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 etcBegin to use keyboard shortcuts (ctrl c, v, x,¬¬)Use the mouse to zoom in and outUse appropriate computing vocabulary (USB port, cell)Annotate work using print screen and auto shapes (arrows) to evaluate and justify use of ICTImport data from external deviceTo begin to use touch typeUse more advanced keyboards (ctrl b, u, a, l, e, r, f)Use scaling options when printing workKnow how to debug (problem solve) computer start up errorsAdjust screen resolutionAnnotate work using print screen and auto shapes (arrows) to evaluate and justify appropriate use of ICT for the purpose and audienceUse appropriate computing vocabulary (variable)To confidently use touch type |  |  |  |
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| Digital Literacy | Change the order of the text using the sorting toolUse paragraph / line spacingInsert shapes using the shapes toolFormat the colour of a textbox and shapeKnows how to insert a hyperlinkInsert images from a variety of sourcesSelect an appropriate templateChange the direction of the textInsert symbolsUse Find, Search and ReplaceUse ‘New Comment’ to annotate workUse a range of word processing skills suitable for the purpose and audienceChange the whole page style |  |  |  |
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| ICT | Understand the meaning and law of copyright when researching from the webUse 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 onlineKnow that emails can be forwarded to another personKnow that emails can be sent and copied to more than one personCan email to a group of people to work collaboratively on a project with supportKnow how to report inappropriate contentCan explain the dangers of working and communicating online when faced with scenariosKnow the effects of cyber bullying and know how to prevent itAnalyse the accuracy of information online and double check with another sourceUse more complex search engines to filter informationCan explain the term plagiarismKnow that emails can contain virusesCan filter emails e.g. for attachments or personKnow how to report/flag/block inappropriate contentActs as a role model to others for how to stay safe onlineRecognises the CEOP button and can explain its useCan 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 coordinatesUses the ‘change’ blocks within the appearance menu to alter their sprites appearanceCan create irregular shapes using the ‘pen’ toolBegins to use operators to link external devicesAdd variables to change the appearance the motion of spritesRecords suitable sounds for their projectCan ‘debug’ (recognise errors) within a scriptPredict the effect of changing a variableUnderstand the purpose of using a ‘Control’ and relate this to everyday electronicsCan add sensing blocks within an operatorUses ‘if’ and ‘else’ blocks within the Control menuCan ‘debug’ (recognise errors) within a scriptDesign an instruction in response to a briefCreate more complex instructions incorporating all tools |  |  |  |

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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 |  |

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| Data | Able to populate rows and columns with dataCan present their data on a variety of charts (bar, pie and columnCan identify the coordinates of a cellCan put data into ascending and descending orderBegins to filter dataUse a spreadsheet to explore patterns in numbersCan use a spreadsheet to answer questions and solve problemsKnow how to input formulas into a spreadsheetCan change the appearance /format of a spreadsheet |  |  |  |

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| 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 |  |

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| Multi-media | Trim film clips and change the order for the viewer’s interest with supportImport captions, titles into a film and be able to apply appropriate formattingImport a recording from a microphoneCreate a multi-scene animation with awareness of camera angleBe aware of the different presentation software available and know the advantages and disadvantages of eachChange the path of frames within a presentationInsert film and animation clips to a presentationKnow the appropriate sounds, images and style to use for the audience and purposeConvert film clips into the most appropriate format for movie typeTrim films clips and change the order for the viewer’s interestAdd captions and titles appropriate to the purpose and audienceManipulate the recording from a microphone before importingManipulate the recording from a microphone before importingChoose the most appropriate film/editing software for projectCreate a film/animation to evoke an audience responseAdd pages and subpages to a websiteApply sound to a website appropriatelyAdd hyperlinks to internal and external pages of the webpage they createFormat menus and sidebars to navigate around the websiteUse existing skills to import different medias: sound, images etcEvaluate existing websites and explain the designer’s style linked to the purpose and audienceCreate own webpage on a curriculum linked topic to evoke an audience responseKnow how to publish the website with support |  |  |  |

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