



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

Key Stage	Year Group	Digital World	Programming	Electronic Safety	Data Handling	Programming 2	Digital Presentation
Key Stage 1	1	<p>I can name the external parts of a computer and talk about what they do.</p> <p>I can identify a range of technologies around me.</p> <p>I can identify the basic functions of a Qwerty keyboard to include backspace, delete, cap lock, shift and enter.</p> <p>I can use the correct fingers on the correct keys when typing.</p> <p>I can locate and open digital work.</p> <p>I can explain what to do if something makes me unhappy on a computer, tablet or phone (e-safety link).</p>	<p>I can organise an algorithm into the most logical sequence.</p> <p>I can test an algorithm to see if it works properly.</p> <p>I can create an algorithm.</p> <p>I can convert an algorithm to a Logo program.</p> <p>I can locate faults in a Logo program.</p>	<p>I can explain what personal information is.</p> <p>I can identify what might make someone a trustworthy person.</p> <p>I can judge if someone is trustworthy or not.</p> <p>I can explain what the 'uh-oh' feeling means when online.</p> <p>I can demonstrate my knowledge of e-safety.</p>	<p>I can examine a pictogram and interpret the information it gives me.</p> <p>I can convert pictogram data to a spreadsheet.</p> <p>I can reference a cell in a spreadsheet and examine the data in it.</p> <p>I can change a cell colour to highlight particular information.</p> <p>I can gather my own data and present it on a spreadsheet.</p> <p>I can convert spreadsheet data into a pictograph.</p>	<p>I can create a light sequence on a robot.</p> <p>I can use a delay into a program to make it behave in a specific way.</p> <p>I can improve a program by editing it</p> <p>I can edit a robot's program so it works efficiently, even in difficult conditions.</p> <p>I can add a further instruction to a successful program, making more complex.</p>	<p>I can use digital paint tools and colours to create images.</p> <p>I can use a range of digital animation tools.</p> <p>I can create a sequence of animated frames.</p> <p>I can use more advanced animation tools to make an animation more complex.</p> <p>I can independently creating a digital animation of my choice.</p> <p>I can present my digital work to an audience and explain how I achieved my endpoint.</p>



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

Key Stage	Year Group	Digital World	Programming	Electronic Safety	Data Handling	Programming 2	Digital Presentation
Key Stage 1	2	<p>I can explain why the external parts of a computer are input or output devices.</p> <p>I can identify digital output devices around me.</p> <p>I can demonstrate how technology can make some tasks easier.</p> <p>I can use more advanced keyboard functions such as 'Shift'.</p> <p>I can use a range of fonts, font sizes and font colours to improve a digital presentation.</p> <p>I can explain what to do if something makes me unhappy on a computer, tablet or phone (e-safety link).</p>	<p>I can write precise instructions, using Logo.</p> <p>I can write a Logo program that has a purpose.</p> <p>I can locate and debug faults in a Logo program.</p> <p>I can use a repeat instruction in a Logo program.</p> <p>I can read and interpret an unfamiliar Logo program.</p>	<p>I can give an example of how to deal with an e-safety worry.</p> <p>I can explain why I should keep my personal details private.</p> <p>I know what to do when someone chats to me online.</p> <p>I can explain why it is important to think about other people's feelings online.</p> <p>I can explain why I should check with an adult before playing online games.</p> <p>I can suggest ways to improve our school's e-safety.</p>	<p>I can transfer tally data into a spreadsheet.</p> <p>I can improve a spreadsheet by formatting cells.</p> <p>I can create a basic formula.</p> <p>I can present my own data on a spreadsheet.</p> <p>I can convert data into a digital graph or chart.</p>	<p>I can find different ways to start a program.</p> <p>I can control the movement of an object in a program.</p> <p>I can make an object interact with its environment.</p> <p>I can program instructions to repeat as many times as I decide.</p> <p>I can debug a simple program.</p>	<p><i>Using ideas from Eduardo Paolozzi artwork</i></p> <p>I can digitally research the work and style of an artist.</p> <p>I can use digital tools to mimic the style of a known artist.</p> <p>I can use technology to contribute to a piece of group work.</p> <p>I can create a simple algorithm related to a specific task.</p>



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

Key Stage	Year Group	Digital World	Programming	Electronic Safety	Data Handling	Programming 2	Digital Presentation
Key Stage 2	3	<p>I can explain what an e-safety worry is and how to deal with them.</p> <p>I can successfully log into a digital account.</p> <p>I can confidently navigate and use my digital accounts.</p> <p>I can locate and edit digital work and folders.</p> <p>I can communicate digitally in a way that is mindful of our school values.</p> <p>I can peer assess work using digital collaboration tools.</p>	<p>I can identify the sequence of steps in a program needed to reach an endpoint.</p> <p>I can use a greater number of instructions to make a robot perform specific actions.</p> <p>I can identify where to use a repeat function and explain why I used it.</p> <p>I can create a complex program, debugging as I go.</p> <p>I can adapt and modify a complex program, debugging as I go.</p>	<p>I can explain what an e-safety worry is and how to deal with them.</p> <p>I can explain what to do when a stranger contacts me online.</p> <p>I can explain why some digital games are not appropriate for my age.</p> <p>I can explain what to do when I see something inappropriate online.</p> <p>I can explain what a digital footprint is.</p> <p>I can suggest ways to improve our school's e-safety.</p>	<p>I can organise data efficiently using a spreadsheet.</p> <p>I can locate specific cells.</p> <p>I can program cells to add up values.</p> <p>I can collect data in order to calculate and analyse data.</p> <p>I can generate my own data, present my findings and draw conclusions.</p>	<p>I can identify the start and endpoint in a Scratch sequence</p> <p>I can program a repeat and explain why I have used it.</p> <p>I can programme a sequence in Scratch involving a user input to create a specific output.</p> <p>I can programme objects to interact.</p> <p>I can program objects to interact with each other.</p>	<p><i>Using ideas from Andreas Gursky photography</i></p> <p>I can search and save specific information or media for a particular purpose.</p> <p>I can use digitally create work for a specific purpose.</p> <p>I can modify and manipulate a digital image for a specific purpose.</p> <p>I can confidently use a range of advanced digital art tools.</p> <p>I can showcase digital art work create from a brief.</p>



