

# Primary Computing: End of year expectations

|                                                               | e-Safety                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Programming                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Handling Data                                                                                                                                                                                                                                                                                                                                                                                      | Multimedia                                                                                                                                                                                                                                                                                                                      | Technology in our Lives                                                                                                                                                                                                                                                                                                                     |
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| <b>Year 1</b>                                                 | <ul style="list-style-type: none"> <li>• I agree and use sensible rules to keep me safe when I use technology</li> <li>• I explain why it's important to be kind and polite</li> <li>• I use links to websites to find information</li> <li>• I tell a trusted adult what I want to use a device for</li> <li>• I show a trusted adult when something worrying or unexpected happens when I am using a device</li> <li>• I know what my personal information is and keep it private</li> <li>• I know that something I put online can be seen by others</li> <li>• I use different technologies, with a trusted adult, to communicate responsibly with others</li> <li>• I am careful about the icons I click or tap when I use technology devices</li> <li>• I tell you similarities and differences between people I know</li> <li>• I say how I feel when someone says something nice to me</li> <li>• I select from a list of apps, games and websites that a trusted adult gives me</li> <li>• I use devices for the time I am allowed and tell you what else I like doing</li> </ul> | <ul style="list-style-type: none"> <li>• I can give instructions to my friend and follow their instructions to move around.</li> <li>• I can describe what happens when I press buttons on a robot.</li> <li>• I can press the buttons in the correct order to make my robot do what I want.</li> <li>• I can describe what actions I will need to do to make something happen and begin to use the word algorithm.</li> <li>• I can begin to predict what will happen for a short sequence of instructions.</li> <li>• I can begin to use software/apps to create movement and patterns on a screen.</li> <li>• I can use the word debug when I correct mistakes when I program.</li> </ul> | <ul style="list-style-type: none"> <li>• I can talk about the different ways in which information can be shown.</li> <li>• I can use technology to collect information, including photos, video and sound.</li> <li>• I can sort different kinds of information and present it to others.</li> <li>• I can add information to a pictograph and talk to you about what I have found out.</li> </ul> | <ul style="list-style-type: none"> <li>• I can be creative with different technology tools.</li> <li>• I can use technology to create and present my ideas.</li> <li>• I can use the keyboard or a word bank on my device to enter text.</li> <li>• I can save information in a special place and retrieve it again.</li> </ul> | <ul style="list-style-type: none"> <li>• I can recognise the ways we use technology in our classroom.</li> <li>• I can recognise ways that technology is used in my home and community.</li> <li>• I can use links to websites to find information.</li> <li>• I can begin to identify some of the benefits of using technology.</li> </ul> |
| Children exceeding Y1 expectations (working at mastery level) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                             |
| Children working towards Y1 expectations                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                             |

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| <b>Year 2</b>                                                 | <ul style="list-style-type: none"> <li>• I agree and use sensible rules to keep me safe when I use technology</li> <li>• I talk about why it is important to be kind and polite online and in real life</li> <li>• I know that not all information online is true</li> <li>• Before I use a device, I talk to a trusted adult about how I will keep myself safe</li> <li>• I tell a trusted adult when something worrying or unexpected happens when I am using a device</li> <li>• I explain why I need to keep my passwords and personal information private</li> <li>• I know that not everyone is who they say they are online</li> <li>• I identify some possible risks to devices</li> <li>• I identify similarities and differences between people I know and people I see in the media/online</li> <li>• I tell you how I feel when someone says something nice or not nice to me</li> <li>• I describe the things I enjoy about age appropriate apps, games and websites I am guided to use</li> <li>• I take a break when I have been using a device for too long</li> <li>• I do a range of other activities when I am not using devices</li> </ul> | <ul style="list-style-type: none"> <li>• I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions.</li> <li>• I can tell you the order I need to do things to make something happen and talk about this as an algorithm.</li> <li>• I can program a robot or software to do a particular task.</li> <li>• I can look at my friend's program and tell you what will happen.</li> <li>• I can use programming software to make objects move.</li> <li>• I can watch a program execute and spot where it goes wrong so that I can debug it.</li> </ul> | <ul style="list-style-type: none"> <li>• I talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder.</li> <li>• I can make and save a chart or graph using the data I collect.</li> <li>• I can talk about the data that is shown in my chart or graph.</li> <li>• I am starting to understand a branching database.</li> <li>• I can tell you what kind of information I could use to help me investigate a question.</li> </ul> | <ul style="list-style-type: none"> <li>• I can use technology to organise and present my ideas in different ways.</li> <li>• I can use the keyboard on my device to add, delete and space text for others to read.</li> <li>• I can tell you about an online tool that will help me to share my ideas with other people.</li> <li>• I can save and open files on the device I use.</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• I can tell you why I use technology in the classroom.</li> <li>• I can tell you why I use technology in my home and community.</li> <li>• I am starting to understand that other people have created the information I use.</li> <li>• I can identify benefits of using technology including finding information, creating and communicating.</li> <li>• I can talk about the differences between the Internet and things in the physical world.</li> </ul> |
| Children exceeding Y2 expectations (working at mastery level) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Children working towards Y2 expectations                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| <b>Year 3</b>                                        | <ul style="list-style-type: none"> <li>• I contribute to shared rules and use them to make good choices when I use technology</li> <li>• I describe the ways that people get bullied when they use different technologies and consider what I post</li> <li>• I think about whether I can use images that I find online in my own work</li> <li>• I use search tools to find appropriate information and decide whether I can trust it</li> <li>• I use the safety features of websites as well as reporting concerns to a trusted adult</li> <li>• I use a secure password and explain why they are important</li> <li>• I protect my personal information when I do different things online</li> <li>• I participate safely and responsibly in a secure online community</li> <li>• I ask a trusted adult before downloading files and games from the Internet</li> <li>• I identify images which have been digitally altered</li> <li>• I explain how I feel when someone responds to something I have shared online</li> <li>• I use age appropriate apps, games and websites from a list I have agreed with others</li> <li>• I make good choices about when and why I use devices</li> <li>• I identify adverts online, including those within Google searches</li> </ul> | <ul style="list-style-type: none"> <li>• I can break an open-ended problem up into smaller parts.</li> <li>• I can put programming commands into a sequence to achieve a specific outcome.</li> <li>• I keep testing my program and can recognise when I need to debug it.</li> <li>• I can use repeat commands.</li> <li>• I can describe the algorithm I will need for a simple task.</li> <li>• I can detect a problem in an algorithm which could result in unsuccessful programming.</li> </ul> | <ul style="list-style-type: none"> <li>• I can talk about the different ways data can be organised.</li> <li>• I can search a ready-made database to answer questions.</li> <li>• I can collect data help me answer a question.</li> <li>• I can add to a database.</li> <li>• I can make a branching database.</li> </ul> <p>I can use a data logger to monitor changes and can talk about the information collected.</p> | <ul style="list-style-type: none"> <li>• I can create different effects with different technology tools.</li> <li>• I can combine a mixture of text, graphics and sound to share my ideas and learning.</li> <li>• I can use appropriate keyboard commands to amend text on my device, including making use of a spellchecker.</li> <li>• I can evaluate my work and improve its effectiveness.</li> </ul> <p>I can use an appropriate tool to share my work online.</p> | <ul style="list-style-type: none"> <li>• I can save and retrieve work on the Internet, the school network or my own device.</li> <li>• I can talk about the parts of a computer.</li> <li>• I can tell you ways to communicate with others online.</li> <li>• I can describe the World Wide Web as the part of the Internet that contains websites.</li> <li>• I can use search tools to find and use an appropriate website.</li> <li>• I think about whether I can use images that I find online in my own work.</li> </ul> |
