Assessment Endpoints
Computing

Year 3	Children should be able to:	**Online Searchers and Surfers**	**Word Processing Skills**	**Drawing and Desktop Publishing**	**Programming Turtle Logo and Scratch**	**Presentation Skills**	**Coding with Scratch: Learning Loops**
	• identify safe people to report cyberbullying to • know how cyberbullying can happen via a range of devices • create a strong password, explaining why it is important • know how to safely send and receive emails • identify and explain different forms of online communication • explain the positive and negative aspects of online communities • explain the differences between communication in real life and online; • share and explain what they have	Children can identify what the Internet is and how it works, including how packets of data move along routes and the different connections that can be used. Children can use a search engine to find information and implement strategies to improve results when searching online, including using keywords. Children know how to cross-reference using tabs and can identify reliable links through looking for a secured padlock in the URL address bar.	Children can select single words. Children can cut, copy and paste text. Children can format the font. Children can insert images. Children can copy a screenshot into another application. Children can use a secure password. Children can use keyboard shortcuts.	Children can insert text boxes and images. Children can manipulate objects. Children can create a layout of objects with no unnecessary space using colour and font effectively.	Children can draw regular polygons using Logo to calculate the angle (Turtle Logo) Children can create and debug algorithms to draw patterns by repeating regular polygons (Scratch) Children can draw shapes with spaces between using penup and pendown (Turtle Logo) Children can change and alter the pen settings (Scratch)	Children can create a hyperlink to another slide. Children can use slide transitions. Children can insert audio and video files (where possible). Children can record audio onto a slide. Children can plan a branching story. Children can create simple slide templates. Children can copy and organise slides as required.	Children are beginning to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Children can use sequence, selection, and repetition in programs; they are introduced to variables and various forms of input and output. Children write and debug simple programs that accomplish specific goals. They are developing the skill of solving simple problems by

	learnt about online safety	Children know how to bookmark or favourite an appropriate web page. Children can use a search engine to copy and paste images across to a blank document.					decomposing them into smaller parts.

		Word Processing	**Programming Turtle Logo**	**Communication and Collaboration**	**Scratch**	**Animation**
Year 4	• identify comments or messages that may be hurtful to others; • edit their own messages and comments to make sure they are kind; • understand that search results are ranked; • choose an appropriate number of words for a search term; • explain how to use other people's work respectfully; • explain why it may be dangerous to share private information;	Children can use some of the main keyboard shortcuts Children can suggest ways to improve a layout Children can apply specific effects to an image Children can add a spelling to the spelling dictionary Children can add or delete rows or columns in a table Children can suggest ways to change a table appropriate speed Children can choose a relevant website	Children can write procedures using simple algorithms. Change the colour of the pen. Write text using the label command. Draw shapes using setpos or setxy. Fill shapes in different colours. Draw arcs of different sizes as required	Children are confident in recognising different methods of online communication and can identify the positives and negatives of communicating online. Children can identify and recognise features of email and demonstrate an understanding of spam emails and phishing. Children will be able to demonstrate their understanding of attachments.	Children can write a program which accomplishes a specific goal. Children can create a program that includes a logical sequence. Children can debug a program they have written. Children can work with variables and adjust these depending on the effect they wish to create. Children can understand and use the duplicate function. Children can demonstrate that	Children can explain what is meant by animation. played as a short animation. Children can control and adjust a time slider to locate a different point in a film clip. Children can insert images to create a simple stop motion animation short film clip. Children can make slight changes to an image using onion skinning. Children can Edit and refine images in a stop motion animation short film clip.

• explain how to be a good digital citizen; • tell someone else more than one way to stay safe online.	to link a document to Children can create a hyperlink Children can type at an		Children understand what a cloud storage service is and can explain how the tools available are used to collaborate online, considering the positives and negatives. Children can demonstrate their understanding of opening and editing a shared document using online collaborative tools and suggest how to be respectful online. Children will be able to send emails using the CC feature.	they understand how to combine a range of different effects to create their own quiz. Children can use repetition and selection.	Children can evaluate the advantages and disadvantages of some animation software. Children can create a series of linked frames that can be

