Non-Core <u>Age-Related Attainment Expectations</u>

KEY SKILLS for COMPUTING (to be used alongside the year 1-2 age-related expectations on the following pages)

<u>Key Stage One</u>:

- I can turn on and log into a computer
- I can use a mouse to select and move words and pictures
- I know the position of keys on a keyboard
- I can write single words or sentences using a keyboard using a basic word programme
- I can use a basic word programme to edit words e.g. text size, colour, font, create labels etc.
- I can understand aspects of a keyboard e.g. space bar, caps lock, full stop etc
- I can insert pictures into a program e.g. 2simple or revelation natural art, and change the size of the picture
- I can drag and drop pictures
- I can enter information into a simple graphing package e.g. pictogram. Use the graphs to answer simple questions
- I can look at information from different ICT sources e.g. internet, video, sound recording, pictures etc
- I know the symbol for saving work (floppy disk) – some children may be able to save work in the appropriate place
- I can print my work
- I can open a program using the start menu or a folder
- I can close a program using the red cross
- I can use a paint/art programme confidently e.g. revelation natural art
- I can navigate an internet page to play a simple game
- I can take photographs or videos using appropriate technology
- I know the names of technology around me e.g. video camera, camera, photocopier, printer etc
- I can log off and shut down a computer
- I can open a saved piece of work
- I can type an extended piece of writing using a word processing program
- I can use a spellcheck
- I know that the shift key can be used to access other symbols on the keys
- I can record and play back a sound
- I can use the double click function
- I can navigate a touchscreen devise

Non-Core Age-Related Attainment Expectations

Subject	Year Group	Date	Class
Computing	**1**		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	Emerging	I can use a mouse to navigate on a computer I can use a keyboard to enter information on a computer I can use technology safely and respectfully. I can identify where to go for help and support when I have concerns about content or contact on the internet or other online technologies.		Emerging
Most children will be able to:	Expected	I can use a systematic approach to control and predict the behaviour of simple programs (e.g control a roamer) I can recognise common uses of information technology beyond school I can identify simple mistakes in my work and evaluate and correct them I am working towards the Key Stage 1 Key Skills list I know to keep personal information private I know where to go for help and support when I have concerns I am able to navigate age appropriate websites		Expected
Some children will have progressed further. They will be able to:	Exceeding	I can evaluate critically, information found online I can understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions I can create and debug simple programs I can use technology purposefully to create, organise, store, manipulate and retrieve digital content		Exceeding

It will help if teachers write girls and boys names in different colours (and put a key)

Teacher to complete shaded areas of this table		Emerging	Expected	Exceeding
Overall	**No. of Chn**			
Boys	**No. of Chn**			
Girls	**No. of Chn**			

Non-Core Age-Related Attainment Expectations

Subject	Year Group	Date	Class
Computing	**2**		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	Emerging	I can use a systematic approach to control and predict the behaviour of simple programs (e.g control a roamer) I can recognise common uses of information technology beyond school I can open and save a document using office software I can evaluate critically, information found online		Emerging
Most children will be able to:	Expected	I can understand that an algorithm is a step by step guide to achieving a goal I can give unambiguous instructions to a digital device to achieve a goal **(e.g. controlling a roamer to reach a given destination)** I can create and debug (correct/improve) simple programs **(e.g. use a roamer)** I can use technology purposefully to create, organise, store, manipulate and retrieve digital content **(e.g. opening, editing and saving a document)** I can make basic evaluations of my work and thinks of ways to improve it I have completed the majority of the Key Stage 1 Key Skills list I can understand the need to keep passwords safe I can start to identify concerning behaviour online I can use the internet purposefully to achieve a goal I know that not everything online is true		Expected
Some children will have progressed further. They will be able to:	Exceeding	I recognise that some algorithms rely upon a strict order to work **(e.g. using sequencing and repetition with a roamer)** I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs I can work with a partner to make basic evaluations of their work and think of ways to improve it I can recognise acceptable/unacceptable behaviour online I am critical of information found online		Exceeding

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Teacher to complete shaded areas of this table		Emerging	Expected	Exceeding
Overall	**No. of Chn**			
Boys	**No. of Chn**			
Girls	**No. of Chn**			