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

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



Key Stage	Year Group	Digital World	Programming	Electronic Safety	Data Handling	Programming 2	Digital Presentation
Key Stage 2	5	<p>I can explain how the internet has evolved over time.</p> <p>I can explain how a local area network functions.</p> <p>I can explain the differences between wired, wireless and data connections.</p> <p>I can break down the internet into its components and explain their roles within the system.</p> <p>I can evaluate a piece of software.</p>	<p>I can locate and test motors that allow a robot to move.</p> <p>I can sequence a set of instructions using a logical order.</p> <p>I can trigger specific lines of code to operate motors when I want.</p> <p>I can make a robot respond in real time.</p> <p>I can create a pseudo random output.</p>	<p>I can explain what an e-safety worry is and how to deal with them.</p> <p>I can explain the dangers and need for age restrictions for digital games</p> <p>I can explain the dangers associated with giving away personal information online.</p> <p>I can explain some of the dangers associated with posting videos.</p> <p>I can find evidence to prove or disprove the content of a website.</p> <p>I can suggest ways to improve our school's e-safety.</p>	<p>I can write and use the most effective formula for a specific set of calculations.</p> <p>I can explain the differences between the Boolean, Text and Numeric data types.</p> <p>I can use a filter to find specific information.</p> <p>I can plan and build a spreadsheet that has a purpose.</p>	<p>I can recall the name of, and explain the use of, blocks used in Flowol.</p> <p>I can use a decision box in a sequence to allow more than one output.</p> <p>I can programme a variable output in Flowol.</p> <p>I can fragment a system into separate sequences and program those sequences.</p> <p>I can create a variable that is controlled by a set of delays that I have chosen to be appropriate.</p>	<p>I can work with 'X' 'Y' and 'Z' axis' to create a digital shape.</p> <p>I can use familiar CAD tools with more accuracy.</p> <p>I can add context to a CAD object by specifying and justifying what materials could be used in construction.</p> <p>I can use accurate measurements when designing a CAD model.</p> <p>I can use tools that help me create CAD objects to scale.</p> <p>I can use a wide range of CAD tools independently and accurately.</p>



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

Key Stage	Year Group	Digital World	Programming	Electronic Safety	Data Handling	Programming 2	Digital Presentation
Key Stage 2	6	<p>I can identify the similarities and differences between a PC, laptop, tablet and smartphone.</p> <p>I can explain the role of a range of internal components in a digital device.</p> <p>I can disassemble a laptop and locate key internal components.</p> <p>I can evaluate the content of a website or webpage and use strategies to prove or disprove its validity.</p> <p>I can add purposeful hyperlinks, which I have vetted, to my work.</p>	<p>I can explore the history of Python Programming.</p> <p>I can open the Python IDLE programming environment and write a simple program.</p> <p>I can write several lines of code that output a message on more than one line in Python.</p> <p>I can debug a line of Python code.</p> <p>I can use the \n, \\, \" escape sequences, in Python.</p> <p>I can use a range of mathematical operators in Python.</p>	<p>I can explain the impact of cyberbullying and suggest support strategies for victims.</p> <p>I can suggest the importance of (and strategies for managing) a positive digital footprint.</p> <p>I can identify the dangers of video chatting.</p> <p>I can explain how to use digital content without infringing copyright.</p> <p>I can suggest ways to improve our school's e-safety.</p>	<p>I can use prior knowledge to create a spreadsheet that include formulas.</p> <p>I can use formula with an 'if' condition.</p> <p>I can use formulae with nested 'if.' conditions.</p> <p>I can use formulae with the 'vlookup' function.</p> <p>I can plan and build a spreadsheet that has a purpose.</p> <p>I can use prior knowledge to create a spreadsheet that include simple formulas.</p>	<p>I can use the if-then-else instruction.</p> <p>I can create a program that enables a robot to interact with a user.</p> <p>I can program relational operators to compare two values.</p> <p>I can create a program that performs a specific task.</p>	<p>I can demonstrate my prior knowledge of a CAD program.</p> <p>I can use specific digital tools for a purpose.</p> <p>I can use CAD to build a scaled model.</p> <p>I can use animation tools to highlight specific area of a CAD model.</p> <p>I can present a finished piece of CAD work.</p>