a story feels.

and edit based on listening back.

## Year 3

For each unit, declarative knowledge summarises key facts, concepts and vocabulary. Procedural knowledge summarises skills and processes pupils can reliably demonstrate. Prior and future learning show how this builds across the school.

| Unit / Topic | Declarative knowledge (know that…) | Procedural knowledge (know how to…) | Prior learning (builds on…) | Future learning (leads to…) |
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| Email & Online Communication (incl. 2BeSafe) | Know that email is a way of sending messages over the internet. Know key parts of an email (to, from, subject, body). Know that online communication must follow rules for safety, politeness and privacy. Know that messages and images shared online can be copied and passed on. | Use a simulated email system (e.g. 2Email) to read, send and reply to messages. Write clear subject lines and simple, polite messages. Recognise and report suspicious or unkind messages in line with 2BeSafe guidance. | Builds on Year 2 'The Internet' understanding of how the internet works and safe behaviour online. | Prepares for more open-ended online communication in Year 6 'Blogging' and collaborative tools, and supports understanding of networks and online services in Years 4 and 6. |
| Route Planners (Programming) | Know that longer algorithms can be broken into smaller parts. Know that rotation, repeats and sequences are used to control movement. Know that mistakes in code (bugs) | Use 2Go to create longer movement algorithms including turns and repeats. Plan and test programs to navigate mazes or paths. Debug programs by identifying where the instructions do not match the intended route. | Builds directly on Year 2 'Route Explorers' and Year 1 algorithm work. | Prepares for Logo, more complex coding structures and micro:bit programming from Year 4 upwards. |

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| | cause programs to behave unexpectedly. | | | |
| Branching Databases | Know that branching databases use a tree of yes/no questions to identify items. Know that data can be organised in different ways depending on what we want to find out. Know that carefully chosen questions make databases more efficient. | Create branching databases using 2Question. Test and refine their databases by checking whether they correctly identify items. Explain why they chose particular questions and criteria. | Builds on Year 2 'Questioning & Branching Databases' and Year 1–2 data handling units. | Leads into table-based databases and more advanced data tools in Years 5–6, including 'Databases' and 'Data Detectives'. |
| Spreadsheets (2Calculate – Developing) | Know that spreadsheets can use formulae to perform calculations automatically. Know that the same data can be represented using different types of charts for different purposes. Know that spreadsheets are widely used in real life (e.g. budgets, | Create simple formulae in 2Calculate (e.g. +, −, ×, ÷). Use tools to change data and observe how graphs update. Use a spreadsheet to answer 'what if' questions in simple investigations. | Builds on Year 2 spreadsheet foundations and Year 1–2 data work. | Prepares for more advanced spreadsheet modelling in Years 4–5 and for using data to support arguments in Year 6 'Graphing' and 'Data Detectives'. |

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| | measurements). | | | |
| Presentations & Presenting Ideas (incl. Touch Typing) | Know that digital presentations can combine text, images and simple animation. Know simple layout principles (titles, bullet points, slide order). Know that correct finger placement on a keyboard improves typing speed and accuracy. | Create a simple multi-slide presentation (e.g. in 2Connect/2Publish or PowerPoint/Slides) with text and images. Use basic formatting tools (font, size, colour) appropriately. Practise and improve typing using home-row keys and correct finger positions. | Builds on Year 2 'Creating Pictures' and word processing, and general experience of watching presentations. | Prepares for more sophisticated word processing and presentations in Upper KS2, including mixed-media blogging and presenting for authentic audiences in Year 6. |
| micro:bits – Introduction to External Devices | Know that micro:bits are small programmable devices with inputs (buttons, sensors) and outputs (LEDs). Know that programs can be downloaded to run on physical devices. Know that code uses events (e.g. button pressed) to trigger actions. | Use block coding (2Code) to create simple programs for the micro:bit. Program the device to respond to simple inputs (e.g. button press) with outputs (e.g. show an icon). Test code on-screen and on the micro:bit itself and debug when it does not work as expected. | Builds on 2Go and block coding experiences in Years 1–2 and logical thinking from data units. | Prepares for more complex external device programming and physical computing in Year 4–6 micro:bit units, and for text-based coding in 'Introduction to Python'. |