Non-Core Age-Related Attainment Expectations

Key Stage Two

- I can minimise, resize and close windows on the desktop.
- I can get back to the desktop
- I can take screen shots
- I know that the shift key can be used to access other symbols on the keys
- I can open multiple tabs without leaving the search e.g. by right clicking and opening in a new tab
- I can copy and paste information from the internet into a word document using ctrl and C or copy and paste through right clicking
- I can use and save favourites in the web browser
- I can alter font type, size and colour for emphasis and effect
- I can use bold, underline and italic
- I can use bullet points and numbers
- I can highlight text
- I can use 'select all'
- I can align left, align right and centre text
- I can combine graphics and text
- I can use the shift key to insert characters e.g. exclamation marks
- I can type in capitals and lowercase letters by putting caps lock on or using shift
- I can delete use delete and backspace
- I can use undo and redo tools
- I can create a simple text box
- I can resize, rotate and format text boxes
- I can move a text box or any other object around the page
- I can insert and manipulate multiple text boxes and other objects on any page
- I can insert a picture from a file
- I can insert and manipulate Word Art
- I can insert and format shapes
- I can group and ungroup objects
- I can layer objects for a purpose
- I can insert and format a table e.g. add a border, change the background colour etc
- I understand the terms field, record, file, sort, classify and order
- I can use a database to answer questions
- I can use a spread sheet to make various types of charts
- I can use a database to sort and classify information and present their findings
- I can send and receive an email
- I can reply to an email
- I can use an address book to store and select email addresses
- I can send an attachment via email
- I understand that programs like PowerPoint are primarily about presenting information in manageable chunks/slides
- I can add slides and change their layout using the options available
- I can add text to a slide and how to modify it using simple formatting tools
- I can add pictures or clip art onto a slide
- I can place my slideshow into and out of presentation mode
- I can reorder slides
- I can add a sound file to a slide as an object
- I can record a simple sound clip as an object on a slide
- I can add a video to a slide
- I can add hyperlinks to a slide
- I can create slide transitions
- I can add animations to objects on the page
- I can change the running order of animations and slide timings
- I can use transitions and animations for effect
- I can use spell and grammar check through menu bar and right clicking
- I can use the find and replace tool
- I can move a word or a sentence by lassoing the text and dragging it into a new position
- I can orient the page view and page size
- I can insert a table and adjust its formatting adding new columns and rows and merging cells
- I can use menus effectively to navigate software
- I can save a copy of a word file as a PDF.
- Web skills
    - I can use ~ on google to return synonym results e.g. ~*large lakes* will find results for great lakes as well
    - I can use *define* before a word using google to get the dictionary definition
    - I can use a minus (-) to exclude words on a web search e.g. *Manchester – football* would take out results for Manchester that involved football
    - I can google search using *or* to give equal value
- I can use the following terms to search a database – greater than, less than, and , or.
- Spreadsheets
    - I can enter labels and numbers into a spreadsheet
    - I can enter formulae into a spreadsheet
    - I can use 'SUM' to calculate the total set of numbers in a range of cells
    - I can change data in a spreadsheet to answer 'what if…?' questions and check predictions

Non-Core Age-Related Attainment Expectations

Subject	Year Group	Date	Class
Computing	**3**		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	Emerging	I can recognise acceptable/unacceptable behaviour online I am critical of information found online I can understand that an algorithm is a step by step guide to achieving a goal I can give unambiguous instructions to a digital device to achieve a goal **(e.g. controlling a roamer to reach a given destination)** I can create and debug (correct/improve) simple programs I can use technology safely, respectfully and responsibly I can identify where to go for help and support when I have concerns about content or contact on the internet or other online technologies I can keep personal information private		Emerging
Most children will be able to:	Expected	I can identify a range of ways to report concerns about content and contact I can understand ways in which people communication online and the potential danger **(including devices such as Xbox and other online gaming)** I can use internet to undertake purposeful research I have awareness of copyright issues around images found online I recognise that some algorithms rely upon a strict order to work **(e.g. using sequencing and repetition with a roamer)** I can use various inputs **(e.g. keyboard presses)** and outputs **(e.g. playing a sound)** to control a computer program **(e.g. control a Scratch program with a keyboard input)** I can explain how a program works I can identify errors or improvements in a program that I have created I can evaluate different aspects of my work and identify next steps I can work with a partner to suggest areas of improvement in our work I am starting to work on some of the Key Stage 2 Key Skills List		Expected
Some children will have progressed further. They will be able to:	Exceeding	I can use the internet safely for research and to follow lines of enquiry I can write and debug programs that respond to user input with support I can confidently use various inputs **(e.g. keyboard presses)** and outputs **(e.g. playing a sound)** to control a computer program **(e.g. control a Scratch program with a keyboard input)** and can identify ways to extend my work. I can identify errors or improvements in a program that I have created and can make improvements with support.		Exceeding

