Langney Primary End of Year Expectations and Key Assessment Criteria for Computing

Key Stage	Year Group	Digital World	Programming 1	Electronic Safety	Data Handling	Programming 2	Digital Presentation
Key Stage 1	**1**	I can name the external parts of a computer. I can use a Qwerty keyboard purposefully. I can type using the correct fingers. I can identify digital devices in my environment. I can evaluate whether technology can help improve how we learn.	I can organise an algorithm into a logical sequence. I can test an algorithm to see what it does. I can follow a code I can create a code. I can give a robot simple instructions.	I can explain what personal information is. I can identify what might make someone a trustworthy person. I can judge if someone is trustworthy or not. I can explain what the 'uh-oh' feeling means when online. I can demonstrate my knowledge of e-safety.	I can examine a pictogram and interpret the information it gives me. I can convert pictogram data to a spreadsheet. I can reference a cell in a spreadsheet and examine the data in it. I can change a cell colour to highlight particular information. I can gather my own data and present it on a spreadsheet. I can convert spreadsheet data into a pictograph.	I can create a light sequence on a robot. I can use a delay into a program to make it behave in a specific way. I can improve a program by editing it I can edit a robot's program so it works efficiently, even in difficult conditions. I can add a further instruction to a successful program, making more complex.	I can use digital paint tools and colours to create images. I can use a range of digital animation tools. I can create a sequence of animated frames. I can use more advanced animation tools to make an animation more complex. I can independently creating a digital animation of my choice. I can present my digital work to an audience and explain how I achieved my endpoint.

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Key Stage 1	**2**	I can identify input and output devices. I can identify digital output devices around us. I can demonstrate how technology can make some tasks easier. I can use a keyboard purposefully. I can use a range of fonts, font sizes and font colours.	I can locate and debug faults in a Logo program. I can write a Logo program that has a purpose. I can write precise instructions using Logo. I can use a repeat in a Logo program. I can read and understand unfamiliar Logo programs	I can give an example of how to deal with an e-safety worry. I can explain why I should keep my personal details private. I know what to do when someone chats to me online. I can explain why it is important to think about other people's feelings online. I can explain why I should check with an adult before playing online games. I can suggest ways to improve our school's e-safety.	I can transfer tally data into a spreadsheet. I can improve a spreadsheet by formatting cells. I can create a basic formula. I can present my own data on a spreadsheet. I can convert data into a digital graph or chart.	I can find different ways to start a program. I can control the movement of an object in a program. I can make an object interact with its environment. I can program instructions to repeat as many times as I decide. I can debug a simple program.	*Using ideas from Eduardo Paolozzi artwork* I can digitally research the work and style of an artist. I can use digital tools to mimic the style of a known artist. I can use technology to contribute to a piece of group work. I can create a simple algorithm related to a specific task.

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Key Stage 2	**3**	I can successfully log into a digital account. Personalise a digital account Create a digital folder and store a document in it. I can use digitally communication in a polite, respectful way. I can use digital collaboration tools.	I can identify the steps needed to reach an endpoint I can program a robot to perform manoeuvres that are more complex. I can use a repeated function. I can predict the outcome of a complex program I can adapt and modify a complex program, debugging as I go.	I can explain what an e-safety worry is and how to deal with them. I can explain what to do when a stranger contacts me online. I can explain why some digital games are not appropriate for my age. I can explain what to do when I see something inappropriate online. I can explain what a digital footprint is. I can suggest ways to improve our school's e-safety.	I can organise data efficiently using a spreadsheet. I can locate specific cells. I can program cells to add up values. I can collect data in order to calculate and analyse data. I can generate my own data, present my findings and draw conclusions.	I can identify the start and endpoint in a Scratch sequence I can program a repeat and explain why I have used it. I can programme a sequence in Scratch involving a user input to create a specific output. I can programme objects to interact. I can program objects to interact with each other.	*Using ideas from Andreas Gursky photography* I can search and save specific information or media for a particular purpose. I can use digitally create work for a specific purpose. I can modify and manipulate a digital image for a specific purpose. I can confidently use a range of advanced digital art tools. I can showcase digital art work create from a brief.