## Year 4

For each unit, declarative knowledge summarises key facts, concepts and vocabulary. Procedural knowledge summarises skills and processes pupils can reliably demonstrate. Prior and future learning show how this builds across the school.

| Unit / Topic | Declarative knowledge (know that…) | Procedural knowledge (know how to…) | Prior learning (builds on…) | Future learning (leads to…) |
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| Unpacking Hardware and Software (incl. Networks & 2BeSafe) | Know the difference between hardware (physical components) and software (programs, apps, operating systems). Know key components of a computer and a simple network (e.g. devices, router, server). Know that data is transmitted using electrical/optical signals and represented using binary. Know that online activity is logged and traceable (digital footprint). | Identify hardware and software in the classroom and around school. Use diagrams to show how devices in a simple network are connected. Explain in simple terms how data travels from a device to a website and back. Apply 2BeSafe learning to evaluate how secure and private different online actions are. | Builds on Year 1 'Technology Around Us' and Year 2–3 work on the internet, email and online communication. | Prepares for deeper network understanding in Year 6 'Networks', for micro:bit and external device programming, and for online safety issues such as phishing and plagiarism in Upper KS2. |
| Animation | Know that animation is created by showing a sequence of images in quick | Use 2Animate or similar to create short animations using multiple frames. Import or create simple | Builds on animated stories and simple animation in | Prepares for combining animation with sound and interactivity in Year 5 'Game |

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| | succession. Know that different animation techniques (e.g. frame-by-frame, stop-motion) create different effects. Know that storyboarding helps plan an animation. | backgrounds and characters. Use timelines, onion-skinning or similar tools to refine movement. Export or present animations and evaluate them. | Years 1–3. | Creator' and for more complex media projects in Year 6. |
| Logo (Text-based Coding) | Know that Logo is a text-based programming language. Know that commands must be typed accurately for the program to run. Know that repetition and procedures (subroutines) help to write efficient, reusable code. | Use Logo commands to move and turn the turtle to create shapes and patterns. Create simple procedures to draw shapes and call them from a main program. Debug Logo programs when the output is not as expected. | Builds on Year 3 Route Planners and block coding concepts. Connects to earlier work on shapes and angles in maths. | Prepares for more complex coding structures, including functions and variables in Years 5–6 and Introduction to Python in Year 6. |
| Sound Stories & Composing Beats | Know that digital audio can be layered, edited and arranged. Know that pitch, tempo and texture affect how music and sound are experienced. Know that sound design can support narrative and | Use Busy Beats/2Sequence to compose layered beats and melodies. Add background music and sound effects to animations or stories. Edit and refine soundtracks to match the mood and timing of | Builds on digital music and sound work from Years 1–3 and core music curriculum knowledge. | Prepares for adding complex soundscapes to games in Year 5 'Game Creator' and for rich multimedia projects in Year 6. |

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| | gameplay. | visual media. | | |
| Effective Searching (incl. 2BeSafe) | Know that search engines index and rank web pages using algorithms. Know that different search terms produce different results. Know that not all information online is reliable, and that some sites are biased or misleading. Know about plagiarism, copyright and the importance of citing sources. | Use search engines to find information using a range of keywords. Compare search results and decide which sources are more reliable, giving reasons. Record where information or images came from in simple citations. Use 2BeSafe strategies to recognise fake news, clickbait and phishing attempts. | Builds on Year 2 'The Internet' and Year 3 'Email' understanding of web use and Year 1–3 2BeSafe content. | Prepares for research-heavy projects across the curriculum and for Upper KS2 work on blogging, networks and online safety, including safe searching and evaluating digital content. |
| micro:bits (Physical Computing – Developing) | Know that programs running on micro:bits can monitor real-world inputs (e.g. tilt, light, temperature) and control outputs. Know that variables, functions and selection can be used to create more complex behaviours. | Use 2Code to program micro:bits using inputs and outputs. Create simple physical simulations or devices (e.g. step counters, message badges). Test programs on-screen and on devices, debugging as necessary. | Builds on Year 3 micro:bit introduction and earlier block coding and Logo work. | Prepares for more advanced external device programming and data-logging in Years 5–6, and for transition to text-based coding (Python). |

## Year 5

For each unit, declarative knowledge summarises key facts, concepts and vocabulary. Procedural knowledge summarises skills and processes pupils can reliably demonstrate. Prior and future learning show how this builds across the school.

| Unit / Topic | Declarative knowledge (know that…) | Procedural knowledge (know how to…) | Prior learning (builds on…) | Future learning (leads to…) |
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| Databases & Quizzing | Know that databases store structured data in tables of records and fields. Know that queries can be used to search and filter data to answer questions. Know that different question types (multiple choice, true/false, free text) are useful for different purposes. | Create and populate simple table-based databases using 2Investigate. Build and run queries to answer increasingly complex questions. Design and build quizzes in 2Quiz that use appropriate question types and consider user experience. | Builds on Year 2–3 'Data Explorers', 'Branching Databases' and 'Spreadsheets', and Year 4 data-handling work. | Prepares for high-level data analysis in Year 6 'Data Detectives' and cross-curricular use of data to support arguments and investigations. |
| Spreadsheets (Advanced) | Know that spreadsheets can model real-world problems and explore 'what if' scenarios. Know that functions and formulae can be combined to perform | Use advanced spreadsheet tools (e.g. formula bar, functions) to perform calculations. Create and adapt spreadsheets to solve problems (e.g. budgets, | Builds on spreadsheet learning from Years 2–4 and data handling across the curriculum. | Prepares for Year 6 'Graphing' and 'Data Detectives', and for secondary computing and maths where spreadsheets are used regularly. |

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| | complex calculations. Know that data can be presented and formatted for different audiences. | conversions, investigations). Select suitable graph types and formats to present findings clearly. | | |
| Game Creator | Know that games have rules, objectives and balanced challenge. Know that game design combines graphics, sound, interaction and narrative. Know that user testing helps refine and improve games. | Use Purple Mash game-creation tools to design levels, characters and obstacles. Add animations, sound effects and background music. Implement simple game mechanics (e.g. scoring, win/lose conditions) and test with peers, gathering feedback. | Builds on animation, sound and creative computing work from Years 1–4 and earlier coding units. | Prepares for more complex media projects and interactive narratives in Year 6 and supports transition to secondary game design and multimedia work. |
| Coding: External Devices & micro:bits (Advanced Physical Computing) | Know that external devices can be controlled using code and that sensors provide live input data. Know that selection (if/else), variables and functions are used to build | Design and code programs for micro:bits or similar devices using events, selection, variables and repetition. Integrate inputs (e.g. sensors, buttons) and outputs (e.g. LEDs, sound) to | Builds on Years 3–4 micro:bit units, Logo, and earlier block coding and algorithmic thinking. | Prepares for Year 6 'Introduction to Python' and further physical computing in secondary school. |

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| | more sophisticated programs. Know that code must be systematically tested and debugged. | create useful devices or simulations. Follow a structured code, test, debug cycle. | | |
| Online Safety (2BeSafe – Upper KS2 focus) | Know key online risks at Upper KS2 level (e.g. phishing, scams, online reputation, fake news). Know what is meant by plagiarism, copyright and respecting others' work. Know how to create strong passwords and protect accounts. | Apply 2BeSafe strategies to evaluate websites and messages for reliability and risk. Decide when and how to report concerns using school systems and external reporting tools. Demonstrate safe choices in scenarios involving sharing, messaging and online gaming. | Builds on online safety learning through Years 1–4 and increasing independent use of the internet. | Prepares for Year 6 online safety and blogging, and for safe, responsible use of technology at secondary school. |

## Year 6

For each unit, declarative knowledge summarises key facts, concepts and vocabulary. Procedural knowledge summarises skills and processes pupils can reliably demonstrate. Prior and future learning show how this builds across the school.