	..all children should be able to:	Strategic Searching Online	3D Modelling – SketchUp	Flowol	Scratch	Radio station
Year 5	Identify a spam email. Explain what to do with spam email. Understand why they should cite a source. Explain the rules for creating a strong password. Know that not everything they see online is true. Explain how to stay safe online. Identify unsafe online behaviour. Identify a dangerous spam email	Children search for information using appropriate search engines and can refine their search terms by using keywords. Children can refine their searches using Boolean operators with some guidance. Children can use strategies to check the reliability of information on web pages. Children can explain how search engines work using key vocabulary, such as web indexing and web crawlers.	Children can draw 2D shapes or lines. Children can draw simple 3D models. Children can manipulate 2D shapes into 3D shapes. Children can import 3D models from the 3D warehouse. Children can use a range of SketchUp tools including: shape, push, pull, orbit, pan, zoom, erase and fill	Children can follow written instructions to draw a simple flowchart. Children can insert symbols into a flowchart. Children can add inputs into a flowchart. Children can program to control a simple sequence. Children can create flowcharts for multiple inputs and outputs. Children can identify conventional symbols, understanding the	Children can move and edit blocks as part of an algorithm Children can program an algorithm as a sequence of game instructions with actions and consequences. Children can add additional effects and features, such as sound or point scoring, to enhance the appeal of a game.	Record and play their own sounds in recording software Import an existing sound file into recording software to play Choose appropriate software for sound recording Plan and record a radio advert. Children can listen to and improve on their own recordings by re-recording. Children can combine two or more tracks to make a new, original recording.

	Create multiple strong passwords for use across different platforms.

Spot citations online. | Children can understand that search results are ranked and can explain how page ranking works.

Children can explain what search engine optimisation (SEO) is and can suggest some SEO improvements for a web page. | | process of each stage. | | Children can plan and record appropriate audio content for a podcast.

Children can evaluate what features makes good quality audio content |

	..all children should be able to:	**Knowing your Network**	**Coding – Scratch**	**Film making**	**Spreadsheets**	**Coding – Kodu**
Year 6	say what bullying and cyberbullying are say how people should deal with cyberbullying; identify warning signs that a website might not be secure; identify personal information; explain what to do if I am asked or told something online which makes me uncomfortable; explain some of the dangers of revealing personal information to an online friend;	Children can describe what a computer network is and identify what devices connect to a network. Children can identify three types of networks (LAN, MAN, WAN), explain how networks are defined and list two network topologies. Children can list protocols and explain what they are used for and provide an example IP address. Children can explain the difference between the	Children can select appropriate sprites to fit within a scene and use costume changes for motion effect. Children can use the broadcast message and receive block to structure and control the timing of events. Children can insert the show and hide block into a algorithm and locate the correct place to make a sprite appear visible. Children can select appropriate sprites and backdrops and plan a sequence of	Children can plan and write a script using appropriate software; Children can search for relevant information using appropriate websites; Children can use a digital video camera (or similar device) to record; Children can plan suitable questions to ask an interviewee; Children can import video files into video editing software Children can plan additional elements	Children can enter text and numbers into a spreadsheet. Children can identify and refer to cells by row and column. Children can begin to enter formulae with the SUM function Edit data and discuss the effect on results. Use further functions including AVERAGE, MIN and MAX. Create graphs. Design their own spreadsheet for a specific purpose	Children can follow instructions given in the Kodu programming environment. Children can describe the actions of a sequence of Kodu commands. Children can use tools to change the size of the ground and raise or lower the landscape. Children can decompose code into smaller parts and explain it in their own words. Children can create a race track with an end goal for a game.

choose an appropriate action online to stay safe. identify a situation I should be careful in online. understand how a stereotype can be harmful. identify the lock symbol in an address bar; explain why someone might have an online friendship; look in the address bar of a website so check for security; explain what the SMART acronym means; explain what a stereotype is;	Internet and World Wide Web. Children can identify different types of malware and explain how these can affect a computer network. Children can explain what cloud computing is and provide examples of what cloud computing is used for. Children can explain ways to communicate online	an animated story using timings. Children can order a series of backdrops to create a story narrative and narrate events with required timings. Children can record a sound to enhance an animated story and insert blocks to play the recorded sounds.	for film-making such as locations and props Children can evaluate whether information is reliable or not Children can frame an appropriate filming shot when interviewing Children can arrange video files to form a complete film		Children can program a character to follow and move around a path. Children can open Kodu and navigate the programming environment using keyboard or mouse. Children can add objects to a world and program them using When and Do instructions. Children can plan and design the features of an original virtual environment.

	compare gender stereotypes.					