GREAT FINBOROUGH CHURCH PRIMARY

Milestone 3 (Year 5)

Computing

By the end of Year 5 pupils should have a 'Expected' understanding, whilst some will have an 'Deep' understanding.

	Basic	Expected	Deeper
Computer skills			
Are able to locate and open any necessary files required			
Are able to know the different buttons on the keyboard and their names (for example enter button, space bar, tab, backspace, shift, control and alt)			
Are able to use some keyboard short cuts for tasks (for example ctrl + V, ctrl + p, ctrl + S, ctrl + a, ctrl + c, etc)			
Are able to type with a fluent speed and reasonable accuracy			
Are able to use both hands to speed up typing skills			
Information Technology			
Are able to search with greater complexity for digital content when using a search engine			
Are able to explain in some detail how credible a webpage is and the information it contains			
Are able to make appropriate improvements to digital solutions based on feedback received			
Are able to confidently comment on the success of their solutions (for example making their own program to a design brief using 2Code)			
Are able to objectively review solutions from others			
Are able to collaboratively create content and solutions using digital features within software such as collaborative mode			
Are able to use several ways of sharing digital content (for example 2Blog, Display Boards and 2Email)			
Digital Literacy			
Are able to show a secure knowledge of common online safety rules and can apply demonstrating the safe and respectful use of a few different technologies and online services			
Are able to implicitly relate appropriate behaviour to their right to personal privacy and mental wellbeing of themselves and others			
Computer Science			
Are able to attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts			
Are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code			
Are able to translate algorithms that include sequence, selection and repetition into code with increasing ease			
Are able to think about how to accomplish the set task in code using structure shown through their own designs			

Are able to combine sequence, selection and repetition with other coding structures to achieve their algorithm design			
Begin to think about their code structure in terms of the ability to debug and interpret the code later (for example the use of tabs to organise code and the naming of variables)			
Are able to understand the value of computer networks but are also aware of the main dangers			
Are able to recognise what personal information is and can explain how this can be kept safe.			
Are able to select the most appropriate form of online communications contingent on audience and digital content (for example 2Blog, 2Email, Display Boards)			