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Teacher to complete shaded areas of this table		Emerging	Expected	Exceeding
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Boys	**No. of Chn**			
Girls	**No. of Chn**			

Non-Core Age-Related Attainment Expectations

Subject	Year Group	Date	Class
Computing	**4**		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	Emerging	I can write and debug programs that respond to user input I can identify errors or improvements in a program that I have created and can make improvements with support. I can use the internet safely for research and to follow lines of enquiry		Emerging
Most children will be able to:	Expected	I understand the function of a search engine and understand the importance of using the correct search terms I am beginning to understand the concept of plagiarism I can think about the risks of sharing personal information online **(including photographs)** and understand the idea of a digital footprint I can design, write and debug **(e.g. correct/improve)** programs that accomplish specific goals **(e.g. using software to simulate physical processes or control physical objects)** I can solve problems by breaking them into smaller parts I can use logical reasoning to explain how some more complicated algorithms **(e.g. a sequence of instructions)** work I can detect and correct errors in algorithms and programs I can understand the opportunities that networks offer for communication and collaboration **(e.g. working on shared documents)** I can evaluate my work in a variety of ways **(e.g. peer- or self-assessment, open discussion with peers or teachers)** I am working towards the Key Stage 2 Key Skills list		Expected
Some children will have progressed further. They will be able to:	Exceeding	I understand the concept of plagiarism I am beginning to think critically about the information that I put online I can work with a partner to suggest next steps and improve my work I can understand how data is transferred over the internet and how this provides potential beyond the world wide web I understand the dangers inherent in an instant messaging system; i.e. email		Exceeding

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Girls	**No. of Chn**			

Non-Core Age-Related Attainment Expectations

Subject	Year Group	Date	Class
Computing	**5**		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	Emerging	I understand that the internet is used for systems other than the world wide web **(e.g. email)** I can design algorithms that can start to solve real life problems I am beginning to think critically about the information that I put online		Emerging
Most children will be able to:	Expected	I understanding that information found online is not always true and unbiased I am starting to develop skills in identifying the origin of website I can think critically about the information that I put online I understand the difference between a computer network and the internet I understand what a network is and how it links devices I can use networks for communication and collaboration **(e.g. working on shared documents)** I can test my work with peers in order to evaluate and improve it I have completed the majority of the Key Stage 2 Key Skills list I can design, write and debug algorithms to solve real world problems using physical or digital devices		Expected
Some children will have progressed further. They will be able to:	Exceeding	I begin to understand the concept of data protection I can design, write and debug algorithms to solve real life problems and use testing and feedback to improve and adapt them I can use internet systems other than the world wide web to communicate safely and work collaboratively		Exceeding

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Teacher to complete shaded areas of this table		Emerging	Expected	Exceeding
Overall	**No. of Chn**			
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Girls	**No. of Chn**			

Non-Core Age-Related Attainment Expectations

Subject	Year Group	Date	Class
Computing	**6**		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	Emerging	I begin to understand the concept of data protection I can use a range of programs to create a document collaboratively I can select data the be collected and displayed digitally and begin to understand how I might do that		Emerging
Most children will be able to:	Expected	I understand plagiarism, copyright and the concept of data protection I can design and create a program and debug it by collecting data and feedback from a group I can independently select and use software to achieve a goal I can collect, analyse, evaluate and present data and information using a digital device I can select and combine a variety of software to achieve a long term goal **(e.g. select software to plan, design, select, present, analyse, evaluate, improve and report on a long term project)** I can evaluate feedback from a range of sources and a wider group of peers I can confidently and independently use skills on the Key Stage 2 Key Skills List I can design, write and debug programs and algorithms that respond to and learn from inputs		Expected
Some children will have progressed further. They will be able to:	Exceeding	I can select and use a variety of software to solve a given problem and extend the initial scope I can design, write and debug programs and algorithms that respond to and learn from user inputs and offer feedback to the user		Exceeding

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Teacher to complete shaded areas of this table		Emerging	Expected	Exceeding
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