Radford Academy
A L.E.A.D. Academy

Radford Academy

Computing

Curriculum

Depth Map

Contents:

- Aims/ Vision
- Intent
- Implementation
- Impact
- School values in the Computing curriculum

Progression documents

- Whole school Progression document
- Whole school Coverage document
- Foundation stage
- Assessment document

Computing at Radford Academy

Vision

At Radford Academy, we aim to deliver a well-sequenced and high-quality computing curriculum that equips pupils with the knowledge and skills needed to understand and shape the digital world. Through the Teach Computing Curriculum, children develop their understanding of computer science, information technology and digital literacy. Pupils are encouraged to be curious, creative and resilient learners who can solve problems, think logically and communicate effectively using technology.

The curriculum enables children to understand how digital systems work, how data is used, and how programs are designed, whilst developing the knowledge and behaviours required to be safe, responsible and confident digital citizens.

Intent

- To teach the content of the National Curriculum through the Teach Computing Curriculum in an engaging and purposeful way, inspiring children to develop an understanding of computer science, information technology and digital literacy, and to recognise the importance of technology in their everyday lives and the wider world.
- To stimulate pupils' interest and understanding of how digital systems work, how technology connects people and organisations, and how computing influences society, enabling them to become confident, responsible and informed digital citizens.
- To develop pupils' skills of computational thinking, problem solving, enquiry, analysis, evaluation and creativity through opportunities to design, create, debug and evaluate digital content and programs, whilst developing their Oracy skills and ability to discuss, explain and justify their ideas.
- To provide practical, hands-on learning experiences wherever possible, using a range of hardware, software and digital technologies, enabling children to investigate, create and evaluate solutions to real-world problems.
- To provide children with lifelong digital skills that can be applied across the curriculum and beyond school, helping them to embrace new technologies, think critically, work collaboratively and communicate confidently and safely in an increasingly digital world.

Substantive Knowledge-

Substantive knowledge, in the primary computing curriculum, refers to the essential facts, concepts and understanding that pupils are expected to learn about computer science, information technology and digital literacy.

At Radford, this knowledge is carefully sequenced through the Teach Computing Curriculum, enabling children to develop and apply their understanding of key concepts such as algorithms, programming, data, networks and digital systems.

This allows children at Radford to make connections between different areas of computing and become confident, responsible users and creators of technology.

Disciplinary Knowledge-

Disciplinary knowledge in Computing is about learning how computer scientists think, solve problems and use technology. In primary school, children develop skills such as logical thinking, problem-solving, creating and testing programs, and finding and fixing mistakes.

This helps children understand not just how to use technology, but how it works, how to solve problems using it and how to use it safely and effectively in everyday life.

KS1: In KS1, children begin to develop their understanding of how computers and technology work. They learn to give instructions, put them in the correct order and understand that computers follow instructions to complete tasks. Children begin to create and test simple programs, recognise patterns, spot mistakes and learn how to fix them. They also develop their understanding of how to use technology safely and responsibly. By the end of Year 2, children will be able to use their computing knowledge to solve simple problems, create basic programs and talk about how technology is used in everyday life.

KS2: In KS2, children build on the computing knowledge and skills they developed in KS1. They become more confident in understanding how computers work, how programs are created and how technology can be used to solve problems. Children develop their coding skills by designing, writing, testing and improving programs, learning to spot and correct errors along the way. They explore how computers and networks communicate, how data is stored and used, and how digital technology can help us in everyday life. As they move into Years 5 and 6, children apply their knowledge to more complex tasks, explain their thinking and evaluate their work. They also continue to develop their understanding of online safety, learning how to use technology confidently, safely and responsibly.

Implementation

Roles and Responsibilities

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the Computing curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The appropriate amount of time is provided for teaching the required elements of the Computing curriculum and is reviewed by the governing body
- The school's procedures for the assessment of Computing meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the Computing curriculum
- The governing body is advised on whole-school targets for Computing in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with special educational needs

The Computing subject leader, will:

- Provide professional leadership and management and ensure staff knowledge about the Computing periods studied are kept up to date
- Ensure the taught Computing curriculum is engaging, age appropriate, challenges all pupils and meets the curriculum aims
- Secure high-quality teaching of the Computing curriculum -including the quality of the medium- and long-term plans
- Secure Computing curriculum enhancing resources (including the use of local museums/ artefacts) and their effective use
- Improve standards of learning and achievement for all pupils in the Computing curriculum
- Promote Computing across the school,
- Ensure that this policy is adhered to

Teachers will adhere to this policy and make sure the Computing curriculum follows the aims of this policy

Lesson design

The lesson design should be demonstrated as follows.

- Start the unit introducing the composite question.
- Sub questions of enquiry which will build towards answering the composite question. These will be delivered using the agreed lesson design format (ICT specific): Link it, discover it, Think together, practice, apply, revisit
- The last lesson will be where the children answer the composite question/evaluation about what they have learnt

Inclusion

1) Teachers set high expectations for all pupils. They will use appropriate assessments to set ambitious targets and plan challenging work for pupils of all abilities, including:

    - More able pupils
    - Pupils with low prior attainment
    - Pupils from disadvantaged backgrounds
    - Pupils with SEN
    - Pupils with English as an additional language (EAL)

    a) Teachers will plan lessons so that pupils with SEN and/or disabilities can study every aspect of the Computing curriculum, wherever possible, and ensure that there are no barriers to every pupil achieving.
    b) Teachers will also take into account of the needs of EAL children. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to use IT to support pupils to take part in all subjects.
    c) For further information see our 'SEN' policy.