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Key Stage 2	**4**	I can explain what the World Wide Web is. I can explain how the internet works. I can construct an illustration of the internet. I can use specific web search features. I can insert hyperlinks into my work.	I can suggest a simple program for a robot to complete. I can use logical reasoning when programming. I can convert an algorithm into a program. I can find and fix errors in a program. I can read and interpret a program fluently.	I can explain what an e-safety worry is and how to deal with them. I can explain with an app that asks for my personal or device information. I can voice opinions on of age restrictions for digital games. I can explain the impact of a negative digital footprint. I can write a digital post blog without giving away personal information. I can suggest ways to improve our school's e-safety.	I can sort data into the right columns and rows. I can write a 'SUM' formula. I can use the drag feature to autocomplete a formula in multiple cells. I can use conditional formatting to highlight specific information. I can analyse a spreadsheet and draw conclusions.	I can place flowchart blocks in a logical way in Flowol to get a specific output. I can programme a loop in Flowol. I can place a delay in a Flowol sequence and explain its role. I can run two separate sequences, in Flowol, that work to achieve a combined output. I can fragment a system in Flowol to identify and debug errors. I can create multiple sequences that work together to make a system.	*Using ideas from Darren Rowse photography* I can use technology to create and present my ideas. I can edit and improve a digital image. I can decide the best frame format when taking a picture. I can use the digital skills I have developed to create meaningful content. I can determine the best way to achieve impact on a piece of digital artwork.

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Key Stage 2	5	I can explain how the internet has evolved over time. I can illustrate how a LAN is set up I can explain the differences between wired, wireless and data connections. I can break down the internet into its components. I can evaluate a piece of software.	I can familiarise myself with the way a robot functions. I can sequence a set of instructions into a logical order. I can trigger sections of code by broadcasting. I can use and adapt a program that uses real-time controls. I can create a pseudo random output.	I can explain what an e-safety worry is and how to deal with them. I can explain the dangers and need for age restrictions for digital games I can explain the dangers associated with giving away personal information online. I can explain some of the dangers associated with posting videos. I can find evidence to prove or disprove the content of a website. I can suggest ways to improve our school's e-safety.	I can write and use the most effective formula for a specific set of calculations. I can explain the differences between the Boolean, Text and Numeric data types. I can use a filter to find specific information. I can plan and build a spreadsheet that has a purpose.	I can recall the name of, and explain the use of, blocks used in Flowol. I can use a decision box in a sequence to allow more than one output. I can programme a variable output in Flowol. I can fragment a system into separate sequences and program those sequences. I can create a variable that is controlled by a set of delays that I have chosen to be appropriate.	I can work with 'X' 'Y' and 'Z' axis' to create a digital shape. I can use familiar CAD tools with more accuracy. I can add context to a CAD object by specifying and justifying what materials could be used in construction. I can use accurate measurements when designing a CAD model. I can use tools that help me create CAD objects to scale. I can use a wide range of CAD tools independently and accurately.

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Key Stage 2	**6**	I can identify the basic internal components of a digital device. I can compare and contrast the differences between different devices I can disassemble a laptop and locate key components. I can add purposeful hyperlinks, which I have vetted, to my work. I can evaluate the content of a website or web page and use strategies to prove if it is real of fake.	I can explore and explain the origins of the Python programming language. I can create an output in Python. I can find and fix syntax errors. I can use an 'escape sequence' in Python. I can use multiple escape sequences.	I can explain the impact of cyberbullying and suggest support strategies for victims. I can suggest the importance of (and strategies for managing) a positive digital footprint. I can identify the dangers of video chatting. I can explain how to use digital content without infringing copyright. I can suggest ways to improve our school's e-safety.	I can use prior knowledge to create a spreadsheet that include formulas. I can use formula with an 'if' condition. I can use formulae with nested 'if.' conditions. I can use formulae with the 'vlookup' function. I can plan and build a spreadsheet that has a purpose. I can use prior knowledge to create a spreadsheet that include simple formulas.	I can use the if-then-else instruction. I can create a program that enables a robot to interact with a user. I can program relational operators to compare two values. I can create a program that performs a specific task.	I can demonstrate my prior knowledge of a CAD program. I can use specific digital tools for a purpose. I can use CAD to build a scaled model. I can use animation tools to highlight specific area of a CAD model. I can present a finished piece of CAD work.