



Learning Objective		Key Indicators	Basic	Advancing	Deep
			<p>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</p>	<p>Apply skills to solve problems, explain methods, classify, infer, categories, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare</p>	<p>Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, and prove.</p>
To code	Motion	Use specified screen coordinates to control movement.	Some awareness that movement may be controlled around specified screen coordinates. <hr/>	Some experimentation with controlling movement around specified screen coordinates. <hr/>	Good understanding that screen coordinates may be used to control movement. <hr/>
	Looks	Set the appearance of objects and create sequences of changes.	Some awareness of how to alter the appearance of objects and sequences of changes. <hr/>	Some experimentation with setting the appearance of objects and sequences of changes. <hr/>	Good understanding of how to set the appearance of objects and in creating sequences of changes. <hr/>
	Sound	Create and edit sounds. Control when they are heard, their volume, duration and rests.	Some awareness of how to create and edit sounds. <hr/>	Some experimentation with creating and editing sounds. <hr/>	Good understanding of how to create and edit sounds. <hr/>

	Draw	Control the shade of pens.	Some awareness that the shape of tools may be altered.	Some experimentation with altering the shape of tools.	Good understanding of how to alter the shape of tools to create different effects.
	Events	Specify conditions to trigger events.	Some awareness of triggers for events.	Some experimentation with various triggers for events.	Good understanding of how to specify triggers for events.
	Control	Use IF-THEN conditions to control events or objects.	Some awareness that IF-THEN conditions may be set.	Some experimentation with IF-THEN conditions.	Good understanding of how to use IF-THEN conditions.
	Sensing	Create conditions for actions by sensing proximity or by waiting for user input.	Some awareness that actions may be controlled by proximity or user input.	Some experimentation with sensing proximity or user input to trigger actions.	Good understanding that proximity and user inputs may be used to trigger actions.
	Variables and lists	Use variables to store a value.	Some awareness of the term 'variable' and that variables may be set to store a value.	Some experimentation using variables to store a value.	Term variable is understood and used to store a value.

	<i>operators</i>	<i>Use the reporter operators (+) (+) (-) (-) (/) (/) to perform calculations.</i>	<i>Some calculations performed using basic reporter operations.</i>	<i>Calculations using basic reporter operations are generally accurate.</i>	<i>Accurate and well applied calculations are performed using basic reporter operations.</i>
<i>To communicate</i>		<i>Use some of the advanced features of applications and devices in order to communicate work or messages.</i>	<i>Some attempts to create appropriate formats for communicating ideas.</i>	<i>Some interesting experimentation with formats and styles for communicating ideas.</i>	<i>Good understanding that ideas need to be presented in interesting and easy to understand formats.</i>
<i>To collect</i>		<i>Devise and construct databases using applications designed for this purpose in areas across the curriculum.</i>	<i>Some attempt to devise databases.</i>	<i>Some good examples of database creations across the curriculum.</i>	<i>Many good examples of well-planned databases created across the curriculum.</i>
<i>To connect</i>		<i>Give examples of the risks posed by online communications.</i>	<i>Some examples of online risks are offered when questioned.</i>	<i>Whilst online, there is a growing awareness of how to keep safe.</i>	<i>Many good examples of how to keep safe online.</i>
		<i>Understand the term 'copyright'.</i>	<i>Some awareness of the term 'copyright' and what it means.</i>	<i>The term 'copyright' is generally understood.</i>	<i>The term 'copyright' is understood and can be applied to different contexts.</i>

	<p>Understand that comments made online that are hurtful or offensive are the same as bullying.</p>	<p>Some awareness that hurt and offence may be caused online.</p> <hr/>	<p>Some good examples of how to behave respectfully towards others online are provided during discussion.</p> <hr/>	<p>Good understanding of how to behave respectfully online.</p> <hr/>
	<p>Understand how online services work.</p>	<p>Some awareness of how online services work.</p>	<p>Growing understanding of how familiar online services work.</p>	<p>Many good examples of how online services work and are provided.</p>