End of Year Expectations

KS1 - KS2

Key Stage	Year Group	Term 1 Unit	Example of Work	Term 2 Unit	Example of Work	Term 3 Unit	Example of Work	Term 4 Unit	Example of Work	Term 5 Unit	Example of Work	Term 6 Unit	Example of Work
		Information Technology		Computer Science 1		Electronic Safety		Handling Data		Computer Science 2		iMedia	
		Introduction to digital technology		Mouse Robotics		Using Devices Safely		Sorting and Saving		Organising algorithms		Using an Art Program	
eyfs	Rec	I can identify parts of a computer *(taught in class)*		I can take instructions like a robot		I can talk about online friendship *(taught in class)*	no recorded evidence	I can sort objects into groups		I can create a simple algorithm		I can use unfamiliar software	
		I can use a computer keyboard *(taught in class)*	no recorded evidence	I can give a robot an instruction		I can talk about how true online information is *(taught in class)*	no recorded evidence	I can separate and sort objects into different groups		I can create a more complex algorithm		I can use a wide range of digital colours	
		I can use a computer mouse *(taught in suite)*		I can give a robot a sequence of instructions		I can talk about searching carefully online *(taught in class)*	no recorded evidence			I can crack a code off-screen		I can use a wide range of digital paint tools	
		I can recognise different digital devices *(taught in class)*	no recorded evidence	I can create and follow a set of instructions		I can talk about online games *(taught in class)*	no recorded evidence	I can sort & save information using a chart and a computer		I can crack a code on-screen		I can find inspiration to become creative	
				I can set a robot a challenge		I can get help with a problem on a digital device *(taught in class)*		I can use a computer to organise and compare information		I can create a code to complete a task		I can be an independent digital artist	

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		Introduction to digital technology		Mouse Robotics		Safe Choices		Sorting and Saving		Building Algorithms		Stop Frame Animation	
Key Stage 1	1	I can use a computer mouse to move a cursor	no recorded evidence	I can control a robot		I can get help with a problem on a digital device *(taught in class)*		I can sort objects		I can organise a set of instructions		I can use a range of digital paint tools	
		I can find and use keys on a computer keyboard		I can give a robot the least amount of instructions		I can tell an adult when there's a worrying thing on a screen *(taught in class)*	no recorded evidence	I can capture data using a digital device		I can choose the steps to complete an algorithm		I can animate an object	
		I can find and name things that are plugged into a computer		I can write more complex instruction for a robot		I can decide what we should and should not share *(taught in class)*	no recorded evidence	I can collect and organise data		I can give give clear instructions		I can create an animated scene	
		I can identify input and output devices	no recorded evidence	I can write instructions using a coding language		I can see why some games are not suitable for me *(taught in class)*	no recorded evidence	I can use gridding to help sort data		I can investigate how algorithms are put together		I can become an independent animator	
		I can create an example of a computer set-up		I can read and write Logo programming		I can recall the online safety skills I have been learning *(taught in class)*		I can analyse data from a chart		I can follow the steps in an algorithm		I can understand how professional animators work	

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		Information Technology		Computer Science 1		Electronic Safety		Handling Data		Computer Science 2		iMedia	
		Exploring Digital Technology		Robotics with Probots		Right & Wrong		Starting Spreadsheets		Organising Multiple Instructions		Creating Art Digitally	
Key Stage 1	2	I can recognise digital devices around us		I can use a program language	no recorded evidence	I can explain how to report online safety worries	no recorded evidence	I can collect and organise data with a digital device		I can identify and use the triggers that start a program		I can explore the work of an artist	
		I can access technology by using a keyboard	no recorded evidence	I can check if a robot is working correctly		I can keep our personal information safe when online		I can begin to use a spreadsheet to store data		I can control how an object moves in a program		I can produce digital art in the style of a specific artist	
		I can change the how letters and numbers look		I can create instructions using a programming language		I can identify websites that are suitable for my age		I can locate cells on a spreadsheet		I can control more than one object with a program		I can collaborate on a piece of digital work	
		I can demonstrate how a device can help us with a task	no recorded evidence	I can use a repeat in Logo		I can identify kind and unkind behaviour online	no recorded evidence	I can use information on a spreadsheet		I can control a Scratch sprite using multiple instructions		I can gather digital media for a specific project	
		I can explore how computers are improving our lives		I can predict the outcome of a program		I can understand how cyberbullying can make someone feel		I can analyse data		I can build a system		I can experiment with different digital media	

