Newton Burgoland Primary School Assessment **Computing Year 5 and 6.**

Traffic light objective when covered. Leave white if not taught. Note initals of children WT and GD. Others met – tick if all.

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| strand | objective | | | working towards | | met | greater depth |
| Generic | Use search tools to locate work (include filtering by date/ name etc  Begin to use keyboard shortcuts (ctrl c, v, x,¬¬)  Use the mouse to zoom in and out  Use appropriate computing vocabulary (USB port, cell)  Annotate work using print screen and auto shapes (arrows) to  evaluate and justify use of ICT  Import data from external device  To begin to use touch type  Use more advanced keyboards (ctrl b, u, a, l, e, r, f)  Use scaling options when printing work  Know how to debug (problem solve) computer start up errors  Adjust screen resolution  Annotate work using print screen and auto shapes (arrows) to evaluate and justify appropriate use of ICT for the purpose and audience  Use appropriate computing vocabulary (variable)  To confidently use touch type | | |  | |  |  |
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| Digital Literacy | Change the order of the text using the sorting tool  Use paragraph / line spacing  Insert shapes using the shapes tool  Format the colour of a textbox and shape  Knows how to insert a hyperlink  Insert images from a variety of sources  Select an appropriate template  Change the direction of the text  Insert symbols  Use Find, Search and Replace  Use ‘New Comment’ to annotate work  Use a range of word processing skills suitable for the purpose and audience  Change the whole page style | | |  | |  |  |
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| ICT | Understand the meaning and law of copyright when researching from the web  Use a more complex search engine to find information/media (use AND and OR in search)  Know how to search specifically for images, videos, news etc)  Begin to think about the accuracy of information online  Know that emails can be forwarded to another person  Know that emails can be sent and copied to more than one person  Can email to a group of people to work collaboratively on a project with support  Know how to report inappropriate content  Can explain the dangers of working and communicating online when faced with scenarios  Know the effects of cyber bullying and know how to prevent it  Analyse the accuracy of information online and double check with another source  Use more complex search engines to filter information  Can explain the term plagiarism  Know that emails can contain viruses  Can filter emails e.g. for attachments or person  Know how to report/flag/block inappropriate content  Acts as a role model to others for how to stay safe online  Recognises the CEOP button and can explain its use  Can create variables such as ‘correct’ within an operator | | |  | |  |  |
| Summary | | working towards | expected | | greater depth | | |
| End of Y6 | |  |  | |  | | |

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| Summary | working towards | expected | greater depth |
| Autumn Y5 |  |  |  |
| Areas to be prioritised |  | | |
|  | working towards | expected | greater depth |
| Spring Y5 |  |  |  |
| Areas to be prioritised |  | | |
| Summary | working towards | expected | greater depth |
| summer Y5 |  |  |  |
| Areas to be prioritised |  | | |
|  | working towards | expected | greater depth |
| Autumn Y6 |  |  |  |
| Areas to be prioritised |  | | |
| Summary | working towards | expected | greater depth |
| Spring Y6 |  |  |  |
| Areas to be prioritised |  | | |

Assessment of Digital literacy/ ICT and generic skills

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| strand | objective | working towards | met | greater depth |
| Computer science | Understands how to read the coordinates  Uses the ‘change’ blocks within the appearance menu to alter their sprites appearance  Can create irregular shapes using the ‘pen’ tool  Begins to use operators to link external devices  Add variables to change the appearance the motion of sprites  Records suitable sounds for their project  Can ‘debug’ (recognise errors) within a script  Predict the effect of changing a variable  Understand the purpose of using a ‘Control’ and relate this to everyday electronics  Can add sensing blocks within an operator  Uses ‘if’ and ‘else’ blocks within the Control menu  Can ‘debug’ (recognise errors) within a script  Design an instruction in response to a brief  Create more complex instructions incorporating all tools |  |  |  |

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|  | working towards | expected | greater depth |
| Spring Y5 |  |  |  |
| Areas to be prioritised |  | | |
| Summary | working towards | expected | greater depth |
| summer Y5 |  |  |  |
| Areas to be prioritised |  | | |
|  | working towards | expected | greater depth |
| Autumn Y6 |  |  |  |
| Areas to be prioritised |  | | |
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| Data | Able to populate rows and columns with data  Can present their data on a variety of charts (bar, pie and column  Can identify the coordinates of a cell  Can put data into ascending and descending order  Begins to filter data  Use a spreadsheet to explore patterns in numbers  Can use a spreadsheet to answer questions and solve problems  Know how to input formulas into a spreadsheet  Can change the appearance /format of a spreadsheet |  |  |  |

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| Spring Y5 |  |  |  |
| Areas to be prioritised |  | | |
| Summary | working towards | expected | greater depth |
| summer Y5 |  |  |  |
| Areas to be prioritised |  | | |
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| Multi-media | Trim film clips and change the order for the viewer’s interest with support  Import captions, titles into a film and be able to apply appropriate formatting  Import a recording from a microphone  Create a multi-scene animation with awareness of camera angle  Be aware of the different presentation software available and know the advantages and disadvantages of each  Change the path of frames within a presentation  Insert film and animation clips to a presentation  Know the appropriate sounds, images and style to use for the audience and purpose  Convert film clips into the most appropriate format for movie type  Trim films clips and change the order for the viewer’s interest  Add captions and titles appropriate to the purpose and audience  Manipulate the recording from a microphone before importing  Manipulate the recording from a microphone before importing  Choose the most appropriate film/editing software for project  Create a film/animation to evoke an audience response  Add pages and subpages to a website  Apply sound to a website appropriately  Add hyperlinks to internal and external pages of the webpage they create  Format menus and sidebars to navigate around the website  Use existing skills to import different medias: sound, images etc  Evaluate existing websites and explain the designer’s style linked to the purpose and audience  Create own webpage on a curriculum linked topic to evoke an audience response  Know how to publish the website with support |  |  |  |

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| Areas to be prioritised |  | | |