

Expectations for our Year 1 Digital Technicians

By the end of Year 1 our young digital technicians are developing into *gatherers* by **recognising** aspects of computational thinking that they have used to solve problems. They can **recall** how to use computer science in creative ways, using subject specific vocabulary. They are becoming digitally literate by:

1. Experiencing and exploring digital algorithms in action.
2. **Identifying** how data can be sorted and grouped.
3. **Recognising** ways to creatively make an animated story.
4. **Recalling** ways technology can be used in school.
5. **Recognising** how to stay safe when using technology.
6. **Demonstrate** an ability to create digital text.

Expectations for our Year 2 Digital Technicians

By the end of Year 2 our young digital technicians are secure *gatherers* by **selecting** aspects of computational thinking to solve problems. They can **describe** how to use computer science in creative ways, using subject specific vocabulary. They are becoming digitally literate by:

1. Using and **sequencing** digital algorithms.
2. **Describing** how data can be displayed in charts.
3. **Describing** how to creatively make pictures and music.
4. **Selecting** technological tools to present ideas.
5. **Describing** how IT is used outside school and stay safe when using technology.

Expectations for our Year 3 Digital Technicians

By the end of Year 3 our young digital technicians are developing into *explainers* by **explaining** how they have used aspects of computational thinking to solve problems. They can **demonstrate** how to use computer science in creative ways, using subject specific vocabulary. They are becoming digitally literate by:

1. Constructing and testing digital algorithms.
2. **Explaining** how data can be displayed in branching databases.
3. **Demonstrating** an ability to modify text, images and page layout.
4. Using and **sequencing** programming language to make music.
5. **Summarising** how devices can be connected to make networks.

Expectations for our Year 4 Digital Technicians

By the end of Year 4 our young digital technicians are secure *explainers* by **summarising** how they have used computational thinking to solve problems. They can **reason** why they have used computer science in creative ways, using subject specific vocabulary. They are becoming digitally literate by:

1. Making informed choices regarding audience when writing and animating, with images and audio.
2. **Recognise** the importance of data collection over time, including with external devices.
3. **Explaining** the reliability and limitations of hardware in everyday life.
4. **Demonstrate** an ability to use programming languages to create loops in shapes and a game.

Expectations for our Year 5 Digital Technicians

By the end of Year 5 our young digital technicians are developing as *evaluators* by **evaluating** how they have used computational thinking to solve problems. They can **reach informed judgements** as to why they have used computer science in creative ways, using subject specific vocabulary. They are becoming digitally literate by:

1. **Recognise** IT systems in the world and how some can enable searching online.
2. **Evaluating** ways that we can stay safe when using search engines.
3. **Reach informed judgements** Independently selecting from a range of tools to collect and present data.
4. Constructing and decomposing more complex algorithms, containing variables, including the use of external devices.
5. Design an interactive quiz.
6. Design and edit a short film and create images using layers.

Expectations for our Year 6 Digital Technicians

By the end of Year 6 our young digital technicians are secure *evaluators* by **justifying** how they have used computational thinking to solve problems. They can **critique** the ways they used computer science to be creative, using subject specific vocabulary. They have become digitally literate by:

1. **Explain** different ways to communicate online, **evaluating** the opportunities that computer networks provide for us.
2. **Justify** and **critique** ways to communicate safely online, including how to report inappropriate content.
3. Independently **critiquing** data that has been collected and presented using spreadsheets.
4. **Evaluating** complex digital algorithms with a range of variables.
5. Create and **evaluate** webpages and 3D models.
6. Create, edit and **evaluate** their own games.