



Alverton Community Primary School

Primary Computing: end of year expectations.	e-Safety (digital literacy)	Programming (computer science)	Handling Data (digital literacy)	Multimedia (digital literacy)	Technology in our Lives (ICT)
Year 1	<ul style="list-style-type: none">• I can tell an adult if I see anything worrying online.	<ul style="list-style-type: none">• 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 predict what will happen to my programmed toy.• I can press the buttons in the correct order to make my robot do what I want.• I can describe what to do in steps to make something happen.• I can begin to use the word algorithm.• I know that an algorithm is a step by step set of instructions.	<ul style="list-style-type: none">• I can talk about the different ways in which information can be shown.• I can find and open files.• I can save information in a special place and retrieve it again.	<ul style="list-style-type: none">• I can be creative with different technology tools.• I can use the keyboard or a word bank on my device to enter text.•	<ul style="list-style-type: none">• I can recognise the ways we use technology in our classroom.• I can recognise ways that technology is used in my home and community.•



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Year 2	<ul style="list-style-type: none">• I know I need to keep my password to myself.• I know that I must keep personal information to myself.• I know who to tell if something makes me feel uncomfortable.	<ul style="list-style-type: none">• I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions.• I can predict the behaviour of a programmed toy, linking each action to part of an algorithm.• I can create a simple program to perform a task.• I can create and debug (find and repair what is wrong) simple programs.• I can find and fix simple bugs in programs.• I understand that programs run by following clear instructions.	<ul style="list-style-type: none">• I can save my work to my own folder.• I can find, open, edit and save files I am working on.	<ul style="list-style-type: none">• I can use a keyboard or keypad on a screen to show my ideas.• I can control a mouse or other pointing device to make things happen.	<ul style="list-style-type: none">• I can recognise how others use technology outside of school.



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Year 3	<ul style="list-style-type: none">• I know I need to keep my password secure.• I know that I must keep personal information secure.• I can recognise acceptable and unacceptable behaviour online.• I know who to tell if I am worried about something I see or hear online.	<ul style="list-style-type: none">• I can produce a simple program that completes a task.• I can explain how simple algorithms solve a given problem.	<ul style="list-style-type: none">• I can use a search engine to find web pages.• I understand that not all websites are as reliable as others.• I can make choices on which program is best.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• I can make choices on which program is best for a given task.• I know what input and output devices are and how they are used.• I can use a range of input and output devices efficiently.• I understand that computer networks allow data to be transferred and shared.• I understand that the internet is a large network that enables computers to share information.



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Year 4	<ul style="list-style-type: none">• I understand that what I say or post on the internet might be copied, shared or stored by others.• I am kind and respectful to others.• I know what to do if I see anything worrying online.	<ul style="list-style-type: none">• I can break up programs into smaller parts.• I can use logical thinking to identify a bug during coding.• I can use other programs as I code.	<ul style="list-style-type: none">• I understand how search engines order their search results.	<ul style="list-style-type: none">• I can use photos, video and sound to create an atmosphere when presenting to different audiences.• 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.	<ul style="list-style-type: none">• I can use more complicated input devices.• I can use different software programs and different types of hardware.• I can use a range of programs to complete a task.• I understand that some computers or networks serve particular functions, such as controlling printers or sharing files.



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Year 5	<ul style="list-style-type: none"> • I understand how to choose online content for my age group. • I think about what I post before doing so. • I am kindly and respectful when online. • I understand that I leave a 'digital footprint' when online. • I know when I should tell someone if something I see or hear makes me feel uncomfortable. • I know how to report this when online. 	<ul style="list-style-type: none"> • I can write increasingly complex programs. • I can use loops to repeat tasks within a program. • I can use 'if' statements to alter the way my programs run. • I can explain how increasingly complex algorithms solve a given problem. • I can control external hardware from within my program. • I can use logical reasoning to detect and debug mistakes in a program. • I use logical thinking, imagination and creativity to extend a program. 	<ul style="list-style-type: none"> • I can use a spreadsheet and database to collect and record data. • I can choose an appropriate tool to help me collect data. • I can present data in an appropriate way. • I can search a database using different operators to refine my search. • I can talk about mistakes in data and suggest how it could be checked. 	<ul style="list-style-type: none"> • I can select appropriate software to use for a given task. • I can confidently use a range of software tools. 	<ul style="list-style-type: none"> • I can use the internet to allow me to share data with another person. • I can use more advanced features when searching online. • I can use a range of search tools to find exactly what I'm looking for.



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<p>Year 6</p>	<ul style="list-style-type: none"> • I protect my password and other personal information. • I can explain the consequences of sharing too much about myself online. • I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. • I can explain the consequences to myself and others of not communicating kindly and respectfully. • I protect my computer or device from harm on the Internet. • I understand how to report concerns about content and contacts in and out of school. • I can recognise trustworthy sources of information on the internet. 	<ul style="list-style-type: none"> • I can deconstruct a problem into smaller steps, recognising similarities to solutions used before. • I can break code up into related instructions, making debugging quicker and easier. • I can store and retrieve variables in a program. • I can use loops, variables, and if statements to alter the way my programs run. • I can use logical thinking to identify and solve potential bugs during coding. 	<ul style="list-style-type: none"> • I can select the most effective tool to collect data for my investigation. • I can check the data I collect for accuracy and plausibility. • I can interpret the data I collect. • I can present the data I collect in an appropriate way. • I use the skills I have developed to interrogate a database. 	<ul style="list-style-type: none"> • I can combine a range of media, recognising the contribution of each to achieve a particular outcome. • I can tell you why I select a particular online tool for a specific purpose. • I can be digitally discerning when evaluating the effectiveness of my own work and the work of others. 	<ul style="list-style-type: none"> • I understand how computers are able to communicate and share information. • I can use and combine services on the internet to share information. • I can use more than one piece of software to complete a task. • I can design a program for a given audience. • I use software to help me analyse and present data and information. • I can use a broad range of resources online to find exactly what I'm looking for.