



Eaton Bray Academy Computing End of Year Statements

	e-Safety	Programming	Handling Data	Multimedia	Technology in our Lives
Year 1	<ul style="list-style-type: none">• Can keep password private.• Can tell you what personal information is.• Can tell an adult when they see something unexpected or worrying online.• Can talk about why it's important to be kind and polite.• Can recognise an age appropriate website.• Can agree and follow sensible e-Safety rules.	<ul style="list-style-type: none">• Can give instructions to peers and follow their instructions to move around.• Can describe what happens when they press buttons on a robot.• Can press the buttons in the correct order to make my robot do what they want.• Can describe what actions will be needed to make something happen and begin to use the word algorithm.• Can begin to predict what will happen for a short sequence of instructions.• Can begin to use software/apps to create movement and patterns on a screen.• Can use the word debug when correcting mistakes.	<ul style="list-style-type: none">• Can talk about the different ways in which information can be shown.• Can use technology to collect information, including photos, video and sound.• Can sort different kinds of information and present it to others.• Can add information to a pictograph and talk to you about what they have found out.	<ul style="list-style-type: none">• Can be creative with different technology tools.• Can use technology to create and present my ideas.• Can use the keyboard or a word bank on their device to enter text.• Can save information in a special place and retrieve it again.	<ul style="list-style-type: none">• Can recognise the ways we use technology in our classroom.• Can recognise ways that technology is used in their home and community.• Can use links to websites to find information.• Can begin to identify some of the benefits of using technology.



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Year 2	<ul style="list-style-type: none">• Can explain why they need to keep their password and personal information private.• Can describe the things that happen online that they must tell an adult about.• Can talk about why they should go online for a short amount of time.• Can talk about why it is important to be kind and polite online and in real life.• They know that not everyone is who they say they are on the Internet.	<ul style="list-style-type: none">• Can give instructions to peers (using forward, backward and turn) and physically follow their instructions.• Can tell you the order they need to do things to make something happen and talk about this as an algorithm.• Can program a robot or software to do a particular task.• Can look at a peers program and tell you what will happen.• Can use programming software to make objects move.• Can watch a program execute and spot where it goes wrong so that they can debug it.	<ul style="list-style-type: none">• Can talk about the different ways they use technology to collect information, including a camera, microscope or sound recorder.• Can make and save a chart or graph using the data they collect.• Can talk about the data that is shown in their chart or graph.• Is starting to understand a branching database.• Can tell you what kind of information they could use to help them investigate a question.	<ul style="list-style-type: none">• Can use technology to organise and present their ideas in different ways.• Can use the keyboard on their device to add, delete and space text for others to read.• Can tell you about an online tool that will help to share their ideas with other people.• Can save and open files on the device they use.	<ul style="list-style-type: none">• Can tell you why they use technology in the classroom.• Can tell you why they use technology in my home and community.• Is starting to understand that other people have created the information they use.• Can identify benefits of using technology including finding information, creating and communicating.• Can talk about the differences between the Internet and things in the physical world.



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Year 3	<ul style="list-style-type: none">• Can talk about what makes a secure password and why they are important.• Can protect personal information when doing different things online.• Can use the safety features of websites as well as reporting concerns to an adult.• Can recognise websites and games appropriate for their age.• Can make good choices about how long they spend online.• Asks an adult before downloading files and games from the Internet.• Can post positive comments online.	<ul style="list-style-type: none">• Can break an open-ended problem up into smaller parts.• Can put programming commands into a sequence to achieve a specific outcome.• Keeps testing their program and recognises when they need to debug it.• Can use repeat commands.• Can describe the algorithm they will need for a simple task.• Can detect a problem in an algorithm which could result in unsuccessful programming.	<ul style="list-style-type: none">• Can talk about the different ways data can be organised.• Can search a ready-made database to answer questions.• Can collect data help answer a question.• Can add to a database.• Can make a branching database.• Can use a data logger to monitor changes and can talk about the information collected.	<ul style="list-style-type: none">• Can create different effects with different technology tools.• Can combine a mixture of text, graphics and sound to share their ideas and learning.• Can use appropriate keyboard commands to amend text on their device, including making use of a spellchecker.• Can evaluate their work and improve its effectiveness.• Can use an appropriate tool to share their work online.	<ul style="list-style-type: none">• Can save and retrieve work on the Internet, the school network or their own device.• Can talk about the parts of a computer.• Can tell you ways to communicate with others online.• Can describe the World Wide Web as the part of the Internet that contains websites.• Can use search tools to find and use an appropriate website.• Thinks about whether they can use images that they find online in their own work.



