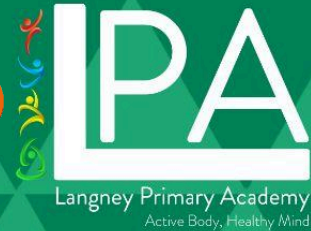


End of Year Expectations

KS1 - KS2

Swale
ACADEMIES
TRUST
EASTBOURNE



Swale Eastbourne Hub End of Year Expectations and Key Assessment Criteria for KS1 to KS3 Computing



Key Stage	Year Group	Term 1 Unit	Example of Work	Term 2 Unit	Example of Work	Term 3 Unit	Example of Work	Term 4 Unit	Example of Work	Term 5 Unit	Example of Work	Term 6 Unit	Example of Work
		Information Technology		Computer Science 1		Electronic Safety		Handling Data		Computer Science 2		iMedia	
		Introduction to digital technology		Mouse Robotics		Using Devices Safely		Sorting and Saving		Organising algorithms		Using an Art Program	
eyfs	Rec	I can identify parts of a computer <i>(taught in class)</i>		I can take instructions like a robot		I can talk about online friendship <i>(taught in class)</i>	 no recorded evidence	I can sort objects into groups		I can create a simple algorithm	 no recorded evidence	I can use unfamiliar software	
		I can use a computer keyboard <i>(taught in class)</i>	 no recorded evidence	I can give a robot an instruction		I can talk about how true online information is <i>(taught in class)</i>	 no recorded evidence	I can separate and sort objects into different groups		I can create a more complex algorithm	 no recorded evidence	I can use a wide range of digital colours	
		I can use a computer mouse <i>(taught in suite)</i>		I can give a robot a sequence of instructions		I can talk about searching carefully online <i>(taught in class)</i>	 no recorded evidence	I can collect and organise data		I can crack a code off-screen		I can use a wide range of digital paint tools	
		I can recognise different digital devices <i>(taught in class)</i>	 no recorded evidence	I can create and follow a set of instructions		I can talk about online games <i>(taught in class)</i>	 no recorded evidence	I can sort & save information using a chart and a computer		I can crack a code on-screen		I can find inspiration to become creative	
				I can set a robot a challenge		I can spot the difference between real and made-up things		I can use a computer to organise and compare information		I can create a code to complete a task		I can be an independent digital artist	

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		Information Technology		Computer Science 1		Electronic Safety		Handling Data		Computer Science 2		iMedia	
		Introduction to digital technology		Mouse Robotics		Safe Choices		Sorting and Saving		Building Algorithms		Stop Frame Animation	
Key Stage 1	1	I can use a computer mouse to move a cursor	 no recorded evidence	I can control a robot		I can get help with a problem on a digital device <i>(taught in class)</i>		I can sort objects		I can organise a set of instructions		I can use a range of digital paint tools	
		I can find and use keys on a computer keyboard		I can show a sequence of instructions		I can tell an adult when there's a worrying thing on a screen <i>(taught in class)</i>	 no recorded evidence	I can capture data using a digital device		I can choose the steps to complete an algorithm		I can animate an object	
		I can find and name things that are plugged into a computer		I can write more complex instruction for a robot		I can decide what we should and should not share	 no recorded evidence	I can collect and organise data		I can give give clear instructions		I can create an animated scene	
		I can identify input and output devices	 no recorded evidence	I can write instructions using a coding language		I can see why some games are not suitable for me	 no recorded evidence	I can use gridding to help sort data		I can investigate how algorithms are put together		I can become an independent animator	
		I can create an example of a computer set-up		I can read and write Logo programming		I can take care of what I click on	 no recorded evidence	I can analyse data from a chart		I can follow the steps in an algorithm	 no recorded evidence	I can understand how professional animators work	

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		Information Technology		Computer Science 1		Electronic Safety		Handling Data		Computer Science 2		iMedia	
		Exploring Digital Technology		Mouse Robotics (same as Year 1)		Right & Wrong		Exploring Data with Spreadsheets		Programming Fundamentals using Scratch		Creating Art Digitally	
Key Stage 1	2	I can recognise digital devices around us		I can control a robot	 no recorded evidence	I can explain how to report online safety worries	 no recorded evidence	I can collect and organise data with a digital device		I can identify and use the triggers that start a program		I can explore the work of an artist	
		I can access technology by using a keyboard	 no recorded evidence	I can give a robot the least amount of instructions		I can keep our personal information safe when online		I can begin to use a spreadsheet to store data	 	I can control how an object moves in a program		I can produce digital art in the style of a specific artist	
		I can change the how letters and numbers look		I can write more complex instruction for a robot		I can identify websites that are suitable for my age		I can locate cells on a spreadsheet	 	I can control more than one object with a program		I can collaborate on a piece of digital work	
		I can demonstrate how a device can help us with a task	 no recorded evidence	I can write instructions using a coding language		I can identify kind and unkind behaviour online	 no recorded evidence	I can use information on a spreadsheet	 	I can control a Scratch sprite using multiple instructions		I can gather digital media for a specific project	
		I can explore how computers are improving our lives		I can read and write Logo programming		I can understand how cyberbullying can make someone feel		I can analyse data	 	I can build a system		I can experiment with different digital media	