| Children exceeding Y3 expectation (at mastery level) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Children working towards Y3 expectation              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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| <b>Year 4</b>                                | <ul style="list-style-type: none"> <li>• I contribute to shared rules and use them to make good choices when I use technology</li> <li>• I comment positively and respectfully when I use different technologies</li> <li>• I explain how to check who owns photos, text and clipart</li> <li>• I identify key words to use when searching safely online and think about the reliability of information I find</li> <li>• I use a range of strategies to protect myself and my friends from harm online, including reporting concerns to a trusted adult</li> <li>• I know that anything I share online will stay there to be seen and used by others</li> <li>• I make safe choices when using technology to communicate responsibly with others</li> <li>• I explain why I need to ask a trusted adult before downloading files and games from the internet</li> <li>• I explain how digitally altered images in the media make me feel</li> <li>• I use appropriate strategies to deal with comments online</li> <li>• I choose apps, games and websites that are appropriate for my age and explain my reasons to friends</li> <li>• I tell my friends about the sensible choices I make about when and why I use device</li> <li>• I ignore or close adverts that appear on my device and explain my reasons</li> </ul> | <ul style="list-style-type: none"> <li>• I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts.</li> <li>• I can use an efficient procedure to simplify a program.</li> <li>• I can use a sensor to detect a change which can select an action within my program.</li> <li>• I know that I need to keep testing my program while I am putting it together.</li> <li>• I can use a variety of tools to create a program.</li> <li>• I can recognise an error in a program and debug it.</li> <li>• I recognise that an algorithm will help me to sequence more complex programs.</li> <li>• I recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology.</li> </ul> | <ul style="list-style-type: none"> <li>• I can organise data in different ways.</li> <li>• I can collect data and identify where it could be inaccurate.</li> <li>• I can plan, create and search a database to answer questions.</li> <li>• I can choose the best way to present data to my friends.</li> <li>• I can use a data logger to record and share my readings with my friends.</li> </ul> | <ul style="list-style-type: none"> <li>• I can use photos, video and sound to create an atmosphere when presenting to different audiences.</li> <li>• I am confident to explore new media to extend what I can achieve.</li> <li>• I can change the appearance of text to increase its effectiveness.</li> <li>• I can create, modify and present documents for a particular purpose.</li> <li>• I can use a keyboard confidently and make use of a spellchecker to write and review my work.</li> <li>• I can use an appropriate tool to share my work and collaborate online.</li> <li>• I can give constructive feedback to my friends to help them improve their work and refine my own work.</li> </ul> | <ul style="list-style-type: none"> <li>• I can tell you whether a resource I am using is on the Internet, the school network or my own device.</li> <li>• I can identify key words to use when searching safely on the World Wide Web.</li> <li>• I think about the reliability of information I read on the World Wide Web.</li> <li>• I can tell you how to check who owns photos, text and clipart.</li> <li>• I can create a hyperlink to a resource on the World Wide Web.</li> <li>• I can recognise that websites use different methods to advertise products</li> </ul> |
| Children exceeding Y4 expectations (mastery) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Children working towards Y4 expectations     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| <b>Year 5</b>                                                 | <ul style="list-style-type: none"> <li>• I contribute to shared rules and use them to support myself and others when we use technology</li> <li>• I always communicate kindly and respectfully and can describe the impact where this does not happen</li> <li>• I know which online resources I can download and use</li> <li>• I use a search engine to find and evaluate different types of information</li> <li>• I explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to a trusted adult</li> <li>• I use a secure password and safe screen name when I am using an online tool</li> <li>• I explain the risks of sharing too much about myself online</li> <li>• I compare my online and face-to-face relationships</li> <li>• I explain why I need to protect my computer or device from harm</li> <li>• I know the reasons why images are altered</li> <li>• I recognise that online friendships affect my feelings I select age-appropriate apps, games and websites and encourage my friends to do the same</li> <li>• I evaluate my own and others' choices when using games and devices</li> <li>• I identify the intended audience for an advert</li> </ul> | <ul style="list-style-type: none"> <li>• I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program.</li> <li>• I can refine a procedure using repeat commands to improve a program.</li> <li>• I can use a variable to increase programming possibilities.</li> <li>• I can change an input to a program to achieve a different output.</li> <li>• I can use 'if' and 'then' commands to select an action.</li> <li>• I can talk about how a computer model can provide information about a physical system.</li> <li>• I can use logical reasoning to detect and debug mistakes in a program.</li> <li>• I use logical thinking, imagination and creativity to extend a program.</li> </ul> | <ul style="list-style-type: none"> <li>• I can use a spreadsheet and database to collect and record data.