

| Pupils not meeting the minimum expected requirements | <h2 style="margin: 0;">Expected requirements Milestone 3</h2> <h3 style="margin: 0;">(Expected standard Year 5 and Year 6)</h3> | | Pupils exceeding the minimum expected requirements | | | | | | | | | | |
|--|---|--|--|--|---------|---------|-----------|----------|--------|---------|---------|---------|---------|
| <p>To code (using Scratch)</p> | | | | | | | | | | | | | |
| <p>Motion</p> | <p>Set IF conditions for movements. Specify types of rotation giving the number of degrees.</p> | <p>Looks</p> | <p>Change the position of objects between screen layers (send to back, bring to front).</p> | | | | | | | | | | |
| <p>Sound</p> | <p>Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.</p> | <p>Draw</p> | <p>Combine the use of pens with movement to create interesting effects.</p> | | | | | | | | | | |
| <p>Events</p> | <p>Set events to control other events by 'broadcasting' information as a trigger.</p> | <p>Control</p> | <p>Use IF THEN ELSE conditions to control events or objects.</p> | | | | | | | | | | |
| <p>Sensing</p> | <p>Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.</p> | <p>Variables</p> | <p>Use lists to create a set of variables.</p> | | | | | | | | | | |
| <p>Operators</p> | <p>Use the Boolean operators to define conditions.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">() < ()</td> <td style="padding: 2px;">() = ()</td> <td style="padding: 2px;">() > ()</td> <td style="padding: 2px;">() and ()</td> <td style="padding: 2px;">() or ()</td> <td style="padding: 2px;">Not ()</td> </tr> </table> <p>Use the Reporter operators to perform calculations.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">() + ()</td> <td style="padding: 2px;">() - ()</td> <td style="padding: 2px;">() * ()</td> <td style="padding: 2px;">() / ()</td> </tr> </table> | | | () < () | () = () | () > () | () and () | () or () | Not () | () + () | () - () | () * () | () / () |
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| () + () | () - () | () * () | () / () | | | | | | | | | | |
| <p>To connect</p> | | | | | | | | | | | | | |
| <p>Collaborate with others online on sites approved and moderated by teachers.</p> | <p>Know risks of online communities, minimise risk and report problems.</p> | <p>Show responsibility and sensitivity when commenting online.</p> | <p>Know it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.</p> | <p>Understand how simple networks are set up and used.</p> | | | | | | | | | |
| <p>To communicate</p> | | | | | | | | | | | | | |
| <p>Choose the most suitable applications and devices for the purposes of communication. Use many of the advanced features in order to create high quality, professional or efficient communications.</p> | | | | | | | | | | | | | |
| <p>To collect</p> | | | | | | | | | | | | | |
| <p>Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.</p> | | | | | | | | | | | | | |