



Key Skills Assessment Criteria

Subject: Computing



	Information Technology	Computer Science	Digital Literacy
Nursery	Throughout nursery the children will cover these objectives: <ul style="list-style-type: none"> • Seeks to acquire basic skills in turning on and operating equipment. (Understanding the World, Technology 22-36) • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. (Understanding the World, Technology 22-36) • Knows how to operate simple equipment. (Understanding the World, Technology 30-50) • Shows an interest in technological toys with knobs or pulleys, or real objects. (Understanding the World, Technology 30-50) • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. (Understanding the World, Technology 30-50) • Knows that information can be retrieved from computers. (Understanding the World, Technology 30-50) • Completes a simple program on a computer. (Understanding the World, Technology 40-60) • Interacts with age-appropriate computer software. (Understanding the World, Technology 40-60) 		
Reception	Uses ICT hardware to interact with age-appropriate computer software. To explain what a computer is and its parts. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes, for example sending an email.	Provide a range of programmable toys, as well as equipment involving ICT, such as computers and Bee Bots. Completes a simple program on a computer.	Uses ICT hardware to interact with age-appropriate computer software to create digital art. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
Year 1	Use technology purposefully to create, organise, store, manipulate and retrieve digital content while exploring our local area.	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Use logical reasoning to predict the behaviour of simple moving toy program.	Recognise common uses of information technology beyond school, use Thinglink to produce and publish an interactive image. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
Year 2	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Gather the data and then select the most appropriate method to display the data they have captured.	Create and debug simple programs on Scratch and finding a solution.	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies Use email to communicate with real people within their schools, families, and communities

Year 3	<p>Use search technologies effectively</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices.</p> <p>To design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information,</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output to create their very first computer game in Scratch.</p>	<p>Be discerning in evaluating digital content</p> <p>Understand the opportunities [networks] offer for communication and collaboration by creating an animation and an endorsement to support their bill for democracy.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>
Year 4	<p>Use search technologies effectively by exploring the power of social media as a force for good.</p> <p>Children will start a campaign to correct one of the many wrongs in our world and use social media to gain support and gather momentum for their cause through analyzing presenting data and information they find online.</p>	<p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Design and create a basic web page using tags and elements to change the design and the colour of the web page.</p>	<p>Understand the opportunities [networks] offer for communication and collaboration</p> <p>Children will create their own sports news report which they will share and work on together online using iWork or Google Docs.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>
Year 5	<p>Use search technologies effectively to explore drawings/illustrations representing both 2D and 3D worlds.</p>	<p>Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web</p> <p>Appreciate how [search] results are selected and ranked</p>	<p>Understand the opportunities [networks] offer for communication and collaboration.</p> <p>Be discerning in evaluating digital content, recognising that the internet may contain material that is irrelevant, biased, implausible and inappropriate.</p> <p>The children will create their own animation using I Can Animate.</p>

		Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts and to create a detailed 2 player game that includes racing cars around a track.	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
Year 6	<p>Use search technologies effectively</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Use EBook Creator and Brushes to create their own eBook including text, illustrations and audio</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts, using Python programming to develop a game.</p>	<p>Understand the opportunities [networks] offer for communication and collaboration</p> <p>Be discerning in evaluating digital content</p> <p>Children create their own Heroes and Villains style game using the program Scratch, using technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>