

Learning Objective		Key Indicators	Basic	Advancing	Deep
To code	Motion	Use specified screen coordinates to control movement.	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 Some awareness that movement may be controlled around specified screen coordinates. _____	Apply skills to solve problems, explain methods, classify, infer, categories, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare Some experimentation with controlling movement around specified screen coordinates. _____	Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, and prove. Good understanding that screen coordinates may be used to control movement. _____
	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. _____	Some experimentation with setting the appearance of objects and sequences of changes. _____	Good understanding of how to set the appearance of objects and in creating sequences of changes. _____
	Sound	Create and edit sounds. Control when they are heard, their volume, duration and rests.	Some awareness of how to create and edit sounds. _____	Some experimentation with creating and editing sounds. _____	Good understanding of how to create and edit sounds. _____
	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. <hr/>	Some experimentation with various triggers for events. <hr/>	Good understanding of how to specify triggers for events. <hr/>
	Control	Use IF-THEN conditions to control events or objects.	Some awareness that IF-THEN conditions may be set. <hr/>	Some experimentation with IF-THEN conditions. <hr/>	Good understanding of how to use IF-THEN conditions. <hr/>
	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. <hr/>	Some experimentation with sensing proximity or user input to trigger actions. <hr/>	Good understanding that proximity and user inputs may be used to trigger actions <hr/>
	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. <hr/>	Some experimentation using variables to store a value. <hr/>	Term variable is understood and used to store a value. <hr/>
	operators	Use the reporter operators $()+()$ $()-()$ $()/()$ to perform calculations.	Some calculations performed using basic reporter operations. <hr/>	Calculations using basic reporter operations are generally accurate. <hr/>	Accurate and well applied calculations are performed using basic reporter operations. <hr/>
To communicate		Use some of the advanced features of applications and devices in order to communicate work or messages.	Some attempts to create appropriate formats for communicating ideas.	Some interesting experimentation with formats and styles for communicating ideas.	Good understanding that ideas need to be presented in interesting and easy to understand formats. <hr/>

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To collect	Devise and construct databases using applications designed for this purpose in areas across the curriculum.	Some attempt to devise databases. _____	Some good examples of database creations across the curriculum. _____	Many good examples of well-planned databases created across the curriculum. _____
To connect	Give examples of the risks posed by online communications.	Some examples of online risks are offered when questioned. _____	Whilst online, there is a growing awareness of how to keep safe. _____	Many good examples of how to keep safe online. _____
	Understand the term 'copyright'.	Some awareness of the term 'copyright' and what it means. _____	The term 'copyright' is generally understood. _____	The term 'copyright' is understood and can be applied to different contexts. _____
	Understand that comments made online that are hurtful or offensive are the same as bullying.	Some awareness that hurt and offence may be caused online. _____	Some good examples of how to behave respectfully towards others online are provided during discussion. _____	Good understanding of how to behave respectfully online. _____
	Understand how online services work.	Some awareness of how online services work. _____	Growing understanding of how familiar online services work. _____	Many good examples of how online services work and are provided. _____