

Key Skills Assessment Criteria

Subject: Computing



	Information Technology	Computer Science	Digital Literacy
Year 1	<p>To follow age-appropriate links provided by the teacher to research information</p> <p>To use a program to create a simple document</p>	<p>To understand that an algorithm is a step by step set of instructions</p> <p>To predict the behaviour of a programmed toy.</p>	<p>To talk about uses of technology at home and in school.</p> <p>To understand that they should tell an adult if I see or hear anything worrying online.</p> <p>To understand that some information is personal</p>
Year 2	<p>Develop awareness of keyboard layout and use of a mouse</p> <p>Begin to use an appropriate search engine supported by an adult</p> <p>To use a program to create a simple document (open, save, retrieve)</p>	<p>I can predict the behaviour of a programmed toy – relating each action to part of an algorithm.</p> <p>To create a simple program.</p> <p>To find and fix simple bugs in programs.</p> <p>To explain that a program is an algorithm.</p>	<p>Reinforce awareness that:</p> <p>People you don't know are strangers and are not always who they say they are</p> <p>Some information is personal and needs to be private</p> <p>To tell an adult if I see anything worrying online.</p> <p>To recognise uses of technology outside school.</p> <p>To find, edit and save files I am working on.</p>
Year 3	<p>I can make choices on which program is best for a given task.</p> <p>I can use a search engine effectively.</p> <p>I can use various software to design content and present information.</p> <p>Understand the basic structure of a database and add data to a pre-made database and use this to create graphs and charts</p>	<p>To use a range of input and output devices efficiently.</p> <p>Inputs – camera, microphone, keyboard, mouse.</p> <p>Outputs – monitor, printer, speakers, lights</p> <p>To create a simple program that completes a given task.</p> <p>Use a computer to create basic applications, investigating how different variables can be changed and the effect this has</p> <p>To create a simple program that completes a given task – including controlling or simulating a physical system (robotics/motors/sensors)</p>	<p>Follow a simple search to find specific information from a website</p> <p>Begin to understand how websites work;</p> <p>Understand a website has a unique address</p> <p>Identify how different web pages are organised, e.g. graphics, hyperlinks, text</p> <p>To recognise acceptable and unacceptable behaviour online</p>
Year 4	<p>Choose a variety of software to accomplish a set task.</p> <p>Select, use and combine internet services.</p> <p>Analyse and evaluate the information I find.</p> <p>Collect and present data.</p>	<p>Design and create a simple program that completes a given task (simulating a physical system – interactive toy)</p> <p>Detect and fix bugs my programs to ensure they complete a given task.</p> <p>Use repetition in programs.</p> <p>Understand how search engines order their results.</p> <p>Understand that computer networks can provide services such as the world wide web and file sharing.</p>	<p>Recognise acceptable and unacceptable behaviour online.</p> <p>Identify a range of ways to report unacceptable behaviour.</p> <p>Use the internet to communicate.</p> <p>(email, video conferencing, blogs, forums)</p> <p>Skim read and sift information to check its relevance and modify search strategies</p> <p>Understand that the information they use needs to be appropriate for the audience they are writing for, e.g. copying and pasting difficult language</p> <p>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</p>
Year 5	<p>Confidently use a range of software tools.</p> <p>Use technology to present their work, showing an increasing degree of skill and using advanced features of software and tools</p> <p>Select tools which they can use to help them achieve a specific aim and justify these choices to others</p> <p>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</p>	<p>Design and create a simple program that completes a given task including controlling or simulating a physical system.</p> <p>Use decomposition (breaking up code into smaller parts) to make debugging easier and quicker.</p> <p>Use variables in my coding.</p> <p>Explain how increasingly complex algorithms work.</p> <p>Use selection (IF statements) to alter the way my programs run</p> <p>Understand how search engines order their results.</p>	<p>Use a range of sources to check validity and recognise different viewpoints and the impact of incorrect data</p> <p>Recognise that the Internet may contain material that is irrelevant, biased, implausible and inappropriate</p> <p>Understand issues of copyright and how they apply to their own work</p> <p>I can use the internet to communicate</p> <p>(email, video conferencing, blogs, forums) or collaborate (wikis, collaborative editing).</p>
Year 6	<p>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)</p> <p>Select tools which they can use to help them achieve a specific aim and justify these choices to others</p> <p>Understand the importance of evaluation and adaptation of individual features to enhance the overall product</p> <p>To continue to use, search, enter data into their own databases</p>	<p>Design and create a simple program that completes a given task including controlling or simulating a physical system.</p> <p>Use decomposition (breaking up code into smaller parts) to make debugging easier and quicker.</p> <p>Use variables in my coding.</p> <p>Understand how search engines order their results.</p> <p>Use selection (IF statements) to alter the way my programs run</p> <p>Explain how increasingly complex algorithms work.</p>	<p>Recognise acceptable/unacceptable behaviour online and am confident in reporting.</p> <p>Recognise trustworthy sources of information on the internet.</p> <p>Use the internet to communicate</p> <p>(email, video conferencing, blogs, forums) or collaborate (wikis, collaborative editing).</p>