Primary Computing: End of year expectations

	e-Safety	Programming	Handling Data	Multimedia	Technology in our Lives
Year 1	• I agree and use sensible rules to keep me safe when I use technology • I explain why it's important to be kind and polite • I use links to websites to find information • I tell a trusted adult what I want to use a device for • I show a trusted adult when something worrying or unexpected happens when I am using a device • I know what my personal information is and keep it private • I know that something I put online can be seen by others • I use different technologies, with a trusted adult, to communicate responsibly with others • I am careful about the icons I click or tap when I use technology devices • I tell you similarities and differences between people I know • I say how I feel when someone says something nice to me • I select from a list of apps, games and websites that a trusted adult gives me • I use devices for the time I am allowed and tell you what else I like doing	• I can give instructions to my friend and follow their instructions to move around. • I can describe what happens when I press buttons on a robot. • I can press the buttons in the correct order to make my robot do what I want. • I can describe what actions I will need to do to make something happen and begin to use the word algorithm. • I can begin to predict what will happen for a short sequence of instructions. • I can begin to use software/apps to create movement and patterns on a screen. • I can use the word debug when I correct mistakes when I program.	• I can talk about the different ways in which information can be shown. • I can use technology to collect information, including photos, video and sound. • I can sort different kinds of information and present it to others. • I can add information to a pictograph and talk to you about what I have found out.	• I can be creative with different technology tools. • I can use technology to create and present my ideas. • I can use the keyboard or a word bank on my device to enter text. • I can save information in a special place and retrieve it again.	• I can recognise the ways we use technology in our classroom. • I can recognise ways that technology is used in my home and community. • I can use links to websites to find information. • I can begin to identify some of the benefits of using technology.
Children exceeding Y1 expectations (working at mastery level)					
Children working towards Y1 expectations					

Primary Computing: End of year expectations

	e-Safety	Programming	Handling Data	Multimedia	Technology in our Lives
Year 2	• I agree and use sensible rules to keep me safe when I use technology • I talk about why it is important to be kind and polite online and in real life • I know that not all information online is true • Before I use a device, I talk to a trusted adult about how I will keep myself safe • I tell a trusted adult when something worrying or unexpected happens when I am using a device • I explain why I need to keep my passwords and personal information private • I know that not everyone is who they say they are online • I identify some possible risks to devices • I identify similarities and differences between people I know and people I see in the media/online • I tell you how I feel when someone says something nice or not nice to me • I describe the things I enjoy about age appropriate apps, games and websites I am guided to use • I take a break when I have been using a device for too long • I do a range of other activities when I am not using devices	• I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions. • I can tell you the order I need to do things to make something happen and talk about this as an algorithm. • I can program a robot or software to do a particular task. • I can look at my friend's program and tell you what will happen. • I can use programming software to make objects move. • I can watch a program execute and spot where it goes wrong so that I can debug it.	• I talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder. • I can make and save a chart or graph using the data I collect. • I can talk about the data that is shown in my chart or graph. • I am starting to understand a branching database. • I can tell you what kind of information I could use to help me investigate a question.	• I can use technology to organise and present my ideas in different ways. • I can use the keyboard on my device to add, delete and space text for others to read. • I can tell you about an online tool that will help me to share my ideas with other people. • I can save and open files on the device I use. •	• I can tell you why I use technology in the classroom. • I can tell you why I use technology in my home and community. • I am starting to understand that other people have created the information I use. • I can identify benefits of using technology including finding information, creating and communicating. • I can talk about the differences between the Internet and things in the physical world.
Children exceeding Y2 expectations (working at mastery level)					
Children working towards Y2 expectations					

