



Smithdown Primary Computing "I can" statements

Computer Science; application of computational thinking and designing computer development

Information Technology; creative and productive use of computer systems in organisations or the work place.

Digital Literacy; the ability to use computer systems confidently and effectively, including computers, 'office applications' and use of the World Wide Web (WWW). Including Online Safety.

Year 1

- I can give instructions to a friend and follow a friend's instructions
- I can describe what actions I will need to do to make something happen
- I am beginning to use the word 'algorithm'
- I am beginning to predict what will happen for a short sequence of instructions
- I can describe what happens when I press buttons on a robot
- I can press buttons in the correct order to make a robot do what I want
- I am beginning to use the word 'debug' when I correct mistakes in a program
- I can save information in a specific folder and retrieve it again.
- I can add text, photographs, images and simple sentences to a word document
- I can use a digital camera
- I am beginning to use technology to create and present my ideas and can explain the reasons for their choices to a partner or their teacher.
- I can explain what a computer is and explain why it is useful
- I can recognise ICT uses **inside** the school environment
- I can develop familiarity with the keyboard, spacebar, shift, enter.
- I can use the keyboard or a word bank on my device to enter text.
- I can contribute ideas to the class blog.
- I am beginning to help others find information on the World Wide Web (WWW)
- I can explain what personal information is
- I can identify trusted adults for advice/help if I am worried about something when using technology

Year 2

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- I understand algorithms can be inputted on a digital device to perform a command
- I can predict outcomes of a sequence of blocks on scratch
- I am beginning to understand algorithms need precise instruction and can use the word 'debugging' confidently
- Start to use Kodu to create an electronic game
- I can save work to a shared space on Globalshare and retrieve it by opening and loading
- I can create a PPT presentation using Microsoft Powerpoint, inserting images and text
- I can create a graph using computer software to represent data in different ways (Microsoft Excel)
- I can recognise ICT uses **outside** of the school environment
- I can research a topic on the WWW using a search engine, retrieving facts
- I can create a video message/podcast on an iPad
- I can send an e-mail safely with an attachment
- I can create my own digital images and transfer these into a document to display information
- I can navigate Google Earth independently
- I can explain what online bullying is - using the WWW respectfully
- I can build on personal information by discussing who it is shared with/not - explaining why
- I am beginning to understand the risks/advantages of using the WWW
- I can use Keywords to produce the safest, most clear results when using a search engine

Year 3

- I can explain and improve an algorithm/identify bugs in code/predict outcomes
- I can apply my knowledge of algorithms by creating a basic game on Kodu
- I can program a floor robot re-capping the above.
- I am beginning to discuss repeated loops and their conditions in a program

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- I can use an art package to create illustrations and use these in an E-Book to retell a story
- I can present information using Microsoft Word, building on formatted features from Y1 (add effects/diagrams/shapes/change text features)
- I can present using Microsoft Powerpoint building on Y2 skills by including transitions/animations
- I can explain how the WWW allows people to communicate (advantages/disadvantages)
- I can create a Wiki page on a factual topic of my choice
- I am beginning to explore stop-frame animation
- I can build on my knowledge of advantages of the WWW and look at different online communities
- I can explore the validity of sources on the WWW - is everything we see real?
- I can show respect online by reflecting on my digital footprint and evaluating others' actions

Year 4

- I can debug my own code by using logical reasoning to solve an open-ended problem by breaking it up into smaller parts
- I can recognise that I need to keep testing their program while I am building my program (debug algorithms)
- I can use a variety of tools to create a program
- I can recognise that an algorithm will help to sequence more complex programs.
 - I am beginning to explain what variables and loops are and how they are used in a program to create my own computer game on Scratch
- I can produce my own short film using iMovie, importing video footage, images, text and begin using transitional features
- I can explain the difference between data and information
- I can collect data using a computer device
- I can present data using a computer and evaluating the best method of data presentation



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- I can explain what HTML is and create a web page using this
- I can confidently use a shared space to save, share and retrieve their work (Seesaw/Global share)
- I can explain key components of a computer, what they are and how they work together (mouse, screen, monitor, keyboard, USB ports)
- I am beginning to understand **HOW** search engines work
- I can create a hyperlink to a resource on the World Wide Web in Microsoft Word or PowerPoint.
 - I can contribute regularly and confidently on the class blog
 - I can discuss artificial intelligence and explain what it is
 - I understand watermarks and plagiarism and how they allow you to check who owns photos, text and clipart.
 - I can evaluate advertisements online - recognising that websites use different methods to advertise products.
 - I am beginning to increase my accuracy of keyword searches when using search engines

Year 5

- I can create a repeating pattern in a program for ease
- I can create an animation using Scratch including loops, conditions and repeated code for convenience
- I can decipher code and translate to decimal equivalents (binary)
- I can use code blocks to program a robot, applying debugging throughout
- I can design a 3D model using Google Sketch-up
- I can use a computer program to create a net of the 3D model
- I can use a 3D printer to create the model
- I can film and produce a short video using iMovie, cutting and pasting footage, adding effects and inserting sound
- I can create, scan and explain what QR codes are and how they can be used

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- I can create my own 3D object using technology
- I can use an app to design and present my own product
- I understand that all images in the media are not real or a true likeness
- I know how to create a strong password that cannot be guessed
- I pledge to be a good digital citizen of Smithdown Primary school
- I understand what spam is and am confident in dealing with it if it were to appear

Year 6

- I can use JavaScript as an alternative form of coding
- I can apply my knowledge of blocked code to a different form of HTML coding
- I can manipulate principles in Java Script to create a website
- I can understand different forms of code through Python coding
- I can build a battle-bot robot and programme it to complete a looped command
- I can use tinkering to experiment with various coding in a program
- I can use Book Creator to complete a story with sound, images, text and transitions for a particular purpose/audience
- I can analyse data using technology to inform choices
- I am beginning to use Microsoft Excel to widen my knowledge of the benefits of such programs for particular uses
- I can use a stop motion app to plan and create an animation, editing and improving along the way
- I can design and create my own wearable technology device for a purpose
- I can explain and understand augmented reality and evaluate its benefits
- I can identify stereotypes in the media
- I can search and locate privacy policies on websites, understanding their importance and significance
- I can evaluate online relationship development and know how to safeguard myself



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