



KNOW ABOUT	RECEPTION	YEAR 1	YEAR 2
Algorithms and Programs	<p>Children can 'reset' a programmable toy, such as a Bee Bot.</p> <p>They understand forwards, backwards and turns.</p> <p>They know how to give a series of single step instructions to control a programmable toy.</p>	<p>They know how to create a simple series of instructions - left and right.</p> <p>They know how to record their routes.</p> <p>They understand forwards, backwards, up and down.</p> <p>They know how to put more than two instructions together to control a programmable toy.</p> <p>They are beginning to plan and test a Bee-bot journey.</p>	<p>They know how to predict the outcomes of a set of instructions.</p> <p>They know how to use right angle turns.</p> <p>They know how to use the repeat commands.</p> <p>They know how to test and amend a set of instructions.</p> <p>They know how to write a simple program and test it.</p> <p>They know how to predict what the outcome of a simple program will be.</p>
Data Retrieving and Organising	<p>With help, they can capture an image on a digital camera.</p>	<p>They know how to capture images with a camera.</p> <p>They know how to print out a photograph from a camera with help.</p> <p>They know how to record a sound and play it back.</p> <p>They know how to enter information into a template to make a graph.</p> <p>They know how to talk about the results shown on a graph.</p>	<p>They know how to find information on a website.</p> <p>They know how to click links in a website.</p> <p>They know how to print a web page to use as a resource.</p> <p>They know how to experiment with text, pictures and animation to make a simple slide show.</p> <p>They know how to use the shape tools to draw.</p>
Communicating	<p>With help, they can use a keyboard to enter names, labels or short phrases.</p> <p>They know how to use simple brushes and flood fill tools to create pictures.</p>	<p>They recognise what an email address looks like.</p> <p>They have joined in sending a class email.</p> <p>They know how to use the @ key and type an email address.</p> <p>They know how to word process ideas using a keyboard.</p> <p>They know how to use the spacebar, back space, enter, shift and arrow keys.</p> <p>They know how to print out a page from the internet.</p>	<p>They know how to send and reply to messages sent by a safe email partner (within school).</p> <p>They know how to word process a piece of text.</p> <p>They know how to insert/delete a word using the mouse and arrow keys.</p> <p>They know how to highlight text to change its format (B, <u>U</u>, I).</p>
e-Safety	<p>They know only to be online if an adult is with them.</p> <p>They know what to do if they see something that upsets them.</p>	<p>They understand the different methods of communication (e.g. email, online forums etc).</p> <p>They know you should only open email from a known source.</p> <p>They know the difference between email and communication systems such as blogs and wikis.</p> <p>They know that websites sometimes include pop-ups that take them away from the main site.</p> <p>They know that bookmarking is a way to find safe sites again quickly.</p> <p>They are beginning to evaluate websites and know that everything on the internet is not true.</p> <p>They know that it is not always possible to copy some text and pictures from the internet.</p> <p>They know that personal information should not be shared online.</p>	



