

## Trevisker Primary School Computing Curriculum and Assessment Checkpoints



Year Group					
Year R	<p>The EYFS framework is structured very differently to the national curriculum as it is organised across seven Areas of Learning rather than subject areas.</p> <p>The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and from the Development Matters age ranges for three and four-year-olds and reception to match the programme of study for computing.</p>				
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>Remember rules without needing an adult to remind them.</li> <li>Show resilience and perseverance in the face of a challenge.</li> <li>Know and talk about the different factors that support their overall health and wellbeing:- sensible amounts of 'screen time'.</li> </ul>				
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>Match their developing physical skills to tasks and activities in the setting.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> </ul>				
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>Notice and correct an error in a repeating pattern.</li> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.</li> <li>Count objects, actions and sounds.</li> <li>Link the number symbol (numeral) with its cardinal number value.</li> <li>Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>Continue, copy and create repeating patterns.</li> </ul>				
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>Explore how things work.</li> </ul>				
<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>				
<b>Managing Self</b>	<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul>				
<b>Creating with Materials</b>	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>				

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Year Group Year 1	Autumn 1	Spring 1	Spring 2	Summer 2	Summer 2
<b>Unit Title</b>  (Composite )	<b>Online Safety &amp; Exploring Purple Mash</b>  Standalone	<b>1.6 - Animated Story Books</b>  Why do we burn guys on the bonfire?	<b>1.5 - Maze Explorers</b>  What can I find in my school grounds?	<b>Unit 1.2 - Grouping &amp; Sorting (2)</b>  What can we find in our local area?	<b>Unit 1.3 - Pictograms (3)</b>  What can we find in our local area?
<b>Learning Objectives (Components)</b>	<ul style="list-style-type: none"> <li>• How do I log in safely?</li> <li>• Where do I store my learning?</li> <li>• How do I navigate a website?</li> <li>• How do I use different tools?</li> </ul>	<ul style="list-style-type: none"> <li>• How can I draw and colour on a computer?</li> <li>• How can I animate?</li> <li>• How do I add sounds to my animation?</li> <li>• How do I use animation to create a Guy Fawkes story?</li> <li>• How can I copy and paste?</li> </ul>	<ul style="list-style-type: none"> <li>• How do I use direction keys?</li> <li>• How can I debug a problem?</li> <li>• How can I add to an algorithm?</li> <li>• How can I create my own school maze?</li> </ul>	<ul style="list-style-type: none"> <li>• How can I sort information?</li> <li>• How can I use a computer to group information?</li> </ul>	<ul style="list-style-type: none"> <li>• How can I show my information as pictures?</li> <li>• How can I create a pictogram?</li> <li>• How can I show information that I have collected?</li> </ul>
<b>Assessment Check Points</b>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>• Create and debug simple programs.</li> <li>• Use logical reasoning to predict the behaviour of simple programs.</li> </ul>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> </ul>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>

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Year Group Year 2	Autumn 1	Spring 2	Summer 1	Summer 2
<b>Unit Title</b>  <b>(Composite)</b>	<b>Online Safety</b>  <b>Standalone</b>	<b>Unit 2.1 – Coding</b>  <b>How could I explore the United Kingdom?</b>	<b>Unit 2.4 – Questioning</b>  <b>What is the weather like around the world?</b>	<b>Unit 2.5 – Effective Searching</b>  <b>Why is our World amazing?</b>
<b>Learning Objectives (Components)</b>	<ul style="list-style-type: none"> <li>• How do I search and share?</li> <li>• What is an email?</li> <li>• What is my digital footprint?</li> </ul>	<ul style="list-style-type: none"> <li>• What is an algorithm?</li> <li>• What is collision detection?</li> <li>• How can I add timers?</li> <li>• What are the different object types?</li> <li>• What is the function of a button?</li> <li>• How can I debug a program?</li> </ul>	<ul style="list-style-type: none"> <li>• How can I create a pictogram?</li> <li>• How can I separate information?</li> <li>• What is a binary tree?</li> <li>• How can I organise information into a binary tree?</li> <li>• How can I answer questions using a database?</li> </ul>	<ul style="list-style-type: none"> <li>• What makes an effective internet search?</li> <li>• What is a search engine?</li> <li>• How can I show my knowledge of effective internet searches?</li> </ul>
<b>Assessment Check Points</b>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>• Create and debug simple programs.</li> <li>• Use logical reasoning to predict the behaviour of simple programs.</li> </ul>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Recognise common uses of information technology beyond school.</li> </ul>

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Year Group Year 3	Autumn 1	Autumn 2	Spring 2	Summer 2
<b>Unit Title</b>  <b>(Composite)</b>	<b>Online Safety</b>  <b>Standalone</b>	<b>Unit 3.1 – Coding</b>  <b>What are rivers and how are they used?</b>	<b>Unit 3.3 – Spreadsheets</b>  <b>Are all settlements the same?</b>	<b>Unit 3.9 Presenting (MS PowerPoint)</b>  <b>What is Italy like today?</b>
<b>Learning Objectives (Components)</b>	<ul style="list-style-type: none"> <li>• How do numbers make our passwords safer?</li> <li>• Can we believe everything we read?</li> <li>• What makes content appropriate?</li> </ul>	<ul style="list-style-type: none"> <li>• What is a flowchart?</li> <li>• What are the different types of timers?</li> <li>• How do I repeat a command automatically?</li> <li>• How can I debug code?</li> <li>• How can I create an interactive river scene?</li> </ul>	<ul style="list-style-type: none"> <li>• How can I present information?</li> <li>• How can I navigate a spreadsheet?</li> <li>• What is a formula?</li> <li>• How can tools help me?</li> <li>• How can I create a line graph?</li> <li>• How can I collect and display information?</li> </ul>	<ul style="list-style-type: none"> <li>• How do I explore PowerPoint?</li> <li>• How can I add media?</li> <li>• What does animation add to my slide?</li> <li>• How can I add timings?</li> <li>• How can I share my learning?</li> </ul>
<b>Assessment Check Points</b>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>• Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> </ul>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>

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Year Group Year 4	Autumn 1	Autumn 2	Spring 2
<b>Unit Title</b>	<b>Online Safety</b>	<b>Unit 4.6 – Animation</b>	<b>Unit 4.5 – Logo</b>
<b>(Composite)</b>	<b>Standalone</b>	<b>Were the Saxon times really the 'Dark Ages'?</b>	<b>How should we remember the Vikings?</b>
<b>Learning Objectives (Components)</b>	<ul style="list-style-type: none"> <li>• How can my digital footprint aid identify theft?</li> <li>• What are the risks of installing software?</li> <li>• What is plagiarism?</li> <li>• How much time should I spend on my device?</li> </ul>	<ul style="list-style-type: none"> <li>• What makes a good animated film?</li> <li>• How does onion skinning help me to animate?</li> <li>• How can I animate still images?</li> </ul>	<ul style="list-style-type: none"> <li>• How can I move the cursor?</li> <li>• How can I create shapes and letters?</li> <li>• What does the repeat command do?</li> <li>• How can I build a procedure?</li> </ul>
<b>Assessment Check Points</b>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>

Year Group Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<b>Unit Title</b>  <b>(Composite)</b>	<b>Unit 5.2 - Online Safety</b>  <b>Standalone</b>	<b>Unit 5.8 - Word Processing</b>  <b>How Is Climate Change Affecting Our World?</b>	<b>Unit 5.7 - Concept Maps</b>  <b>Was the Victorian era the 'Golden Age' of British History?</b>	<b>Unit 5.4 – Databases</b>  <b>Why are the rainforests the lungs of the world?</b>	<b>Unit 5.5 - Game Creator</b>  <b>Why was WW1 called the Great War?</b>
<b>Learning Objectives (Components)</b>	<ul style="list-style-type: none"> <li>• What is my responsibility online?</li> <li>• How can I protect my privacy?</li> <li>• Who created what I am sharing?</li> <li>• How reliable is the information I am using?</li> </ul>	<ul style="list-style-type: none"> <li>• How do I create a blank document?</li> <li>• How do I add images?</li> <li>• How do I edit images?</li> <li>• How do I add text?</li> <li>• What makes my document stand out?</li> <li>• How can I add information to a table?</li> </ul>	<ul style="list-style-type: none"> <li>• How does a concept map allow me to represent ideas?</li> <li>• How do I create a concept map?</li> <li>• How can I use a concept map effectively?</li> <li>• How can I share and collaborate with others?</li> </ul>	<ul style="list-style-type: none"> <li>• How do I search in a database?</li> <li>• How do I create a class database?</li> <li>• How do I create a topic database?</li> </ul>	<ul style="list-style-type: none"> <li>• How do I create a scene?</li> <li>• What makes a game environment?</li> <li>• How can I design a quest?</li> <li>• How could I improve my quest?</li> </ul>
<b>Assessment Check Points</b>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>

Year Group Year 6	Autumn 1	Autumn 1	Autumn 2	Spring 1	Summer 2
<b>Unit Title</b>  <b>(Composite)</b>	<b>Online Safety</b>  <b>Standalone</b>	<b>Unit 6.9 – Spreadsheets (8)</b>  <b>World War 2</b>	<b>Unit 6.1 – Coding (6)</b>  <b>What is life like in the Alps?</b>	<b>Unit 6.4 – Blogging (4)</b>  <b>How has Crime and Punishment changed?</b>	<b>Unit 6.5 – Text Adventures (4)</b>  <b>Can I find my way home?</b>
<b>Learning Objectives (Components)</b>	<ul style="list-style-type: none"> <li>• What are the risks of messaging online?</li> <li>• What is appropriate online behaviour?</li> <li>• Why should I monitor my screen time?</li> </ul>	<ul style="list-style-type: none"> <li>• What is a spreadsheet?</li> <li>• How can I use a spreadsheet to make calculations?</li> <li>• How can a spreadsheet model a situation?</li> <li>• How can I organise my data?</li> <li>• What is a formula?</li> <li>• How can I use graphs to understand data?</li> <li>• How can I use a spreadsheet to plan a cake sale?</li> </ul>	<ul style="list-style-type: none"> <li>• How can I design a complex program?</li> <li>• How can functions help me?</li> <li>• How does a flowchart work?</li> <li>• What are different user inputs?</li> <li>• How do text-based adventures work?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the purpose of a blog?</li> <li>• What makes a blog interesting?</li> <li>• How do I write a blog?</li> <li>• How do I share and comment?</li> </ul>	<ul style="list-style-type: none"> <li>• What is a Text Adventure?</li> <li>• How can a story board help me?</li> <li>• What code is required for a game?</li> <li>• How do I improve and debug my game?</li> </ul>
<b>Assessment Check Points</b>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>• Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> </ul>