



Computing End Points



Reception End Points	Year 1 & 2 End Points	Year 3 & 4 End Points	Year 5 & 6 End Points
<p><u>Online Safety</u></p> <ul style="list-style-type: none">• Children can explain the reasons for rules online• Children know how to behave online• Children can program a toy or device to follow a set of instructions• Children can program a toy or device to ensure it follows a route	<p><u>Getting started</u></p> <ul style="list-style-type: none">• Children can log on safely• Children can use a key board and a touch pad <p><u>Effective searching</u></p> <ul style="list-style-type: none">• Children can recall the meaning of key internet and searching terms• Children can identify the basic part of a web search engine search page.• Children have learnt to read a web search result page <p><u>Spreadsheets</u></p> <ul style="list-style-type: none">• Children can explain what rows and columns in a spreadsheet are• Children can open, save and edit a spreadsheet• Children can add images• Children can create a block graph manually	<p><u>Online Safety</u></p> <ul style="list-style-type: none">• Children know the meaning of the term phishing and are aware of the existence of scams.• Children can explain what a digital footprint is and how it relates to identify theft.• Children can give examples of things that they would not want to be in their digital footprint.• Children know what a computer virus is.• Children can determine whether activities that they undertake online infringe another's copyright.• Children can give reasons for limiting their screentime. <p><u>Effective searching</u></p>	<p><u>Coding</u></p> <ul style="list-style-type: none">• Children can plan a program that makes use of functions.• Children can follow a plan to create a program.• Children can debug when things do not run as expected.• Children can explain how their code executes when their program is run. <p><u>Online Safety</u></p> <ul style="list-style-type: none">• Children can understand how what they share impacts upon themselves and upon others in the long-term.• Children can take more informed ownership of the way they choose to use their free time.• Children can talk about the negatives and positive aspects of technology.



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	<p><u>Presenting ideas</u></p> <ul style="list-style-type: none">• Children know that digital content can be represented in many forms• Children can talk about their work and make improvements based on their feedback• Children can collect, organise and present data and information in digital content <p><u>Creating pictures</u></p> <ul style="list-style-type: none">• Children can use a touch pad to create art• Children use a touch pad to create a repeating pattern <p><u>Online Safety</u></p> <ul style="list-style-type: none">• Children are aware that work can be shared electronically• Children know that e-mail is a form of digital communication	<ul style="list-style-type: none">• Children can structure search queries to locate specific information.• Children can analyse the content of a web page for clues about the credibility. <p><u>Spreadsheets</u></p> <ul style="list-style-type: none">• Children can add a formula to a cell to automatically make a calculation in that cell.• Children can use a series of data in a spreadsheet to create a graph. <p><u>Logo and coding</u></p> <ul style="list-style-type: none">• Children know what the common instructions are.• Children can use code to create shapes including using a repeat command.• Children can use a code that includes an IF statement.• Children can successfully read code.• Children can explain what a variable is.	<p><u>Networks</u></p> <ul style="list-style-type: none">• Children know the differences between the internet and the World Wide Web.• Children know about their school network.• Children have researched and found out about Tim Berners-Lee.• Children have considered some of the major changes in technology.
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- Children can identify what makes us happy and sad online
- Children can explain what a digital footprint is

Coding

- Children can explain that an algorithm is a set of instructions
- Children can describe algorithms that they have created
- Children can explain that for the computer to make something happen it needs to follow clear instructions.