Impact

At Radford Academy, our pupils will have:

- Become increasingly confident in using technology to solve problems, create digital content and apply their computing knowledge across a range of contexts.
- Become increasingly aware of how technology and digital systems influence and shape the world they live in.
- Developed their digital capital through high-quality learning experiences, including the use of a range of technologies and immersive learning opportunities such as VR headsets.
- A richer computing vocabulary which will enable them to articulate their understanding of taught concepts and explain their thinking with confidence.
- High aspirations and an awareness of the wide range of careers and opportunities available within computing and technology-related industries.

How are our school values visible in our Computing Curriculum



Children at Radford Academy are taught Belonging through the Computing curriculum by:

- Developing an understanding of how technology connects people, communities and the wider world.
- Learning how to communicate and collaborate respectfully and safely when using digital technologies.
- Exploring a range of digital content and technologies that reflect diverse people, cultures and experiences.
- Being taught how to be responsible digital citizens, showing respect, kindness and tolerance towards others online.
- Reinforcing British Values, including democracy, individual liberty, the rule of law, mutual respect and tolerance, through online safety and digital citizenship learning.
- Understanding the importance of inclusion and accessibility in technology, ensuring that digital tools can be used by people with different needs and backgrounds.
- Working collaboratively to solve problems, share ideas and celebrate the achievements of others.



Children at Radford Academy are taught Curiosity through the Computing curriculum by:

- Having opportunities to explore a range of technologies, including immersive experiences through the use of VR headsets.
- Asking questions about how technology works and how digital systems are used in everyday life.
- Investigating, predicting and testing solutions to problems through programming and computational thinking activities.
- Building on prior learning and making links between different areas of computing to deepen understanding.
- Exploring new software, devices and digital tools in a safe and purposeful way.
- Developing creativity and a sense of awe and wonder through creating digital media and discovering how technology can be used to solve real-world problems.



Children at Radford Academy are taught Aspiration through the Computing curriculum by:

- Allowing children to develop the skills of a computer scientist through the progressive development of programming, computational thinking and problem-solving skills.
- Providing opportunities to design, create, evaluate and improve digital content and programs, developing confidence and resilience when tackling challenges.
- Developing critical thinking, logical reasoning and problem-solving skills that can be applied across the curriculum and in everyday life.
- Learning about the wide range of careers within computing, technology and digital industries, including the contributions of individuals from diverse backgrounds.
- Encouraging children to see themselves as creators of technology and inspiring them to become innovative, responsible and confident users of the digital world.



Children at Radford Academy are taught Interaction through the Computing curriculum by:

- Providing opportunities for oracy and partner talk through collaborative problem-solving, discussion and evaluation of digital work.
- Encouraging children to ask and answer questions about technology, digital systems and programming challenges.
- Working collaboratively to design, create, test and improve programs and digital content.
- Using debugging and problem-solving activities to promote discussion and the sharing of ideas and solutions.
- Providing stem sentences and subject-specific vocabulary to help children explain their thinking, justify decisions and communicate their understanding effectively.
- Giving opportunities for children to present their digital creations and evaluate their own and others' work in a supportive environment.



Children at Radford Academy are taught Self-Discipline through the Computing curriculum by:

- Following agreed rules and expectations when using technology and online resources.
- Developing resilience and perseverance when debugging programs and solving computing challenges.
- Learning to work independently and take responsibility for their own digital work and learning.
- Understanding how to use technology safely, responsibly and respectfully, both in school and beyond.
- Managing their time effectively when completing digital projects and creating content.
- Reflecting on and evaluating their own work, identifying ways to improve and develop their skills further.
- Demonstrating responsible online behaviours and making informed choices when using digital technologies.

