St Oswald's Catholic Primary School – Key Skills Assessment Criteria 2018/19

Computing

	Information Technology	Computer Science	Digital Literacy
Reception	To understand what a computer is To label different parts of a computer	To explain the importance of sequencing To control a programmable toy and make it move to a desired location	To send and email To print To explain what is meant by personal information
Year 1	To follow age-appropriate links provided by the teacher to research information To use a program to create a simple document	To understand that an algorithm is a step by step set of instructions To predict the behaviour of a programmed toy.	To talk about uses of technology at home and in school. To understand that they should to tell an adult if I see or hear anything worrying online. To understand that some information is personal
Year 2	Develop awareness of keyboard layout and use of a mouse Begin to use an appropriate search engine supported by an adult To use a program to create a simple document (open, save, retrieve)	I can predict the behaviour of a programmed toy – relating each action to part of an algorithm. To create a simple program. To find and fix simple bugs in programs. To explain that a program is an algorithm.	Reinforce awareness that: People you don't know are strangers and are not always who they say they are Some information is personal and needs to be private To tell an adult if I see anything worrying online. To recognise uses of technology outside school. To find, edit and save files I am working on.
Year 3	I can make choices on which program is best for a given task. I can use a search engine effectively. I can use various software to design content and present information. Understand the basic structure of a database and add data to a pre-made database and use this to create graphs and charts	To use a range of input and output devices efficiently. Inputs – camera, microphone, keyboard, mouse. Outputs – monitor, printer, speakers, lights To create a simple program that completes a given task. Use a computer to create basic applications, investigating how different variables can be changed and the effect this has To create a simple program that completes a given task – including controlling or simulating a physical system (robotics/motors/sensors)	Follow a simple search to find specific information from a website Begin to understand how websites work; Understand a website has a unique address Identify how different web pages are organised, e.g. graphics, hyperlinks, text To recognise acceptable and unacceptable behaviour online
Year 4	Choose a variety of software to accomplish a set task. Select, use and combine internet services. Analyse and evaluate the information I find. Collect and present data.	Design and create a simple program that completes a given task (simulating a physical system – interactive toy) Detect and fix bugs my programs to ensure they complete a given task. Use repetition in programs. Understand how search engines order their results. Understand that computer networks can provide services such as the world wide web and file sharing.	Recognise acceptable and unacceptable behaviour online. Identify a range of ways to report unacceptable behaviour. Use the internet to communicate. (email, video conferencing, blogs, forums) Skim read and sift information to check its relevance and modify search strategies Understand that the information they use needs to be appropriate for the audience they are writing for, e.g. copying and pasting difficult language Recognise that anyone can author on the internet and sometimes authors can produce content which is offensive, rude and upsetting and to follow school rules if anything is found

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Year 5	Confidently use a range of software tools. Use technology to present their work, showing an increasing degree of skill and using advanced features of software and tools Select tools which they can use to help them achieve a specific aim and justify these choices to others Continue to use, search, enter data into and create their own databases continue to use technology, including spreadsheets to create graphs and present data in different ways	Design and create a simple program that completes a given task including controlling or simulating a physical system. Use decomposition (breaking up code into smaller parts) to make debugging easier and quicker. Use variables in my coding. Explain how increasingly complex algorithms work. Use selection (IF statements) to alter the way my programs run Understand how search engines order their results.	Use a range of sources to check validity and recognise different viewpoints and the impact of incorrect data Recognise that the Internet may contain material that is irrelevant, biased, implausible and inappropriate Understand issues of copyright and how they apply to their own work I can use the internet to communicate (email, video conferencing, blogs, forums) or collaborate (wikis, collaborative editing).
Year 6	Use technology to present their work, showing an increasing degree of skill and using advanced features of software and tools (e.g. using non-linear presentation tools such as Prezi) Select tools which they can use to help them achieve a specific aim and justify these choices to others Understand the importance of evaluation and adaptation of individual features to enhance the overall product To continue to use, search, enter data into their own databases	Design and create a simple program that completes a given task including controlling or simulating a physical system. Use decomposition (breaking up code into smaller parts) to make debugging easier and quicker. Use variables in my coding. Understand how search engines order their results. Use selection (IF statements) to alter the way my programs run Explain how increasingly complex algorithms work.	Recognise acceptable/unacceptable behaviour online and am confident in reporting. Recognise trustworthy sources of information on the internet. Use the internet to communicate (email, video conferencing, blogs, forums) or collaborate (wikis, collaborative editing).