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		Information Technology		Computer Science 1		Electronic Safety		Handling Data		Computer Science 2		iMedia	
		The world wide web and the internet		Probot Robotics		Helping Me & Helping Others		Using Formulas		Micro:bit Basics		Photography - emulating a style	
Key Stage 2	3	I can explain what the World Wide Web is		I can use a program language	 no recorded evidence	I can explain how to report online safety worries		I can analyse data		I can explore a Micro:bit		I can identify the style of a specific artist	
		I can explore how web search results are selected and ranked		I can check if a robot is working correctly		I can find ways on how to deal with online strangers		I can find and name specific cells on a spreadsheet		I know what selection is		I can capture digital images in the style of a specific artist	
		I can explore the history of search engines		I can create instructions using a programming language		I can explain why digital games have age ratings		I can use a simple formula	 	I know how to input string on a Micro:bit		I can consider composition to improve a photograph	
		I can explain how the internet works		I can use a repeat in Logo		I can help someone that may need online safety advice		I can use more than one formula		I know how to use a variable		I can explore the use of patterns in photography	
		I can explore how data travels across the internet		I can predict the outcome of a program		I can recognise the difference between bullying and cyberbullying		I can use a formula to find specific information		I know how to combine loops and variables on a Micro:bit		I can present work that showcases new learning and skills	

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		Information Technology		Computer Science 1		Online Safety		Handling Data		Computer Science 2		iMedia	
		The world wide web and the internet		Probot Robotics (Same as Year 3)		Online consequence		Conditional Formatting & Filters				Photography -Exploring Techniques	
Key Stage 2	4	I can identify how the internet has evolved		I can use a program language	 no recorded evidence	I can explain how to report online safety worries		I can format cells on a spreadsheet				I can frame a photo	
		I can illustrate how a LAN works		I can check if a robot is working correctly		I can explain how digital games are rated		I can gather and sort data to create an inventory	 			I can apply filtering effects to an image	
		I can identify the strengths and weaknesses of wireless connections		I can create instructions using a programming language		I can manage a positive digital footprint		I can use conditional formatting (double session)	 			I can explore the effect orientation has on an image	
		I can explain the importance of bandwidth		I can use a repeat in Logo		I can be mindful of what I give away online						I can capture emotion in a photograph	
		I can explore how the internet uses energy		I can predict the outcome of a program		I can be mindful of copyright rules		I can apply a filter				I can photograph the same subject in different ways	

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		Information Technology		Computer Science 1		Electronic Safety		STEM		Computer Science 2		iMedia	
		Exploring hardware		Ohbot Robotics		Social Media & Me		Building artefacts through CAD				Film -Exploring Techniques	
Key Stage 2	5	I can explore how computers have evolved		I can identify the basic components of a robot		I can explain how to report online safety worries	 no recorded evidence	I can find and evaluate existing products				I can take establishing shots for a video	
		I can identify the main components in a computer		I can instruct a robot to appear autonomous		I can think about how social media might affect us		I can use unfamiliar CAD software				I can control camera movement	
		I can compare and contrast different computers		I can use selection in a program		I can recognise the dangers of online chat						I can consider depth and foreground	
		I can locate key components in a computer		I can understand how variables affect a program		I can analyse how posting and commenting can affect your reputation		I can create a CAD model				I can use meaningful transitions	
		I can identify how hardware affects software		I can program a humanoid robot with human traits		I can identify strategies for spotting fake information online		I can critically evaluate my work				I can showcase a range of filming techniques	

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		Computing Ethics		Computer Science 1		Electronic Safety		STEM		Computer Science 2		iMedia	
		The ethics of a digital world		Ohbot Robotics (Same as Year 5)		Protecting Myself Online		Building artifacts through CAM				Film Post-Production	
Key Stage 2	6	I can understand how the internet uses energy		I can identify the basic components of a robot		I can understand the pros and cons of presenting yourself in different ways online		I can find and evaluate existing products				I can understand the basic layout of a video editor	
		I can analyse the impacts of e-waste		I can instruct a robot to appear autonomous		I can explore the causes and effects of online bullying		I can use unfamiliar CAD software	 no recorded evidence			I can understand the basic tools of a video editor	
		I can discover more effective ways to power technology		I can use selection in a program		I can analyse what influences a digital footprint						I can understand the process of sifting and selecting	
		I can explore how artificial intelligence is being used		I can understand how variables affect a program		I can understand YouTube copyright policy		I can create a CAD model				I can build a video story on a timeline	
		I can identify ways in which humans coexist with robots		I can program a humanoid robot with human traits		I can determine the effects of screen time on health		I can demonstrate my knowledge using of a CAD program				I can appreciate the importance music can play in film	