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		Information Technology		Computer Science 1		Electronic Safety		Handling Data		Computer Science 2		iMedia	
		The world wide web and the internet		Sphero Robotics		Helping Me & Helping Others		Using Formulas		Combining Programs		Photography - emulating a style	
Key Stage 2	3	I can explain what the World Wide Web is		I can decide what makes a robot		I can explain how to report online safety worries		I can analyse data		I can gather resources needed to make a digital story		I can identify the style of a specific artist	
		I can explore how web search results are selected and ranked		I can control an unfamiliar robot		I can find ways on how to deal with online strangers		I can find and name specific cells on a spreadsheet		I can animate a digital character		I can capture digital images in the style of a specific artist	
		I can explore the history of search engines		I can control a robot using a variable		I can explain why digital games have age ratings		I can use a simple formula		I can program two scratch sprites to interact together		I can consider composition to improve a photograph	
		I can explain how the internet works		I can program more than one variable		I can help someone that may need online safety advice		I can use more than one formula		I can use our knowledge of Scratch to create a digital story (double session)		I can explore explore the use of patterns in photography	
		I can explore how data travels across the internet		I can program a robot to perform a specific task		I can recognise the difference between bullying and cyberbullying		I can use a formula to find specific information				I can present work that showcases new learning and skills	

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		Information Technology		Computer Science 1		Online Safety		Handling Data		Computer Science 2		iMedia	
		The world wide web and the internet		Sphero Robotics		Online consequence		Conditional Formatting & Filters		Programming and Problem Solving		Photography -Exploring Techniques	
Key Stage 2	4	I can identify how the internet has evolved		I can program a robot to complete a simple task		I can explain how to report online safety worries		I can format cells on a spreadsheet		I can use a flowchart to solve a problem		I can frame a photo	
		I can illustrate how a LAN works		I can program a robot to complete more complex tasks		I can explain how digital games are rated		I can gather and sort data to create an inventory		I can use fault finding skills to solve a flowchart problem		I can apply filtering effects to an image	
		I can identify the strengths and weaknesses of wireless connections		I can explore how we make a program more efficient		I can manage a positive digital footprint		I can use conditional formatting (double session)		I can convert a list of written instructions into a flowchart		I can explore the effect orientation has on an image	
		I can explain the importance of bandwidth		I can build a program to solve a problem		I can be mindful of what I give away online				I can create a multi-tasking program		I can capture emotion in a photograph	
		I can explore how the internet uses energy				I can be mindful of copyright rules		I can apply a filter		I can use a decision box in a flowchart		I can photograph the same subject in different ways	

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		Information Technology		Computer Science 1		Electronic Safety		STEM		Computer Science 2		iMedia	
		Hardware		Ohbot Robotics		Social Media & Me		Introduction to CAD		Programming and Problem Solving		Film -Exploring Techniques	
Key Stage 2	5	I can explore how computers have evolved		I can identify the basic components of a robot		I can explain how to report online safety worries		I can use 3 axis to create a digital object		I can recall how to use a decision in a program		I can take establishing shots for a video	
		I can identify the main components in a computer		I can instruct a robot to appear autonomous		I can think about how social media might affect us		I can use certain CAD tools for a specific job		I can organise a complex task into a flowchart		I can control camera movement	
		I can compare and contrast different computers		I can use selection in a program		I can recognise the dangers of online chat		I can design a CAD home using some real world building requirements		I can use variables in a flowchart		I can consider depth and foreground	
		I can locate key components in a computer		I can understand how variables affect a program		I can analyse how posting and commenting can affect your reputation		I can design a CAD home using some real world materials		I can combine variables and decisions in a flowchart		I can use meaningful transitions	
		I can identify how hardware affects software		I can program a humanoid robot with human traits		I can identify strategies for spotting fake information online		I can use exact measurement in a CAD program		.		I can showcase a range of filming techniques	

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		Computing Ethics		Computer Science 1		Electronic Safety		STEM		Computer Science 2		iMedia	
		The ethics of a digital world		Ohbot Robotics		Protecting Myself Online		Building artifacts with CAD		Moving on to text-based language		Film Post-Production	
Key Stage 2	6	I can understand how the internet uses energy		I can code 'if' and 'else' decisions in a program		I can understand the pros and cons of presenting yourself in different ways online		I can evaluate existing products using web-based resources		I can explore the origins of the Python programming language		I can understand the basic layout of a video editor	
		I can analyse the impacts of e-waste		I can program a set of motors		I can explore the causes and effects of online bullying		I can use unfamiliar CAD software	no recorded evidence	I can write basic Python code		I can understand the basic tools of a video editor	
		I can discover more effective ways to power technology		I can combine string variables		I can analyse what influences a digital footprint		I can create a CAD model, taking account of time, resource and cost limits		I can find and fix syntax errors		I can understand the process of sifting and selecting	
		I can explore how artificial intelligence is being used		I can create integer variables		I can understand YouTube copyright policy				I can use escape sequences when coding		I can build a video story on a timeline	
		I can identify ways in which humans coexist with robots		I can create 'nested' if statements		I can determine the effects of screen time on health		I can critically evaluate my products against my design specification and purpose		I can use escape sequences for purpose		I can appreciate the importance music can play in film	