

Milestone 3 (Year 6)

Computing

By the end of Year 6 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 readily apply filters when searching for digital content			
Are able to explain in detail how credible a webpage is and the information it contains			
Are able to compare a range of digital content sources and are able to rate them in terms of content quality and accuracy			
Are able to use critical thinking skills in everyday use of online communication			
Are able to make clear connections to the audience when designing and creating digital content			
Are able to design and create their own blogs to become a content creator on the internet (for example 2Blog)			
Are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements			
Digital Literacy			
Are able to demonstrate the safe and respectful use of a range of different technologies and online services			
Are able to identify the more discreet inappropriate behaviours through developing critical thinking (for example 2Respond activities)			
Are able to recognise the value in preserving their privacy when online for their own and other people's safety			
Computer Science			
Are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction)			
Are able to then decompose the complex program task in a logical way using their knowledge of possible coding structures and applying skills from previous programs			
Are able to test and debug their programs as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem			



Are able to translate algorithms that include sequence, selection and repetition into code and their own designs that show that they are thinking of how to accomplish the set task in code utilising such structures within each other			
Are able to demonstrate an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the values of function in their coding			
Are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain a program as a whole			
Are able to understand and explain in some depth the difference between the internet and the World Wide Web			
Are able to understand what a WAN and LAN are and can describe how they access the internet in school			