Primary Computing: End of year expectations

eLIM — e-learning & information management
Support Services for Education — sse

	e-Safety	Programming	Handling Data	Multimedia	Technology in our Lives
Year 3	• I contribute to shared rules and use them to make good choices when I use technology • I describe the ways that people get bullied when they use different technologies and consider what I post • I think about whether I can use images that I find online in my own work • I use search tools to find appropriate information and decide whether I can trust it • I use the safety features of websites as well as reporting concerns to a trusted adult • I use a secure password and explain why they are important • I protect my personal information when I do different things online • I participate safely and responsibly in a secure online community • I ask a trusted adult before downloading files and games from the Internet • I identify images which have been digitally altered • I explain how I feel when someone responds to something I have shared online • I use age appropriate apps, games and websites from a list I have agreed with others • I make good choices about when and why I use devices • I identify adverts online, including those within Google searches	• I can break an open-ended problem up into smaller parts. • I can put programming commands into a sequence to achieve a specific outcome. • I keep testing my program and can recognise when I need to debug it. • I can use repeat commands. • I can describe the algorithm I will need for a simple task. • I can detect a problem in an algorithm which could result in unsuccessful programming.	• I can talk about the different ways data can be organised. • I can search a ready-made database to answer questions. • I can collect data help me answer a question. • I can add to a database. • I can make a branching database. I can use a data logger to monitor changes and can talk about the information collected.	• I can create different effects with different technology tools. • I can combine a mixture of text, graphics and sound to share my ideas and learning. • I can use appropriate keyboard commands to amend text on my device, including making use of a spellchecker. • I can evaluate my work and improve its effectiveness. I can use an appropriate tool to share my work online.	• I can save and retrieve work on the Internet, the school network or my own device. • I can talk about the parts of a computer. • I can tell you ways to communicate with others online. • I can describe the World Wide Web as the part of the Internet that contains websites. • I can use search tools to find and use an appropriate website. • I think about whether I can use images that I find online in my own work.
Children exceeding Y3 expectation (at mastery level)					
Children working towards Y3 expectation					

Primary Computing: End of year expectations

	e-Safety	Programming	Handling Data	Multimedia	Technology in our Lives
Year 4	• I contribute to shared rules and use them to make good choices when I use technology • I comment positively and respectfully when I use different technologies • I explain how to check who owns photos, text and clipart • I identify key words to use when searching safely online and think about the reliability of information I find • I use a range of strategies to protect myself and my friends from harm online, including reporting concerns to a trusted adult • I know that anything I share online will stay there to be seen and used by others • I make safe choices when using technology to communicate responsibly with others • I explain why I need to ask a trusted adult before downloading files and games from the internet • I explain how digitally altered images in the media make me feel • I use appropriate strategies to deal with comments online • I choose apps, games and websites that are appropriate for my age and explain my reasons to friends • I tell my friends about the sensible choices I make about when and why I use device • I ignore or close adverts that appear on my device and explain my reasons	• I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts. • I can use an efficient procedure to simplify a program. • I can use a sensor to detect a change which can select an action within my program. • I know that I need to keep testing my program while I am putting it together. • I can use a variety of tools to create a program. • I can recognise an error in a program and debug it. • I recognise that an algorithm will help me to sequence more complex programs. • I recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology.	• I can organise data in different ways. • I can collect data and identify where it could be inaccurate. • I can plan, create and search a database to answer questions. • I can choose the best way to present data to my friends. • I can use a data logger to record and share my readings with my friends.	• I can use photos, video and sound to create an atmosphere when presenting to different audiences. • I am confident to explore new media to extend what I can achieve. • I can change the appearance of text to increase its effectiveness. • I can create, modify and present documents for a particular purpose. • I can use a keyboard confidently and make use of a spellchecker to write and review my work. • I can use an appropriate tool to share my work and collaborate online. • I can give constructive feedback to my friends to help them improve their work and refine my own work.	• I can tell you whether a resource I am using is on the Internet, the school network or my own device. • I can identify key words to use when searching safely on the World Wide Web. • I think about the reliability of information I read on the World Wide Web. • I can tell you how to check who owns photos, text and clipart. • I can create a hyperlink to a resource on the World Wide Web. • I can recognise that websites use different methods to advertise products
Children exceeding Y4 expectations (mastery)					
Children working towards Y4 expectations					