



Computing – Assessment – KS1 Year A

<u>Unit</u>	<u>Key Learning</u>	<u>Teacher Comments</u>	<u>Pupils working above – next steps</u>	<u>Pupils working just below – next steps</u>	<u>Pupils working below – next steps</u>	<u>% on track or above</u>
Digital Safety	Self-Image and Identity	<u>Substantive – Declarative Knowledge – Know what</u> - I can recognise that there may be people online who could make me feel sad, embarrassed or upset. - I can explain how other people’s identity online can be different to their identity in real life.				
	Online Relationships	<u>Substantive – Declarative Knowledge – Know what</u> I can explain why it is important to be considerate and kind to people online				
	Online Reputation	<u>Substantive – Declarative Knowledge – Know what</u> - I can recognise that information can stay online and could be copied. - I can describe what information I should not put online without asking a trusted adult first - I can explain how information put online about me can last for a long time.				
	Online Bullying	<u>Substantive – Declarative Knowledge – Know what</u> - I can describe how to behave online in ways that do not upset others and can give examples - I can give examples of bullying behaviour and how it could look online. - I understand how bullying can make someone feel.				
	Managing Online Information	<u>Substantive – Declarative Knowledge – Know what</u> - I can use the internet to find things out. - I can use simple keywords in search engines - I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened. - I can use keywords in search engines. - I can demonstrate how to navigate a simple webpage to get to information - I need (e.g. home, forward, back buttons; links, tabs and sections). - I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).. - I can explain why some information I find online may not be true.				



	Health ,Well-being and Lifestyle	<u>Substantive – Declarative Knowledge – Know what</u> • I can explain rules to keep us safe when we are using technology both in and beyond the home. • I can give examples of some of these rules. • I can explain simple guidance for using technology in different environments and settings. • I can say how those rules/guides can help me					
	Privacy and Security	<u>Substantive – Declarative Knowledge – Know what</u> • I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). • I can explain why I should always ask a trusted adult before I share any information about myself online. • I can explain how passwords can be used to protect information and devices. • I can describe why other people's work belongs to them. • I can recognise that content on the internet may belong to other people.					
	Copyright and Ownership	<u>Substantive – Declarative Knowledge – Know what</u> • I can explain why work I create using technology belongs to me. • I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). • I can describe why other people's work belongs to them. • I can recognise that content on the internet may belong to other people.					
	<u>Essential vocabulary</u> – Online, Permission, Information, Personal, Password, Search, Google, Rules, Bullying and Private						



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Computer Science (BUSYTHINGS)	Computational Thinking	<u>Substantive – Declarative Knowledge – Know what</u> • I understand what algorithms are • I understand the sequence of algorithms is important • I understand that algorithms are implemented as programs on digital devices • I understand decomposition is breaking objects/processes down					
	Coding and Programming	<u>Substantive – Procedural Knowledge -Know how</u> • I can create a simple program • I can use sequence in programs I can locate and fix bugs in my program • I can create programs on a variety of digital devices • I can debug programs of increasing complexity • I can use logical reasoning to predict the outcome of simple programs					
	<u>Essential vocabulary –</u>						



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Data Handling (Digital Venn Diagram)	Data Handling	<u>Substantive – Procedural Knowledge -Know how</u> - I can create a tally chart and pictogram. - I can sort digital objects into a range of charts such as Venn diagrams, Carroll diagrams and bar charts using different apps and software. - I can create a branching database using questions					
	<u>Essential vocabulary –</u>						

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Animation (Bringing Character to Life)	Animation	<u>Substantive – Procedural Knowledge -Know how</u> - I can add filters and stickers to enhance an animation of a character. - I can create an animation to tell a story with more than one scene. - I can add my own pictures to my story animation. - I can create multiple animations of an image and edit these together. - I can create a simple stop motion animation.					
	<u>Essential vocabulary –</u>						



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Presentations (Interactive Images)	Presentations	<u>Substantive – Procedural Knowledge -Know how</u> - I can order images to create a simple storyboard. - I can sequence a series of pictures to explain my understanding of a topic. - I can add a voice recording to a storyboard. - I can add speech bubbles to an image to show what a character thinks. - I can import images to a project from the web and camera roll					
	<u>Essential vocabulary –</u>						