YEAR-END EXPECTATIONS

Published 15/02/2022

COMPUTING

KNOW ABOUT	YEAR 3	YEAR 4
Algorithms and Programs	<p>They know how to experiment with variables to control models.</p> <p>They know how to use 90 degree and 45 degree turns.</p> <p>They know how to give an on-screen robot directional instructions.</p> <p>They know how to draw a square, rectangle and other regular shapes on screen, using commands.</p> <p>They know how to write more complex programs.</p>	<p>They know how to use repeat instructions to draw regular shapes on screen, using commands.</p> <p>They know how to experiment with variables to control models.</p> <p>They know how to make turns specifying the degrees.</p> <p>They know how to give an on-screen robot specific directional instructions that takes them from x to y.</p> <p>They know how to make accurate predictions about the outcome of a program they have written.</p>
Data Retrieving and Organising	<p>They know how to review images on a camera and delete unwanted images.</p> <p>They have experienced downloading images from a camera into files on the computer.</p> <p>They know how to use photo editing software to crop photos and add effects.</p> <p>They know how to manipulate sound when using simple recording story boarding.</p>	<p>They know how to capture images using webcams, screen capture, scanning, visualiser and internet.</p> <p>They know how to choose images and download into a file.</p> <p>They know how to download images from the camera into files on the computer.</p> <p>They know how to copy graphics from a range of sources and paste into a desktop publishing program.</p>
Communicating	<p>They know how to use the email address book.</p> <p>They know how to open and send an attachment.</p>	<p>They appreciate the benefits of ICT to send messages and to communicate.</p> <p>They know how to use the automatic spell checker to edit spellings.</p>
Using the Internet	<p>They know how to find relevant information by browsing a menu.</p> <p>They know how to search for an image, copy and paste it into a document.</p> <p>They know how to use 'Save picture as' to save an image to the computer.</p> <p>They know how to copy and paste text into a document.</p> <p>They are beginning to use note making skills to decide what text to copy.</p>	<p>They know how to use a search engine to find a specific website.</p> <p>They know how to use note-taking skills to decide which text to copy and paste into a document.</p> <p>They know how to use tabbed browsing to open two or more web pages at the same time.</p> <p>They know how to open a link to a new window.</p> <p>They know how to open a document (pdf) and view it.</p>
Databases	<p>They know how to input data into a prepared database.</p> <p>They know how to sort and search a database to answer simple questions.</p> <p>They know how to use a branching database.</p>	<p>They know how to input data into a prepared database.</p> <p>They know how to sort and search a database to answer simple questions.</p> <p>They recognise what a spread sheet is.</p> <p>They know how to use the terms cells, rows and columns.</p> <p>They know how to enter data, highlight it and make bar charts.</p>
Presentation	<p>They know how to create a presentation that moves from slide to slide and is aimed at a specific audience.</p> <p>They know how to combine text, images and sounds and show awareness of audience.</p> <p>They know how to manipulate text, underline text, centre text, change font and size and save text to a folder.</p>	<p>They know how to create a lengthy presentation that moves from slide to slide and is aimed at a specific audience.</p> <p>They know how to insert sound recordings into a multimedia presentation.</p> <p>They know how to manipulate text, underline text, centre text, change font and size and save text to a folder.</p>
e-Safety	<p>They understand the need for rules to keep them safe when exchanging learning and ideas online.</p> <p>They recognise that information on the internet may not be accurate or reliable and may be used for boas, manipulation or persuasion.</p> <p>They understand that the internet contains fact, fiction and opinion and begin to distinguish between them.</p> <p>They use strategies to verify information, e.g. cross-checking.</p> <p>Understand the need for caution when using an internet search for images and what to do if they find an unsuitable image.</p> <p>They understand that copyright exists on most digital images, video and recorded music.</p> <p>They understand the need to keep personal information and passwords private.</p> <p>They understand that if they make personal information available online it may be seen and used by others.</p> <p>They know how to respond if asked for personal information or feel unsafe about content of a message.</p> <p>They recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy.</p> <p>They know how to report an incident of cyber bullying.</p> <p>They know difference between online communication tools used in school and those used at home.</p> <p>They understand the need to develop an alias for some public online use.</p> <p>They understand that the outcome of internet searches at home may be different than at school.</p>	