</li> <li>• I can choose an appropriate tool to help me collect data..</li> <li>• I can present data in an appropriate way.</li> <li>• I can search a database using different operators to refine my search.</li> <li>• I can talk about mistakes in data and suggest how it could be checked.</li> </ul> | <ul style="list-style-type: none"> <li>• I can use text, photo, sound and video editing tools to refine my work.</li> <li>• I can use the skills I have already developed to create content using unfamiliar technology.</li> <li>• I can select, use and combine the appropriate technology tools to create effects that will have an impact on others.</li> <li>• I can select an appropriate online or offline tool to create and share ideas.</li> <li>• I can review and improve my own work and support others to improve their work.</li> </ul> | <ul style="list-style-type: none"> <li>• I can describe different parts of the Internet.</li> <li>• I can use different online communication tools for different purposes.</li> <li>• I can use a search engine to find appropriate information and check its reliability.</li> <li>• I can recognise and evaluate different types of information I find on the World Wide Web.</li> <li>• I can describe the different parts of a webpage.</li> <li>• I can find out who the information on a webpage belongs to</li> <li>• I know which resources on the Internet I can download and use.</li> <li>• I can describe the ways in which websites advertise their products to me.</li> </ul> |
| Children exceeding Y5 expectations (working at mastery level) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Children working towards Y5 expectations                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| <b>Year 6</b>                      | <ul style="list-style-type: none"> <li>• I contribute to shared rules and use them to support myself and others</li> <li>• I always communicate kindly and respectfully, working with others to help all enjoy use of technology</li> <li>• I acknowledge the sources of information that I find online</li> <li>• I talk about the way search results are selected and ranked and check the reliability of websites I visit</li> <li>• I support my friends to protect themselves and make good choices online, including reporting concerns to a trusted adult</li> <li>• I consider terms and conditions and adjust privacy settings to maintain control of my personal information</li> <li>• I check the information about me online and know that some of it can be uploaded by others</li> <li>• I explain how to communicate safely and responsibly with people I only know online</li> <li>• I protect my computer or device from harm on the internet</li> <li>• I explain how images in the media affect how we feel about ourselves</li> <li>• I explain how online friendships affect our feelings</li> <li>• I select age-appropriate apps, games and websites and explain the potential risks of making different choices</li> <li>• I support my friends in evaluating their use of games and devices and make good choices for myself</li> <li>• I explain how my data is used to target adverts towards me</li> </ul> | <ul style="list-style-type: none"> <li>• I can deconstruct a problem into smaller steps, recognising similarities to solutions used before.</li> <li>• I can explain and program each of the steps in my algorithm.</li> <li>• I can evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm.</li> <li>• I can recognise when I need to use a variable to achieve a required output.</li> <li>• I can use a variable and operators to stop a program.</li> <li>• I can use different inputs (including sensors) to control a device or onscreen action and predict what will happen.</li> <li>• I can use logical reasoning to detect and correct errors in a algorithms and programs.</li> </ul> | <ul style="list-style-type: none"> <li>• I can plan the process needed to investigate the world around me.</li> <li>• I can select the most effective tool to collect data for my investigation.</li> <li>• I can check the data I collect for accuracy and plausibility.</li> <li>• I can interpret the data I collect.</li> <li>• I can present the data I collect in an appropriate way.</li> <li>• I use the skills I have developed to interrogate a database.</li> </ul> | <ul style="list-style-type: none"> <li>• I can talk about audience, atmosphere and structure when planning a particular outcome.</li> <li>• I can confidently identify the potential of unfamiliar technology to increase my creativity.</li> <li>• I can combine a range of media, recognising the contribution of each to achieve a particular outcome.</li> <li>• I can tell you why I select a particular online tool for a specific purpose.</li> <li>• I can be digitally discerning when evaluating the effectiveness of my own work and the work of others.</li> </ul> | <ul style="list-style-type: none"> <li>• I can tell you the Internet services I need to use for different purposes.</li> <li>• I can describe how information is transported on the Internet.</li> <li>• I can select an appropriate tool to communicate and collaborate online.</li> <li>• I can talk about the way search results are selected and ranked.</li> <li>• I can check the reliability of a website.</li> <li>• I can tell you about copyright and acknowledge the sources of information that I find online.</li> <li>• I know that websites can use my data to make money and target their advertising</li> </ul> |
| Children Exceeding Y6 expectations |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Working towards Y6 expectations    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |