



Key Stage	Year Group	Digital World	Programming	Electronic Safety	Data Handling	Programming 2	Digital Presentation
Key Stage 1	1	<p>WALT name the external parts of a computer and talk about what they do.</p> <p>WALT identify a range of technologies around me.</p> <p>WALT identify the basic functions of a Qwerty keyboard to include backspace, delete, cap lock, shift and enter.</p> <p>WALT use the correct fingers on the correct keys when typing.</p> <p>WALT locate and open digital work.</p> <p>WALT explain what to do if something makes me unhappy on a computer, tablet or phone (e-safety link).</p>	<p>WALT create a 'Five Finger Checker' algorithm to help me become a successful writer.</p> <p>WALT test the 'Five Finger Algorithm' on a piece of writing.</p> <p>WALT create an algorithm to find specific map locations.</p> <p>WALT create a 'lunchtime algorithm' for new Reception children.</p> <p>WALT convert an algorithm to a Logo program.</p> <p>WALT include a use a repeat in an algorithm and write this as a program.</p>	<p>WALT explain what personal information is.</p> <p>WALT identify what might make someone a trustworthy person.</p> <p>WALT think about someone's character to help make an informed judgement about them.</p> <p>WALT use an informed judgement to decide if someone is trustworthy or not.</p> <p>WALT explain what the 'uh-oh' feeling means when online and how I should deal with it.</p> <p>WALT demonstrate my knowledge of e-safety.</p>	<p>WALT examine a pictogram and interpret the information it gives me.</p> <p>WALT convert pictogram data to a spreadsheet.</p> <p>WALT reference a cell in a spreadsheet and examine the data in it.</p> <p>WALT change a cell colour to highlight particular information.</p> <p>WALT gather my own data and present it on a spreadsheet.</p> <p>WALT convert spreadsheet data into a pictograph.</p>	<p>WALT create a light sequence on a robot.</p> <p>WALT use a delay into a program to make it behave in a specific way.</p> <p>WALT improve a program by editing it</p> <p>WALT edit a robot's program so it works efficiently, even in difficult conditions.</p> <p>WALT add a further instruction to a successful program, making more complex.</p>	<p>WALT use digital paint tools and colours to create images.</p> <p>WALT use a range of digital animation tools.</p> <p>WALT create a sequence of animated frames.</p> <p>WALT use more advanced animation tools to make an animation more complex.</p> <p>WALT independently creating a digital animation of my choice.</p> <p>WALT present my digital work to an audience and explain how I achieved my endpoint.</p>



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Key Stage 1	2	<p>WALT explain why the external parts of a computer are input or output devices.</p> <p>WALT identify digital output devices around me.</p> <p>WALT demonstrate how technology can make some tasks easier.</p> <p>WALT use more advanced keyboard functions such as 'Shift'.</p> <p>WALT use a range of fonts, font sizes and font colours to improve a digital presentation.</p> <p>WALT explain what to do if something makes me unhappy on a computer, tablet or phone (e-safety link).</p>	<p>WALT locate and debug faults in a Logo program.</p> <p>WALT write a Logo program to move a roamer to a specific location.</p> <p>WALT write a Logo program to make a roamer travel and measure a specific distance.</p> <p>WALT identify the need for a repeat in a Logo program.</p> <p>WALT write and interpret Logo programs that create specific outputs.</p> <p>WALT read and interpret an unfamiliar Logo program.</p>	<p>WALT give an example of how to deal with an e-safety worry.</p> <p>WALT explain why I should keep my personal details private online.</p> <p>I know what to do when someone online asks things about me.</p> <p>WALT explain why it is important to think about other people's feelings whether online or face-to-face.</p> <p>WALT make sure I always check with an adult before taking part in games that involve other internet users.</p> <p>WALT suggest ways to make our school community safer online.</p>	<p>WALT transfer tally data into a spreadsheet.</p> <p>WALT improve a spreadsheet by formatting cells.</p> <p>WALT create a basic formula.</p> <p>WALT present my own data on a spreadsheet.</p> <p>WALT convert data into a digital graph or chart.</p>	<p>WALT find different ways to start a program.</p> <p>WALT control the movement of an object in a program.</p> <p>WALT make an object interact with its environment.</p> <p>WALT program instructions to repeat as many times as I decide.</p> <p>WALT debug a simple program.</p>	<p><i>Using ideas from Eduardo Paolozzi artwork</i></p> <p>WALT digitally research the work and style of an artist.</p> <p>WALT use digital tools to mimic the style of a known artist.</p> <p>WALT use technology to contribute to a piece of group work.</p> <p>WALT create a simple algorithm related to a specific task.</p>



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Key Stage 2	3	<p>WALT explain what I should do when I have an e-safety issue, in or out of the school.</p> <p>WALT organise all my account passwords and successfully log into my personal accounts.</p> <p>WALT familiarise myself with my personal accounts and how they operate.</p> <p>WALT create and modify cloud-based folders and add work to them.</p> <p>WALT communicate digitally, via email, in a way that is mindful of our school values.</p> <p>WALT peer assess work using digital collaboration tools.</p>	<p>WALT identify the sequence of steps in a program needed to reach an endpoint.</p> <p>WALT use a greater number of instructions to make a robot perform more complex manoeuvres.</p> <p>WALT identify where to use a repeat function and explain why I used it.</p> <p>WALT create a complex program, debugging as I go.</p> <p>WALT adapt and modify a complex program, debugging as I go.</p>	<p>WALT explain what an e-safety worry is and suggest strategies for dealing with them.</p> <p>WALT explain what to do when contacted by a stranger online.</p> <p>WALT explain why some digital games are not appropriate for particular age groups.</p> <p>WALT explain what to do when I see something inappropriate online.</p> <p>WALT explain what a digital footprint is.</p> <p>WALT suggest ways to make our school community safer online.</p>	<p>WALT organise data efficiently using a spreadsheet.</p> <p>WALT locate specific cells.</p> <p>WALT program cells to add up values.</p> <p>WALT collect data in order to calculate and analyse data.</p> <p>WALT generate my own data, present my findings and draw conclusions.</p>	<p>WALT identify the start and endpoint in a Scratch sequence</p> <p>WALT program a repeat and explain why I have used it.</p> <p>WALT programme a sequence in Scratch involving a user input to create a specific output.</p> <p>WALT programme objects to interact.</p> <p>WALT program objects to interact with each other.</p>	<p><i>Using ideas from Andreas Gursky photography</i></p> <p>WALT search and save specific information or media for a particular purpose.</p> <p>WALT use digitally create work for a specific purpose.</p> <p>WALT modify and manipulate a digital image for a specific purpose.</p> <p>WALT confidently use a range of advanced digital art tools.</p> <p>WALT showcase digital art work create from a brief.</p>



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Key Stage 2	4	<p>WALT explain what the World Wide Web is.</p> <p>WALT explain what the internet is and how it coexists with the World Wide Web.</p> <p>WALT explain how a search engine works to include web crawling and web indexing.</p> <p>WALT use advanced web search features.</p> <p>WALT hyperlink text and images in my work.</p> <p>WALT demonstrate the best, safest strategies when contacted by a stranger.</p>	<p>WALT design a program that makes a robot complete a simple task.</p> <p>WALT use logical reasoning to predict the behaviour of a program.</p> <p>WALT convert an algorithm into a program.</p> <p>WALT find and fix errors in a program.</p> <p>WALT read a program fluently.</p>	<p>WALT explain what an e-safety worry is and know exactly who to turn to when I have an e-safety issue.</p> <p>WALT give an example of what to do if I am presented with an online game or website that requires me to register personal information.</p> <p>WALT give my opinion regarding the issues surrounding video games and age ratings / restrictions.</p> <p>I understand what a digital footprint is and how to manage it in a way that won't harm my friends, family or future career.</p> <p>WALT write a digital letter, blog or email about myself without compromising my personal information.</p> <p>WALT suggest ways to make our school community safer online.</p>	<p>WALT sort data into the right columns and rows.</p> <p>WALT write a 'SUM' formula.</p> <p>WALT use the drag feature to autocomplete a formula in multiple cells.</p> <p>WALT use conditional formatting to highlight specific information.</p> <p>WALT analyse a spreadsheet and draw conclusions.</p>	<p>WALT place flowchart blocks in a logical way in Flowol to get a specific output.</p> <p>WALT programme a loop in Flowol.</p> <p>WALT place a delay in a Flowol sequence and explain its role.</p> <p>WALT run two separate sequences, in Flowol, that work to achieve a combined output.</p> <p>WALT fragment a system in Flowol to identify and debug errors.</p> <p>WALT create multiple sequences that work together to make a system.</p>	<p><i>Using ideas from Darren Rowse photography</i></p> <p>WALT use technology to create and present my ideas.</p> <p>WALT edit and improve a digital image.</p> <p>WALT decide the best frame format when taking a picture.</p> <p>WALT use the digital skills I have developed to create meaningful content.</p> <p>WALT determine the best way to achieve impact on a piece of digital artwork.</p>