YEAR-END EXPECTATIONS

Published 15/02/2022

COMPUTING

KNOW ABOUT	YEAR 5	YEAR 6
Algorithms and Programs	<p>They know how to combine sequences of instructions and procedures to turn devices on or off.</p> <p>They understand input and output.</p> <p>They know how to use an ICT program to control an external device that is electrical and/or mechanical.</p> <p>They know how to use ICT to measure sound or light or temperature using sensors.</p> <p>They know how to explore 'What if' questions by playing adventure or quest games.</p> <p>They know how to write programs that have sequences & repetitions.</p>	<p>They know how to explain how an algorithm works.</p> <p>They know how to detect errors in a program and correct them.</p> <p>They know how to use an ICT program to control a number of events for an external device.</p> <p>They know how to use ICT to measure sound, light or temperature using sensors and interpret the data.</p> <p>They know how to explore 'what if' questions by planning different scenarios for controlled devices.</p> <p>They know how to use input from sensors to trigger events.</p> <p>They know how to check and refine a series of instructions.</p>
Data Retrieving and Organising	<p>They know how to listen to streaming audio such as online radio.</p> <p>They know how to download and listen to podcasts.</p> <p>They know how to produce and upload a podcast.</p> <p>They know how to manipulate sounds using Audacity.</p> <p>They know how to select music from open sources and incorporate it into multimedia presentations.</p> <p>They know how to work on simple film editing.</p>	<p>They know how to explore menu options and experiment with images (colour effects, options, snap to grid, grid settings etc.).</p> <p>They know how to add special effects to alter the appearance of a graphic.</p> <p>They know how to 'save as' gif or jpeg, wherever possible to make the file size smaller (for emailing or downloading).</p> <p>They know how to make an information poster using their graphics skills to good effect.</p>
Communicating	<p>They know how to use instant messaging to communicate with class members.</p> <p>They know how to conduct a video chat with someone elsewhere in the school or in another school.</p> <p>They know how to use the word count tool to check the length of a document.</p> <p>They know how to use bullets and numbering tools.</p>	<p>They know how to confidently choose the correct page set up option when creating a document.</p> <p>They know how to confidently use text formatting tools, including heading and body text.</p> <p>They know how to use the 'hanging indent' tool to help format work where appropriate (e.g. a play script.)</p>
Using the Internet	<p>They know how to use a search engine using keyword searches.</p> <p>They know how to compare the results of different searches.</p> <p>They know how to decide which sections are appropriate to copy and paste from at least two web pages.</p> <p>They know how to save stored information following simple lines of enquiry.</p> <p>They know how to download a document and save it to the computer.</p>	<p>They know how to contribute to discussions online.</p> <p>They know how to use a search engine using keyword searches.</p> <p>They know how to use complex searches using such as '+' 'OR' "Find the phrase in inverted commas".</p>
Databases	<p>They know how to create a formula in a spreadsheet and then check for accuracy and plausibility.</p> <p>They know how to search databases for information using symbols such as = > or <.</p> <p>They know how to create databases planning the fields, rows & columns.</p> <p>They know how to create graphs and tables to be copied and pasted into other documents.</p>	<p>They know how to collect live data using data logging equipment.</p> <p>They know how to identify data error, patterns and sequences.</p> <p>They know how to use the formulae bar to explore mathematical scenarios.</p> <p>They know how to create their own database and present information from it.</p>
Presentation	<p>They know how to use a range of presentation applications.</p> <p>They consider audience when editing a simple film.</p> <p>They know how to prepare and then present a simple film.</p> <p>They know how to use ICT to record sounds and capture both still and video images.</p> <p>They know how to make a home page for a website that contains links to other pages.</p>	<p>They know how to present a film for a specific audience and then adapt same film for a different audience.</p> <p>They know how to create a sophisticated multimedia presentation.</p>
e-Safety	<p>They discuss the positive and negative impacts of the use of ICT in their own lives and those of their peers and family.</p> <p>They understand the potential risk of providing personal information online.</p> <p>They recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content.</p> <p>They understand that some websites and/or pop-ups have commercial interests that affect the way the information is presented.</p> <p>They recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing).</p> <p>They understand that some material on the internet is copyrighted and may not be copied or downloaded.</p> <p>They understand that some messages may be malicious and know how to deal with this.</p> <p>They understand that online environments have security settings, which can be altered, to protect the user.</p> <p>They understand the benefits of developing a 'nickname' for online use.</p> <p>They understand that some malicious adults may use various techniques to make contact and elicit personal information.</p>	

