



Computing – Assessment – UKS2 Year B

Unit	Key Learning	Teacher Comments	Pupils working above – next steps	Pupils working just below – next steps	Pupils working below – next steps	% on track or above
Digital Safety	Self-Image and Identity	<u>Substantive – Declarative Knowledge – Know what</u> - I can explain how identity online can be copied, modified or altered. - I can describe ways in which media can shape ideas about gender. - I can identify messages about gender roles and make judgements based on them. - I can challenge and explain why it is important to reject inappropriate messages about gender online. - I can describe issues online that might make me, or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline. - I can explain why I should keep asking until I get the help I need.				
	Online Relationships	<u>Substantive – Declarative Knowledge – Know what</u> - I can explain that there are some people I communicate with online who may want to do me or my friend's harm. I can recognise that this is not my/our fault. - I can describe some of the communities in which I am involved and describe how I collaborate with others positively. - I can show I understand my responsibilities for the well-being of others in my online social group. - I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).				
	Online Reputation	<u>Substantive – Declarative Knowledge – Know what</u> - I can describe ways that information about people online can be used by others to make judgments about an individual. - I can explain how I am developing an online reputation which will allow other people to form an opinion of me. - I can describe some simple ways that help build a positive online reputation				
	Online Bullying	<u>Substantive – Declarative Knowledge – Know what</u> I can recognise when someone is upset, hurt or angry online.				



		- I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone. - I can explain how to block abusive users. - I can explain how I would report online bullying on the apps and platforms that I use. - I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline). - I can describe how to capture bullying content as evidence (e.g. screengrab, URL, profile) to share with others who can help me. - I can identify a range of ways to report concerns both in school and at home about online bullying.					
	Managing Online Information	<u>Substantive – Declarative Knowledge – Know what</u> - I can explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence. - I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead). I can explain what is meant by 'being sceptical'. - I can give examples of when and why it is important to be 'sceptical'. I can explain what is meant by a 'hoax'. - I can explain why I need to think carefully before I forward anything online. - I can explain why some information I find online may not be honest, accurate or legal. - I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose). - I can explain how and why some people may present 'opinions' as 'facts'. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting').					
	Health ,Well-being and Lifestyle	<u>Substantive – Declarative Knowledge – Know what</u> - I can describe ways technology can affect healthy sleep and can describe some of the issues. - I can describe some strategies, tips or advice to promote healthy sleep with regards to technology					



		I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.					
	Privacy and Security	<u>Substantive – Declarative Knowledge – Know what</u> - I can create and use strong and secure passwords. - I use different passwords for a range of online services. - I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories). - I know what to do if my password is lost or stolen. - I can describe simple ways to increase privacy on apps and services that provide privacy settings. - I can describe strategies to help me identify such content (e.g. scams, phishing)					
	Copyright and Ownership	<u>Substantive – Declarative Knowledge – Know what</u> - I can assess and justify when it is acceptable to use the work of others. - I can give examples of content that is permitted to be reused.					
	<u>Essential vocabulary –</u> Identity Theft, Profile, Stereotype, Reference, URL, Creative Commons, Skeptical, Commercial Boost, Agenda and Cross-Check						



Science – Assessment – UKS2 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>
Computer Science (LEGO Spike Coding)	Computational Thinking	<u>Substantive – Declarative Knowledge – Know what</u> - I can recognise the need for conditions in repetition within algorithms - I can use logical reasoning to explain how a variety of algorithms work - I can recognise, and make use, of patterns across programming projects - I can identify variables needed and their use in selection and repetition					
	Coding and Programming	<u>Substantive – Procedural Knowledge -Know how</u> - I can create programs by decomposing them into smaller parts - I can use selection in programs - I can use conditions in repetition commands - I can work with variables - I can create programs that control or simulate physical systems - I can evaluate my work and identify errors - I can use a range of sequence, selection and repetition commands combined with variables as required to implement my design - I can create procedures to hide complexity in programs - I can identify and write generic code for use across multiple projects - I can critically evaluate my work and suggest improvements					
	<u>Essential vocabulary –</u>						



<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>
Computer Networks	Computer Networks (KS2 only)	<u>Substantive – Declarative Knowledge – Know what</u> - I understand how we view web pages on the Internet - I understand that web spiders index the web for search engines - I appreciate how pages are ranked in a search engine - I understand what HTML is and recognize HTML tags					
	<u>Essential vocabulary –</u>						

<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>
Sound - 4 Chord Remix	Sound	<u>Substantive – Procedural Knowledge -Know how</u> - Add voice over and edit sound clips (volume, pitch, fade, effect) to create a podcast. - Create a remix of a popular song. - Add voice over and edit sound clips (volume, pitch, fade, effect) to use in a film or radio broadcast (podcast) - Compose a soundtrack that can be added to a film project.					
	<u>Essential vocabulary –</u>						



<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>
Video Creation - Greenscreen Special Effects	Video Creation	<u>Substantive – Procedural Knowledge -Know how</u> • I can use cutaway and split screen tools in iMovie. • I can further improve green screen clips using crop and resize and explore more creative ways to use the tool - wearing green clothes and the masking tool. • I can use the green screen masking tool with more than one character. • I can use picture in picture tools in iMovie. • I can add animated subtitles to my film to further enhance my creation.					
	<u>Essential vocabulary –</u>						