Ellison Primary Academy – Essential Computing Progression and Assessment

Formative assessment is built into each lesson. In key stage 1 & 2 rubrics and summative assessment quizzes are used to aid judgements.

Key concepts:	Computing Systems and Networks	Creating Media	Programming
Reception CP throughout the year as well as planned enhancements	I can recognise some technology in school. I know how to operate simple equipment in classroom. I know that a computer has a mouse and a keyboard and I am able to recognise them. I am beginning to use a mouse to manipulate a program. I am beginning to use a keyboard. I understand keys represent letters and numbers. I understand that a tablet is different to a computer in some ways. I know we can use technology to find out information as a class.	I can explore a paint program to create a picture. (Jit5) I can use the mouse to select colours or shapes. To use the mouse to explore the text button. To begin to touch type. To independently listen to digital audio. .	I can give directions for a friend or using the small world, using directional language (Maths and CLL link). I can explore (tinker) on jit5 2code software and beebots, using directional language. I can follow a direction.

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Year 1	Technology around us I can identify technology. I can identify a computer and its main parts. I can use a mouse in different ways. I can use a keyboard to type on a computer. I can create rules for using technology responsibly. NC links: 1.4, 1.5, 1.6 IT around us I can recognise the uses and features of information technology. I can identify the uses of information technology in the school. I can identify information technology beyond school. I can explain how information technology helps us. I can explain how to use information technology safely. I can recognise that choices are made when using information technology. NC links: 1.4, 1.5, 1.6	Digital painting I can describe what different freehand tools do. I can use the shape tools and line tools. I can make careful choices when painting a digital picture. I can explain why I chose the tools I used I can use a computer on my own to paint a picture. I can compare painting a picture on a computer and on paper. NC links: 1.4	Moving a robot I can explain what a given command will do. I can act out a given word. I can combine forwards and backwards commands to make a sequence. I can combine four direction commands to make sequences. I can plan a simple program. I can find more than one solution to problem. NC links: 1.1, 1.2, 1.3, 1.5
Summative assessment	Rubric – Autumn - Unit assessment rubric - Technology Around Us - Y1_v1.docx	Rubric – Spring - Unit assessment rubric - Digital Painting - Y1_v1.docx	Rubric – Spring - Unit assessment rubric - Digital Painting - Y1_v1.docx
What have we found out?	Not completed	Not completed	Not completed
Key concepts:	Data and Information	Creating Media	Programming

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Year 2	**Pictograms** I can recognise that objects can be represented as pictures. I can create a pictogram. I can select objects by attribute. I can explain that we can present information using a computer. NC links: 1.4	**Digital writing** I can use a computer to write. I can add and remove text on a computer. I can identify that the look of text can be changed on a computer. I can make careful choices when changing text. I can explain why I used the tools that I chose. I can compare typing on a computer to writing on paper. NC links: 1.4, 1.6 **Digital photography** I can use a digital device to take a photograph. I can make choices when taking a photograph, I can describe what makes a good photograph. I can decide how photographs can be improved. I can use tools to change an image. I can recognise that photos can be changed. NC links :1.4, 1.5, 1.6	**Robot algorithms** I can describe a series of instructions as a sequence. I can explain what happens when we change the order of instructions. I can use logical reasoning to predict the outcome of a program. I can explain that programming projects can have code and artwork, I can design an algorithm. I can create and debug a program that I have written. NC links: 1.1, 1.2, 1.3, 1.4
Summative assessment	Summative assessment quiz https://forms.office.com/e/FLtImzwXUe	Digital writing Rubric - Spring - Unit assessment rubric - Digital Writing Y1_v1.docx Digital photography Rubric - Spring - Unit assessment rubric - Digital photography Y2_v1.docx	Rubric – Summer - Unit assessment rubric - Robot Algorithms Y2_v1.docx Not completed
What have we found out?	2D Not completed 2LM completed Next steps for 2LM – need retrieval of what tally charts are used for and the types of charts (tally charts, pictograms, block diagrams)	Digital writing – Not completed Digital photography – 2LM: 3 children emerging 2D: Not completed	

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Year 3	Connecting computers I can explain how digital devices function. I can identify input and output devices. I can recognise how digital devices can change the way we work. NC links: 2.2, 2.4, 2.6 The Internet I can describe how networks physically connect to other networks. I can recognise how networked devices make up the internet. I can outline how websites can be shared via the World Wide Web (WWW). I can evaluate the consequences of unreliable content. NC links: 2.4, 2.5, 2.6, 2.7	Desktop publishing I can recognise how text and images convey information. I can recognise that text and layout can be edited. I can choose appropriate page settings. I can add content to a desktop publishing publication. I can consider how different layouts can suit different purposes. I can consider the benefits of desktop publishing. NC links: 2.5, 2.6	Sequencing sounds I can explore a new programming environment. I can identify that commands have an outcome. I can explain that a program has a start. I can recognise that a sequence of commands can have an order. I can change the appearance of my project. I can create a project from a task description. NC links: 2.1, 2.2, 2.3, 2.6
Summative assessment	Summative assessment quiz https://forms.office.com/e/PaWtUntUep	Rubric - The rubric can be used to assess student's work from lessons 3 to 6. Spring - Unit assessment rubric - Desktop publishing - Y3_v1.1.docx	Rubric – used to assess students work from lesson 6 - making a musical instrument in scratch. Summer - Unit assessment rubric - Sequencing sounds - Y3_v1.1.docx
What have we found out?	Completed	3M completed 3D completed	3M completed 3D not completed
Key concepts:	**Data and Information**	**Creating Media**	**Programming**