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Key Stage 2	5	<p>WALT explain why the Internet was created and how it has evolved.</p> <p>WALT illustrate how a LAN is set up, including the role and function of a network switch.</p> <p>WALT explain the differences between a wired connection, a wireless connection and a data connection.</p> <p>WALT break down the internet into its various components and explain their roles within the system.</p> <p>WALT evaluate a piece of software.</p>	<p>WALT locate and try out some of the components that allow a robot to move.</p> <p>WALT locate and try out some of the components that allow a robot to move.</p> <p>WALT trigger specific lines of code to operate motors when I want.</p> <p>WALT make a robot respond in real time.</p> <p>WALT create a pseudo random output.</p>	<p>WALT explain what an e-safety worry is and know exactly who to turn to when I have an e-safety issue.</p> <p>WALT give reasons why some games have an age rating.</p> <p>WALT explain what personal information is and understand the dangers of giving out details about myself online.</p> <p>WALT explain why uploading videos of myself can attract an unwanted and unexpected audience.</p> <p>WALT use a variety of sources to prove or disprove the content of a website and justify how I know whether it is real or not by cross-referencing with other sources.</p> <p>WALT suggest ways to make our school community safer online.</p>	<p>WALT write and use the most effective formula for a specific set of calculations.</p> <p>WALT explain the differences between the Boolean, Text and Numeric data types.</p> <p>WALT use a filter to find specific information.</p> <p>WALT plan and build a spreadsheet that has a purpose.</p>	<p>WALT recall the name of, and explain the use of, blocks used in Flowol.</p> <p>WALT use a decision box in a sequence to allow more than one output.</p> <p>WALT programme a variable output in Flowol.</p> <p>WALT fragment a system into separate sequences and program those sequences.</p> <p>WALT create a variable that is controlled by a set of delays that I have chosen to be appropriate.</p>	<p>WALT work with 'X' 'Y' and 'Z' axis' to create a digital shape.</p> <p>WALT use familiar CAD tools with more accuracy.</p> <p>WALT add context to a CAD object by specifying and justifying what materials could be used in construction.</p> <p>WALT use accurate measurements when designing a CAD model.</p> <p>WALT use tools that help me create CAD objects to scale.</p> <p>WALT use a wide range of CAD tools independently and accurately.</p>



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Key Stage 2	6	<p>WALT identify the basic internal components of a digital device and explain their role.</p> <p>WALT identify the component similarities in a PC, laptop, tablet and smartphone.</p> <p>WALT disassemble a laptop, locate the main internal components and explain their role in an operating system.</p> <p>WALT evaluate the content of a website or webpage and use strategies to prove or disprove its validity.</p> <p>WALT add purposeful hyperlinks, which I have vetted, to my work.</p> <p>WALT respond in the most appropriate and safest way when contacted by a stranger.</p>	<p>WALT explore the history of Python Programming and how it is relevant in the world.</p> <p>WALT open the Python IDLE programming environment and write a simple program that outputs a message.</p> <p>WALT write several lines of code that output a message on more than one line in Python.</p> <p>WALT debug a line of Python code and fix it so it runs correctly.</p> <p>WALT use the <code>\n</code>, <code>\\</code>, <code>\"</code> escape sequences, in Python.</p> <p>WALT use a range of mathematical operators in Python.</p>	<p>I understand and can explain what an e-safety worry is and know exactly who to turn to when I have an e-safety issue.</p> <p>I understand what a digital footprint is and how to manage it in a way that won't harm my friends, family or future career.</p> <p>WALT identify the dangers of video chatting, the impact on my digital footprint and how to reduce and manage the risks.</p> <p>WALT explain how to use digital content without infringing copyright.</p> <p>WALT explain the potential impact of cyberbullying on someone and demonstrate a range of strategies to offer support to a victim of cyberbullying.</p> <p>WALT suggest ways to make our school community safer online.</p>	<p>WALT use prior knowledge to create a spreadsheet that include formulas.</p> <p>WALT use formula with an 'if' condition.</p> <p>WALT use formulae with nested 'if.' conditions.</p> <p>WALT use formulae with the 'lookup' function.</p> <p>WALT plan and build a spreadsheet that has a purpose.</p> <p>WALT use prior knowledge to create a spreadsheet that include simple formulas.</p>	<p>WALT use the if-then-else instruction.</p> <p>WALT create a program that enables a robot to interact with a user.</p> <p>WALT program a relational operators to compare two values.</p> <p>WALT create a program that performs a specific task.</p>	<p>WALT demonstrate my prior knowledge of a CAD program.</p> <p>WALT use specific digital tools for a purpose.</p> <p>WALT use CAD to build a scaled model.</p> <p>WALT use animation tools to highlight specific area of a CAD model.</p> <p>WALT present a finished piece of CAD work.</p>



Shinewater Primary End of Year Expectations and Key Assessment Criteria for Computing