| Unit / Topic | Declarative knowledge (know that…) | Procedural knowledge (know how to…) | Prior learning (builds on…) | Future learning (leads to…) |
|---|---|---|---|---|
| Networks | Know the main types of network (LAN, WAN) and how they are used. Know key network hardware (e.g. switch, router, server, client). Know that data travels in packets and that protocols govern how data is sent and received. | Draw and explain diagrams of simple networks (home, school). Explain how an email or web page request travels across a network in pupil-friendly language. Discuss advantages and disadvantages of networked systems in school and at home. | Builds on Year 4 'Unpacking Hardware and Software' and Year 2–3 work on the internet and email. | Prepares pupils for secondary computing topics on networks, the internet and cybersecurity. |
| Blogging (incl. Online Safety & 2BeSafe) | Know that blogs are a way of publishing content online for an audience. Know how audience and purpose influence style, tone and content. Know online safety and privacy | Plan, draft and publish blog posts using a suitable platform (e.g. 2Blog). Incorporate text, images and links; moderate and respond to comments appropriately. | Builds on Year 3 'Email', Year 4 'Effective Searching' and Year 5 online safety learning, and on presentation and writing skills across the curriculum. | Prepares for more independent online publishing and social media use at secondary school. |

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| | considerations when publishing, including consent, copyright and commenting. | Apply 2BeSafe principles to ensure blogs are safe, respectful and legally compliant. | | |
| Graphing & Data Detectives | Know that different graph types (bar, line, pie, comparative) are suited to different data sets. Know that large data sets can be explored using queries and filters. Know that data can be used to support or challenge arguments, but can also be misrepresented. | Use spreadsheets and graphing tools to create a range of chart types from given and self-collected data. Carry out complex queries across multiple tables in data-detective activities. Interpret and evaluate data presentations, explaining whether they are fair and accurate. | Builds on all previous data handling units, especially Year 5 'Spreadsheets' and 'Databases'. | Prepares for data-handling and statistics work at secondary level across computing, maths and science. |
| 3D Modelling | Know that 3D models are created using digital tools that manipulate shapes and objects in three dimensions. Know that 3D design is used in many fields (e.g. architecture, | Use a 3D modelling tool (e.g. 2Design and Make) to create and manipulate 3D shapes. Combine and adjust objects to create complete 3D models. Evaluate their | Builds on creative computing, animation and 3D environment design in Year 1 'Creative Computing', Year 3–4 animation and Year 5 'Game | Prepares for 3D design and CAD work in secondary DT, computing and creative subjects. |

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| | product design, game design). Know that precision and measurement are important in 3D modelling. | designs against a brief and suggest improvements. | Creator'. | |
| Introduction to Python (Text-based Programming) | Know that Python is a text-based programming language used widely in industry. Know that variables, selection and iteration are core constructs in many programming languages. Know that algorithms can be expressed in different ways (flowcharts, pseudocode, code). | Write simple Python programs using input, output and variables. Use selection (if/else) and loops (for/while) in simple tasks. Read, run and debug short Python scripts, making small modifications to change behaviour. | Builds on Logo, micro:bit coding and block-based programming structures from Years 3–5. | Prepares pupils for secondary computing, where Python and other text-based languages are used in depth. |

## Whole-School Computing Progression at a Glance

This table summarises how key strands progress from Year 1 to Year 6. It can be used as a quick visual overview alongside the detailed year-by-year tables.

| Strand | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| Computer systems & networks / hardware & software | Technology Around Us | The Internet | Email; Technology Around Us (revisited) | Unpacking Hardware & Software | Coding: External Devices; micro:bits | Networks |
| Programming & algorithms | Creating & Following Instructions | Route Explorers | Route Planners; micro:bits (intro) | Logo; micro:bits (developing) | Coding: External Devices & micro:bits (advanced) | Introduction to Python |
| Data & information | Data Explorers | Spreadsheets; Questioning | Branching Databases; Spreadsheets | Data handling within units | Databases; Spreadsheets; Quizzing | Graphing; Data Detectives |
| Creating media (art, animation, presentations) | Creative Computing; Animated Stories | Creating Pictures; Animated Story Books | Presenting Ideas; Presentations; Animated Stories | Animation; Sound Stories | Game Creator | 3D Modelling; Blogging |
| Sound & music | Making Beats; Sound Stories | Making Music; Making Beats | Making Music within media units | Composing Beats; Sound Stories | Sound in Game Creator | Sound within media and blog projects |
| Online safety (2BeSafe) | Safe use of technology; trusted adults | Internet safety; personal information; respectful behaviour | Safe email and online communication | Effective searching; reliability; fake news; plagiarism | Upper KS2 risks (phishing, scams, reputation) | Safe publishing; privacy and consent in blogging and |

networks