Learning Objective		Key Indicators	Basic	Advancing	Deep
			Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise	Apply skills to solve problems, explain methods, classify, infer, categories, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare	Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, and prove.
To code	motion	Control motion by specifying the number of steps to travel, direction and turn.	With support basic movement is controlled	Steps and direction of turn understood.	Precise movement is achieved using basic instructions.
	Looks	Add text strings, show, hide and change the features of an object.	With support basic features of an object are altered.	Some experimentation to change the basic features of an object.	Good understanding of how to change the basic features of an object.
	Sound	Select sounds and control when they are heard, their duration and volume.	With support and structured activities sounds are controlled.	Some experimentation with controlling sound.	Good understanding of controlling sound.
	Draw	Control when drawings appear and set the pen size, colour and shape.	With support of structured activities drawings are created.	Some experimentation with controlling draw tools.	Good understanding of how to control draw tools.
	Events	Specify user inputs (such as clicks) to control events.	With support of structured activities user inputs are specified.	Some experimentation with user inputs.	Good understanding of how to control events by user inputs.
	Control	Specify the nature of events (such as a single event or a loop).	With support the nature of events is identified.	Some experimentation with specifying the nature of events.	Good understanding of how and when to specify the nature of events.

	Sensing	Create conditions for actions by waiting for a user input (such as 'what is your name?'	With support user responses are explored.	Some experimentation with user responses and the required user inputs.	Good understanding of how to seek a user response in a range of situations.
To communicate		Understand online risks and the age rules for sites.	Online activity is closely monitored by teacher.	Awareness of some online risks.	Growing awareness of some of the rules in place to minimise online risks.
		Use a range of applications and devices in order to communicate ideas, work and messages.	With guidance, a range of devices and apps are used to communicate with others.	Growing awareness of a range of devices and apps that are used to communicate with others.	Good understanding of a wide range of devices and apps that can be used to communicate with others.
To collect		Use simple databases to record information in areas across curriculum.	With support, some risks posed by online sites are explored.	Growing awareness that sites have age restrictions and some of the reasons for this are understood.	Age rules for sites are understood and good examples of some online risks are given.