

Bankwood Computing Key-skills: End of year expectations

	e-Safety	Computer Science Programming/thinking		Handling Data	Digital Literacy
FS2-Y1	<p>Keep passwords private.</p> <p>Tell you what personal information is.</p> <p>Tell an adult when they see something unexpected or worrying online.</p> <p>Talk about why it's important to be kind and polite.</p> <p>Recognise an age appropriate website.</p> <p>Agree and follow sensible e-Safeguarding rules.</p>	<p>Recognise the ways we use technology in our classroom.</p> <p>Recognise ways that technology is used in my home and community.</p> <p>Use links to websites to find information.</p> <p>Begin to identify some of the benefits of using technology.</p> <p>Relate instructions to algorithms in simple computer programs</p>	<p>Give instructions to a friend and follow instructions to move around.</p> <p>Describe what happens when I press buttons on a robot.</p> <p>Press the buttons in the correct order to make a robot do what I want.</p> <p>Describe what actions I will need to do to make something happen and begin to use the word algorithm.</p> <p>Begin to predict what will happen for a short sequence of instructions.</p> <p>Begin to use software/apps to create movement and patterns on a screen.</p> <p>Use the word debug when correcting mistakes in a program</p>	<p>Talk about the different ways in which information can be shown.</p> <p>Use technology to collect information, including photos, video and sound.</p> <p>Sort different kinds of information and present it to others.</p> <p>Add information to a pictograph and talk to you about what they have found out.</p>	<p>Create with different technology tools.</p> <p>Use technology to create and present ideas.</p> <p>Use the keyboard or a word bank on a device to enter text.</p> <p>Save information in a special place and retrieve it again.</p> <p>Record ideas through digital media</p>
Children exceeding Y1 expectations (working at mastery level)					
Children working towards Y1 expectations					
Children working below expectation					

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Year 2	<ul style="list-style-type: none"> • Explain why you need to keep a password and personal information private. • Talk about why you should go online for a short amount of time. • Talk about why it is important to be kind and polite online and in real life. • Know that not everyone is who they say they are on the Internet. 	<ul style="list-style-type: none"> • Tell you why they use technology in the classroom. • Tell you why they use technology in my home and community. • Starting to understand that other people have created the information I use. • Link instructions to algorithms and making things happen • Identify benefits of using technology including finding information, creating and communicating. • Talk about the differences between the Internet and things in the physical world. 	<ul style="list-style-type: none"> • Give instructions to a friend (using forward, backward and turn) and physically follow their instructions. • Tell you the order I need to do things to make something happen and talk about this as an algorithm. • Program a robot or software to do a particular task. • Look at a friend's program and tell you what will happen. • Use programming software to make objects move. • Watch a program and spot where it goes wrong so that they can debug it. 	<ul style="list-style-type: none"> • Talk about the different ways they use technology to collect information, including a camera, microscope or sound recorder. • Make and save a chart or graph using the data they collect. • Talk about data that is shown in a chart or graph. • Starting to understand a branching database. • Tell you what kind of information they could use to help investigate a question. 	<ul style="list-style-type: none"> • Use technology to organise and present my ideas in different ways. • Use the keyboard on a device to add, delete and space text for others to read. • Use animation to represent their own ideas • Understand the importance of small movements in creating an animation • Begin to use audio to enhance imagery • Save and open files on the device they use.
Children exceeding Y2 expectations (working at mastery level)					
Children working towards Y2 expectations					
Children working below expected					

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Phase 3 / 4	<ul style="list-style-type: none"> • Choose a secure password and screen name when using a website. • Talk about the ways they can protect themselves from harm online. • Use the safety features of websites as well as reporting concerns to an adult. • Know that anything shared online can be seen by others. • Choose websites, apps and games that are appropriate for their age. • Help friends make good choices about the time they spend online. • Talk about why they need to ask a trusted adult before downloading files and games from the Internet. • Comment positively and respectfully online and through text messages. 	<ul style="list-style-type: none"> • Tell you whether a resource they are using is on the Internet, the school network or my own device. • Identify key words to use when searching safely on the World Wide Web. • Reliability of information read on the World Wide Web. • Tell you how to check who owns photos, text and clipart. • Create a hyperlink to a resource on the World Wide Web. • Recognise that websites use different methods to advertise products • Know that algorithms instruct the computer and you can use these to create my own simple game using error correcting messages. 	<ul style="list-style-type: none"> • Use logical thinking to solve an open-ended problem by breaking it up into smaller parts. • Use an efficient procedure to simplify a program. • Use a sensor to detect a change which can select an action within my program. • Know that you need to keep testing a program while putting it together. • Use a variety of tools to create a program. • Recognise an error in a program and debug it. • Recognise that an algorithm will help to sequence more complex programs. • Recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology. 	<ul style="list-style-type: none"> • Organise data in different ways. • Collect data and identify where it could be inaccurate. • Plan, create and search a database to answer questions. • Choose the best way to present data to friends. • Use a data logger to record and share readings comparing and explaining anomalies. 	<ul style="list-style-type: none"> • Use photos, video and sound to create an atmosphere when presenting to different audiences. • Explore new media • Change the appearance of text to increase its effectiveness. • Create, modify and present documents for a particular purpose. • Use a keyboard confidently and make use of a spellchecker to write and review • Use an appropriate tool to share work and collaborate online. • Give constructive feedback to help them improve their peers' work
Children exceeding Y4 expectations (working at mastery level)					
Children working towards Y4 expectations					
Children working below expected					

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Phase 5 / 6	<ul style="list-style-type: none"> • Protect passwords and other personal information. • Explain the consequences of sharing too much about themselves online. • Support friends to protect themselves and make good choices online, including reporting concerns to an adult. • Explain the consequences of spending too much time online or on a game. • Explain the consequences of not communicating kindly and respectfully. • Protect a computer or device from harm on the Internet. 	<ul style="list-style-type: none"> • Tell you the Internet services needed for different purposes. • Describe how information is transported on the Internet. • Select an appropriate tool to communicate and collaborate online. • Talk about the way search results are selected and ranked. • Check the reliability of a website. • Tell you about copyright and acknowledge the sources of information that are found online. • Know that websites can use data to make money and target their advertising 	<ul style="list-style-type: none"> • Deconstruct a problem into smaller steps, recognising similarities to solutions used before. • Explain and program each of the steps in an algorithm. • Evaluate the effectiveness and efficiency of an algorithm whilst continually testing the programming of that algorithm. • Recognise when to use a variable to achieve a required output. • Use a variable and operators to stop a program. • Use different inputs (including sensors) to control a device or onscreen action and predict what will happen. • Use logical reasoning to detect and correct errors in an algorithms and programs. 	<p>Plan the process needed to investigate the world around them.</p> <ul style="list-style-type: none"> • Select the most effective tool to collect data for an investigation. • Check the data collected for accuracy and plausibility. • Interpret the data collected. • Present the data collected in an appropriate way. 	<ul style="list-style-type: none"> • Talk about audience, atmosphere and structure when planning a particular outcome. • Identify the potential of unfamiliar technology to increase creativity. • Combine a range of media, recognising the contribution of each to achieve a particular outcome. • Select a particular online tool for a specific purpose and explain • Digitally discerning when evaluating the effectiveness of their work and the work of others.
Children exceeding Y6 expectations (working at mastery level)					
Children working towards Y6 expectations					
Children below expected					