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Year 4	Branching databases I can identify object attributes needed to collect relevant data. I can create a branching database. I can identify objects using a branching database. I can compare branching database structures and comment on their effectiveness. I can compare information shown in a pictogram with a branching database. I can explain that data can be used to answer questions NC links: 2.6	Audio production I can identify that sound can be recorded. I can explain that audio recordings can be edited. I can recognise the different parts of creating a podcast project. I can apply audio editing skills independently. I can combine audio to enhance my podcast project. I can evaluate the effective use of audio. NC links: 2.5, 2.6, 2.7	Repetition in shape I can identify that accuracy in programming is important. I can create a program in a text-based language. I can explain what 'repeat' means. I can modify a count-controlled loop to produce a given outcome. I can decompose a task into small steps I can create a program that uses count-controlled loops to produce a given outcome. NC links: 2.1, 2.2, 2.3, 2.6
Summative assessment	Summative assessment quiz https://forms.office.com/e/JzTAQcsEqN	Rubric – The rubric can be used to assess student's work from lesson 6 (evaluating podcast). Spring - Unit assessment rubric - Audio production - Y4 (2).docx	Summative assessment quiz https://forms.office.com/e/erUc5m3EyA
What have we found out?	Y4 retrieval ideas: which questions could be used in a branching database (multi- choice), definition of common attribute, definition of attribute, structures of branching data bases	Not completed	Pre teach quiz completed
Key concepts:	Computing Systems and Networks	Creating Media	Programming
Year 5	Systems and searching (sharing information) I can describe how search engines select results. I can explain how search results are ranked.	Introduction to vector graphics I can identify that drawing tools can be used to produce different outcomes. I can create a vector drawing by combining shapes. I can use tools to achieve a desired effect.	Selection in quizzes I can explain how selection is used in computer programs. I can relate that a conditional statement connects a condition to an outcome.

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	I can recognise why the order of results is important, and to whom. NC links: 2.1, 2.2, 2.4, 2.6 Communication and collaboration (internet communication) I can explain the importance of internet addresses. I can recognise how data is transferred across the internet. I can explain how sharing information online can help people to work together. I can evaluate different ways of working together online. I can recognise how we communicate using technology. I can evaluate different methods of online communication. NC links: 2.4, 2.6, 2.7	I can recognise that vector drawings consist of layers. I can group objects to make them easier to work with. I can apply what I have learned about vector drawings. NC links: 2.6	I can explain how selection directs the flow of a program. I can design a program which uses selection. I can create a program which uses selection. I can evaluate my program. NC links: 2.1, 2.2, 2.3, 2.6
Summative assessment	Summative assessment quiz https://forms.office.com/e/4NaWCuGXEj	Rubric – The rubric can be used to assess student's work from lessons 3 to 6. Spring - Unit assessment rubric - Vector drawing - Y5 (2).docx	Summative assessment quiz https://forms.office.com/e/E3tFXTP70a
What have we found out?	Y5 – retrieval: definition of indices, what do search engines use web crawlers for, what is selection, what is ranking, what is data transferred over the internet broken down into, which is an example of an IP address, when two people collaborate online the both need to be working on the internet.	5S completed 5D Not completed	Completed
Key concepts:	**Data and Information**	**Creating Media**	**Programming**

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Year 6	Introduction to spreadsheets I can identify questions that can be answered using data. I can create a spreadsheet for a purpose. I can apply a formula that can be used to produce calculated data. I can recognise data can be calculated using different operations. I can evaluate results in comparison to the question asked. I can choose suitable ways to presents data such as a graph. NC links: 2.6	Web page creation I can review an existing website and consider its structure. I can plan the features of a web page. I can consider the ownership and use of images (copyright). I can recognise the need to preview pages. I can outline the need for a navigation path. I can recognise the implications of linking to content owned by other people. NC links: 2.5, 2.6, 2.7	Sensing movement I can create a program to run on a controllable device. I can explain that selection can control the flow of a program. I can update a variable with a user input. I can use an conditional statement to compare a variable to a value. I can design a project that uses inputs and outputs on a controllable device. I can develop a program to use inputs and outputs on a controllable device. NC links: 2.1, 2.2, 2.3, 2.6
Summative assessment	Summative assessment quiz https://forms.office.com/e/txCjTDkNJD	Rubric – The rubric can be used to assess student's work from lessons 2 to 6. Spring - Unit assessment rubric - Web page creation - Y6 (2).docx	Rubric – The rubric can be used to assess student's work from lessons 5 and 6. Summer - Unit assessment rubric – Sensing – Y6 (1).docx
What have we found out?	Y6: retrieval what different operators mean in spreadsheet e.g. /, different number formats e.g. duration, which is better to show. . .a spreadsheet table or graph,	6H Not completed 6L completed	Not completed