

Statement of Intent:

Crockerton CE Primary - Rules Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rule – Be Kind		*I can be kind and welcoming. *I know when someone is not being kind.		*I know that how we think and feel affects the way we behave. *I know who the important people in my life are and how I show them that I care about them.		*I recognise factors that cause bullying. *I resolve conflict and challenge bulling behaviour. *I use 'I messages' and talk about what someone has said and done to calm a conflict situation.	
		Key Vocabulary:					
		<i>proud</i> <i>welcoming</i> <i>teasing</i> <i>arguing</i> <i>bullying</i> <i>a mean moment</i>		<i>anger</i> <i>trigger</i> <i>calm down</i> <i>overwhelmed</i> <i>people I care about</i> <i>important people</i>		<i>discrimination</i> <i>stereotyping</i> <i>conflict</i> <i>resolve</i> <i>strategies</i> <i>critical friend</i> <i>media influence</i>	
Rule – Be Safe		*I feel safe and content in school and know some ways to keep myself safe. *I consider some ways to stay safe in my community: tricky adults, walking on pavements, medicines and substances in my home. *I know the PANTS rule for keeping my body safe.					

Key Vocabulary:						
	<i>content</i> <i>safe</i> <i>tricky adults</i> <i>PANTS rule</i> <i>medicines and substances</i>					
Key Vocabulary:						
Networks	* I know similarities and differences in which people communicated in the past and now.	* Understand that networks enable the sharing of data and information.	* Use a network to share data and information.	* Understand that the internet is a large network of computers and that information can be shared between computers.	* Understand what servers are and how they provide services to a network.	* Use the internet to allow me to share data with another person. * Use and combine services on the internet to share information.
	<i>internet, email, message (text)</i>	<i>network, device (light touch)</i>		<i>Device, wireless, internet, network, server</i>	<i>internet, data, communication, collaboration, networks</i>	

	<p>ELG: Past and Present. * Know similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>National Curriculum Objectives KS1: * Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>National Curriculum Objectives KS2: * Understand computer networks including the Internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration.</p>				
Computers	<p>* I recognise technology in school.</p>	<p>* Recognise common uses of information technology in the home and school environment.</p>	<p>* Recognise common uses of information technology beyond school.</p>	<p>* Recognise familiar forms of input and output devices and how they are used. * Make efficient use of familiar forms of input and output devices, such as keyboards and printers.</p>	<p>* Use other input devices such as cameras.</p>	<p>*Use other input devices such as sensors.</p>	<p>*Use a range of input and output devices.</p>
Key Vocabulary:							
	<p><i>technology, camera, device, screen, information technology, mouse, keyboard</i></p>	<p><i>input, output, monitor, keyboard, camera, microphone, printer, speaker</i></p>	<p><i>Light sensor, sound sensor, volume, levels</i></p>				

	<p>ELG: People, culture and communities. * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>National Curriculum Objectives KS1: * Recognise common uses for technology beyond school.</p>	<p>National Curriculum Objectives KS2: *Use sequence, selection and repetition in programs; work with various forms of input and output.</p>
Using Computers	<p>Use technology to create digital content.</p>	<p>Use technology purposefully to create digital content.</p>	<p>*Use technology purposefully to organise, store, retrieve and manipulate digital content. *Use technology purposefully to create digital content, comparing the benefits of different programs.</p> <p>With support, select and use a variety of software to accomplish goals.</p> <p>With support, select and use a variety of software on a range of digital devices to accomplish given goals.</p> <p>* Independently select and use appropriate software for a task.</p> <p>* Independently select, use and combine a variety of software to design and create content for a given audience.</p> <p>* Design and create content for a given audience. * Independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information.</p>
Key Vocabulary:			
<p><i>Type, keyboard, keys</i></p>	<p><i>Name, save, retrieve, font, edit, spacebar, backspace</i></p>	<p><i>Program, animation, editing, slides, presentation, sound bites</i></p>	<p><i>Data, analyse, present, graphs, charts, spreadsheet, gather</i></p>