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Year 4	<ul style="list-style-type: none">• Chooses a secure password and screen name when using a website.• Can talk about the ways they can protect themselves and their peers from harm online.• Uses the safety features of websites as well as reporting concerns to an adult.• Knows that anything they share online can be seen by others.• Chooses websites, apps and games that are appropriate for their age.• Can help their peers make good choices about the time they spend online.• Can talk about why they need to ask a trusted adult before downloading files and games from the Internet.• Comment positively and respectfully online and through text messages.	<ul style="list-style-type: none">• Can use logical thinking to solve an open-ended problem by breaking it up into smaller parts.• Can use an efficient procedure to simplify a program.• Can use a sensor to detect a change which can select an action within their program.• I know that I need to keep testing my program while I am putting it together.• Can use a variety of tools to create a program.• Can recognise an error in a program and debug it.• Recognise that an algorithm will help to sequence more complex programs.• Recognises that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology.	<ul style="list-style-type: none">• Can organise data in different ways.• Can collect data and identify where it could be inaccurate.• Can plan, create and search a database to answer questions.• Can choose the best way to present data.• Can use a data logger to record and share their readings.	<ul style="list-style-type: none">• Can use photos, video and sound to create an atmosphere when presenting to different audiences.• Is confident to explore new media to extend what they can achieve.• Can change the appearance of text to increase its effectiveness.• Can create, modify and present documents for a particular purpose.• Can use a keyboard confidently and make use of a spellchecker to write and review work.• Can use an appropriate tool to share work and collaborate online.• Can give constructive feedback to peers to help them improve their work and refine own work.	<ul style="list-style-type: none">• Can tell you whether a resource they are using is on the Internet, the school network or their own device.• Can identify key words to use when searching safely on the World Wide Web.• Thinks about the reliability of information they read on the World Wide Web.• Can tell you how to check who owns photos, text and clipart.• Can create a hyperlink to a resource on the World Wide Web.• Can recognise that websites use different methods to advertise products.



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Year 5	<ul style="list-style-type: none">• Can choose a secure password and screen name.• Protects password and other personal information.• Can explain why they need to protect themselves and their peers and the best ways to do this, including reporting concerns to an adult.• Knows that anything they post online can be seen, used and may affect others.• Can talk about the dangers of spending too long online or playing a game.• Can explain the importance of communicating kindly and respectfully.• Can discuss the importance of choosing an age-appropriate website, app or game.• Can explain why they need to protect their computer or device from harm.	<ul style="list-style-type: none">• Can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program.• Can refine a procedure using repeat commands to improve a program.• Can use a variable to increase programming possibilities.• Can change an input to a program to achieve a different output.• Can use 'if' and 'then' commands to select an action.• Can talk about how a computer model can provide information about a physical system.• Can use logical reasoning to detect and debug mistakes in a program.• Uses logical thinking, imagination and creativity to extend a program.	<ul style="list-style-type: none">• Can use a spreadsheet and database to collect and record data.• Can choose an appropriate tool to help collect data.• Can present data in an appropriate way.• Can search a database using different operators to refine their search.• Can talk about mistakes in data and suggest how it could be checked.	<ul style="list-style-type: none">• Can use text, photo, sound and video editing tools to refine work.• Can use the skills they have already developed to create content using unfamiliar technology.• Can select, use and combine the appropriate technology tools to create effects that will have an impact on others.• Can select an appropriate online or offline tool to create and share ideas.• Can review and improve their own work and support others to improve their work.	<ul style="list-style-type: none">• Can describe different parts of the Internet.• Can use different online communication tools for different purposes.• Can use a search engine to find appropriate information and check its reliability.• Can recognise and evaluate different types of information they find on the World Wide Web.• Can describe the different parts of a webpage.• Can find out who the information on a webpage belongs to.• Knows which resources on the Internet they can download and use.• Can describe the ways in which websites advertise their products.



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Year 6	<ul style="list-style-type: none">• Protects password and other personal information.• Can explain the consequences of sharing too much about themselves online.• Supports their peers to protect themselves and make good choices online, including reporting concerns to an adult.• Can explain the consequences of spending too much time online or on a game.• Can explain the consequences to themselves and others of not communicating kindly and respectfully.• Protects their computer or device from harm on the Internet.	<ul style="list-style-type: none">• Can deconstruct a problem into smaller steps, recognising similarities to solutions used before.• Can explain and program each of the steps in their algorithm.• Can evaluate the effectiveness and efficiency of their algorithm while they continually test the programming of that algorithm.• Can recognise when they need to use a variable to achieve a required output.• Can use a variable and operators to stop a program.• Can use different inputs (including sensors) to control a device or onscreen action and predict what will happen.• Can use logical reasoning to detect and correct errors in algorithms and programs.	<ul style="list-style-type: none">• Can plan the process needed to investigate the world around them.• Can select the most effective tool to collect data for their investigation.• Can check the data they collect for accuracy and plausibility.• Can interpret the data they collect.• Can present the data they collect in an appropriate way.• Uses the skills they have developed to interrogate a database.	<ul style="list-style-type: none">• Can talk about audience, atmosphere and structure when planning a particular outcome.• Can confidently identify the potential of unfamiliar technology to increase their creativity.• Can combine a range of media, recognising the contribution of each to achieve a particular outcome.• Can tell you why they select a particular online tool for a specific purpose.• Can be digitally discerning when evaluating the effectiveness of their own work and the work of others.	<ul style="list-style-type: none">• Can tell you the Internet services they need to use for different purposes.• Can describe how information is transported on the Internet.• Can select an appropriate tool to communicate and collaborate online.• Can talk about the way search results are selected and ranked.• Can check the reliability of a website.• Can tell you about copyright and acknowledge the sources of information that they find online.• Knows that websites can use my data to make money and target their advertising