



Computing – Assessment – LKS2 Year B

<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 explain what is meant by the term 'identity'. - I can explain how I can represent myself in different ways online.				
	Online Relationships	<u>Substantive – Declarative Knowledge – Know what</u> - I can give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak). - I can explain some risks of communicating online with others I don't know well. - I can explain how my and other people's feelings can be hurt by what is said or written online. - I can explain why I should be careful who I trust online and what information I can trust them with. I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried, - I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life. I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online'.				
	Online Reputation	<u>Substantive – Declarative Knowledge – Know what</u> - I can recognise I need to be careful before I share anything about myself or others online. - I know who I should ask if I am not sure if I should put something online. - I can describe how others can find out information about me by looking online. - I can explain ways that some of the information about me online could have been created, copied or shared by others.				
	Online Bullying	<u>Substantive – Declarative Knowledge – Know what</u> - I can explain what bullying is and can describe how people may bully others. - I can describe rules about how to behave online and how I follow them. - I can identify some online technologies where bullying might take place.				



		- I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). - I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).					
	Managing Online Information	<u>Substantive – Declarative Knowledge – Know what</u> - I can use key phrases in search engines. - I can explain what autocomplete is and how to choose the best suggestion. - I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites). - I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.					
	Health ,Well-being and Lifestyle	<u>Substantive – Declarative Knowledge – Know what</u> - I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos). - I can explain how using technology can distract me from other things I might do or should be doing. - I can identify times or situations when I might need to limit the amount of time I use technology.					
	Privacy and Security	<u>Substantive – Declarative Knowledge – Know what</u> - I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. - I understand and can give reasons why passwords are important. - I can describe how connected devices can collect and share my information with others. - I can explain what a strong password is. - I can explain that others online can pretend to be me or other people, including my friends - I can suggest reasons why they might do this - I can explain how internet use can be monitored.					



	Copyright and Ownership	<u>Substantive – Declarative Knowledge – Know what</u> • I can explain why copying someone else's work from the internet without permission can cause problems. • I can give examples of what those problems might be. • When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. • I can give some simple examples.					
	<u>Essential vocabulary –</u> Identity, Avatar, Alias, Plagiarism, Bias, Targeted Advertisements, Influence Manipulate, Privacy Settings and Fake News						



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Computer Science (BISYTHINGS)	Computational Thinking	<u>Substantive – Procedural Knowledge -Know how</u> - I can create algorithms for use when programming - I can decompose tasks (such as animations) into separate steps to create an algorithm - I can use repetition in algorithms - I can use abstraction to focus on what's important in my design - I can write increasingly more precise algorithms for use when programming. - I can use simple selection in algorithms - I can use logical reasoning to detect and correct errors in programs					
	Coding and Programming	<u>Substantive – Declarative Knowledge – Know what</u> - I can design and create programs - I can write programs that accomplish specific goals - I can use repetition in programs I can work with various forms of input - I can use simple selection in programs - I can work with various forms of output - I can use logical reasoning to systematically detect and correct errors in programs - I can work with various forms of output					
	<u>Essential vocabulary –</u>						



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Data Handling (Online Questionnaire)	Data Handling	<u>Substantive – Procedural Knowledge – Know how</u> - I can create my own sorting diagram and complete a data handling activity with it using images and text. - I can start to input simple data into a spreadsheet. - I can input data into a spreadsheet and export the data in a variety of ways: charts, bar charts, pie charts.					
	<u>Essential vocabulary –</u>						

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Animation (Line Draw Animation)	Animation	<u>Substantive – Procedural Knowledge -Know how</u> - I can create animations of faces to speak in role with more life-like realistic outcomes. - I can improve stop motion animation clips with techniques like onion skinning. - I can use animation tools in presenting software to create simple animations - I can take multiple animations of a character I have created and edit them together for a longer video. - I can use software to create a 3D animated story. - I can use line draw tool to create animations.					
	<u>Essential vocabulary –</u>						



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Presentation (Digital Posters)		<u>Substantive – Procedural Knowledge -Know how</u> • I can create an interactive comic with sounds, formatted text and video. • I can annotate an image with videos • I can create an interactive quiz eBook introducing hyperlinks. • I can create an eBook with text, images and sound. • I can create a presentation demonstrating my understanding with a range of media. • I can create a digital timeline/mind map and include different media – sound and video.					
	<u>Essential vocabulary –</u>						