<p>ELG: Writing. Children at the expected level of development will: * Spell words by identifying sounds in them and representing the sounds with a letter or letters; * Write simple phrases and sentences that can be read by others.</p>	<p>National Curriculum Objectives KS1: *Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>National Curriculum Objectives KS2: *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>
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Programming	<ul style="list-style-type: none"> *Program simple digital devices. 	<ul style="list-style-type: none"> *Predict the behaviour of a simple program. *Understand what algorithms are and how they are implemented on digital devices. 	<ul style="list-style-type: none"> *Use logical reasoning to predict the behaviour of a simple program. *Create simple programs. *Debug simple programs. *Debug simple programs by using logical reasoning to predict the actions instructed by a code. *Understand that programs execute by following precise and unambiguous instructions. 	<ul style="list-style-type: none"> *Design, write or debug programs that control or simulate virtual events. *Use logical reasoning to explain how algorithms work. 	<ul style="list-style-type: none"> *Decompose programs into smaller parts. *Use logical reasoning to detect and correct errors in algorithms and programs. *Select, use and combine a variety of software systems and content that accomplish a given goal. 	<ul style="list-style-type: none"> *Design, input and test an increasingly complex set of instructions to program a device. *Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. *Design, write and test simple programs with opportunities for selections, where a particular result will happen based on actions or situations controlled by the user. *Use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency. 	<ul style="list-style-type: none"> *Include use of sequences, selection and repetition with the hardware used to explore real world systems. *Solve problems by decomposing them into smaller parts. *Create programs which use variables. *Use variables, sequence, selection and repetition in programs. *Use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently.
	Key Vocabulary:						
<i>Equipment, movement, buttons, stop, go, turn, forward, back, backwards</i>	<i>Algorithm, program, bug, debug, predict</i>	<i>Sequence, detect bugs, test and improve, design, write, simulate</i>	<i>Procedures, variable, selections, solutions</i>				

ELG	<p>Expressive Arts and Design</p> <p>Creating with materials</p> <ul style="list-style-type: none">* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.* Share their creations, explaining the process they have used.	<p>National Curriculum Objectives KS1:</p> <ul style="list-style-type: none">* Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.* Create and debug simple programs.* Use logical reasoning to predict the behaviour of simple programs.	<p>National Curriculum Objectives KS2:</p> <ul style="list-style-type: none">* Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.* Use logical reasoning to explain how simple algorithms work and to detect and correct errors in algorithms and programs.
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Sequencing of learning – why now?

Term 1 – Online Safety	Term 2 – Net Searching	Term 3 – Networks	Term 4 – Computers	Term 5 – Using Computers	Term 6 – Coding
Pupils are taught how to use the internet and technology safely at the beginning of the year to set expectations prior to using internet for a range of purposes. This is revisited throughout the year in Values lessons and on whole school safety days, as well as through Term 2 Net Searching.	Pupils build upon online safety skills and develop net searching skills – many of which are linked to being discerning of information and provide a deeper level of online safety, as well as providing opportunities to apply safe internet use. This term is pre-teaching for next term's understanding of networks.	Pupils build upon their understanding of the internet, from last term, by seeing it as a network and a place that content can be made – opportunities for revisiting Term 1's online safety with producing appropriate content. Pupils have a growing confidence of logging into and accessing the internet by this term, after prior learning.	Pupils extend their learning of using the internet and finding content on computers, chrome books and tablets to understanding technology beyond these devices to understanding and using further input and output devices but being able to link these to familiar devices with growing competence with computer skills.	Extend learning of input and output devices to use these to create content for a range of purposes, combining skills and understanding of technology with growing purpose.	In Term 5, pupils have explored input and output devices some of which (KS2) have involved a very basic level of code writing in order to make them function. Develop this understanding by writing further and more complex codes that involve familiar devices as well as new ones.