Whole School Computing Progression

Computing Systems and Networks: (systems, networks and how they are used, the internet, hardware and software)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• To be able to identify items in school that use technology	• Identify technology • Identify a computer and it's main part • To use a keyboard to type. • To use a keyboard to edit text. • To create rules for use technology responsibly	• Can identify examples of computers and their uses both at home and at school. • Can recognise common types of technology. Understands how devices work together. • Can talk about different rules for using IT and say how the rules can keep them safe. • To know some of the choices that you make when using IT.	• To explain how digital devices function. • To identify input and output devices. • To recognise how digital devices can change the way we work. • To explain how a computer network can be used to share information. • To explore how digital devices can be connected. • To recognise the physical components of a network	• To describe how networks physically connect to other networks. • To recognise how networked devices make up the internet. • To outline how websites can be shared via the World Wide Web. (WWW) • To describe how content can be added and accessed by the WWW. • To recognise how the content of the WWW is created by people. • To evaluate the consequences of unreliable content •	• To explain that computers can be connected together to form systems. • To recognise the role of computer systems in our lives. • To recognise how information is transferred over the internet. • To explain how sharing information online lets people in different places work together. • To contribute to a shared project on line. • To evaluate different ways of working	• To identify how to use a search engine. • To describe how search engines select their results. • To explain how search results are ranked. • To recognise why the order of results is important, and to whom. • To recognise how we communicate using technology. • To evaluate different methods of online communication.
Programming: (Interpreting, creating and evaluating algorithms, programming to accomplish specific goals, detecting and correcting errors.)						
• To be able to follow a simple algorithm orally. • To program a Beebot to move 2 steps forwards. • To program a Beebot to move forward and then backwards.	• To explain what a given command will do. To act out a given word • To combine forwards and backwards commands to make a sequence • To combine 4 direction commands to make sequences. • To plan a simple program. • To find more than one solution to a problem. • To choose a command for a given purpose. • To show that a series of commands can be joined together. • To identify the effects of changing a value.	• To describe a series of instructions as a sequence. • To explain what happens when we change the order of instructions. • To use logical reasoning to predict the outcome of a program (series of commands) • To explain that programming projects can have code and artwork. • To design an algorithm. • To create and debug a program that I have written. To explain that a sequence of commands has an outcome. To create a program using a given design. To change a given design. To create a program using my own design. To decide how my project can be improved.	• To explore a new programming environment. I can identify that each sprite is controlled by the commands I choose. • To explain that a program has a start. To recognise that a sequence of commands can have an order. • To change the appearance of my project. • To create a project from a task description. • To explain how a sprite moves in an existing project. • To create a program to move a sprite in four directions. • To adapt a program by adding features. • To identify and fix bugs in a program. • To design and create a maze-based challenge	• To identify that accuracy in programming is important. To explain what 'repeat' means. • To modify a count controlled loop to produce a given outcome. To decompose a program into parts. • To create a program that uses count controlled loops to produce a given outcome. • To develop the use of count-controlled loops • in a different programming environment. • To explain that in programming there are infinite loops and count controlled loops.	• To control a simple circuit connected to a computer. To write a program that includes count controlled loops. • To explain that a loop can stop when a condition is met, eg. Number of times. To conclude that a loop can be used to repeatedly check whether a condition has been met. • To design a physical project that includes selection. • To create a controllable system that includes selection. • To explain how selection is used in computer programs. • To relate that a conditional statement connects a condition to an outcome. To explain how selection directs the flow of a program. • To design a program which uses selection. To create a	• To define a 'variable' as something that is changeable. • To explain why a variable is used in a program. • To choose how to improve a game using variables. • To design a project that builds on a given example. • To use my design to create a project. • To evaluate my project. To create a program to run a controllable. • To explain that selection can control the flow of a program. • To update a variable with a user input. • To use a conditional statement to compare a variable to a value. • To design a project that uses inputs and outputs

	To explain that each sprite has its own instructions. To design the parts of a project. To use my algorithm to create a program			• To develop a design which included two or more loops which run at the same time. • To modify an infinite loop in a given program. • To design a project that includes repetition. • To create a project that includes repetition	program which uses selection. • To evaluate my program	on a controllable device. • To develop a program to use inputs and outputs on a controllable device
Data and Information (collecting, analysing, evaluating, presenting data and information)						
• To make simple block graphs as a class and interpret the results.	• To label objects. • To identify that objects can be counted. • To describe objects in different ways. To count objects with the same properties. • To compare groups of objects. • To answer questions about groups of objects.	• To recognise that we can count and compare objects using tally charts. To recognise that objects can be represented as pictures. • To create a pictogram. • To select objects by attribute and make comparisons. • To recognise that people can be described by attributes. • To explain that we can represent information using a computer.	• To create questions with yes/no answers. To identify the object attributes needed to collect relevant data. To create a branching database. To explain why it is helpful to a database to be well structured. To compare the information shown in a pictogram with a branching database.	• To explain that data gathered over time can be used to answer questions. To use a digital device to collect data automatically. To explain that a data logger collects 'data points' from sensors over tie. • To use data collected over a long duration to find information. • To identify the data needed to answer questions. • To use collected data to answer questions.	• To use a form to record information. To compare paper and computer-based databases. To outline how grouping and then scoring data allows us to answer questions. To explain that tools can be used to select specific data. To explain that computer programs can be used to compare data visually. To apply my knowledge of a database to ask and answer real-world questions.	• To identify questions that can be answered using data. • To explain that objects can be described using data. • To explain that formula can be used to produce calculated data. • To apply formulas to data, including duplicating. • To create a spreadsheet to plan an event. • To choose a suitable what to present data
Creating Media (design and development, communicating and collaborating online, evaluating online content, respectful and responsible communication, presenting, creating content)						
• To use iPads to create art work exploring the different function. • To use 'Paint' to explore how to make an image. • To use QR codes to easily access age appropriate websites using an iPad. • To take photos and make sound recordings using an iPad.	• To describe what different freehand tools do. • To use the shape tool and the line tool. • To make careful choices when painting using a digital picture. • To explain why I chose the tools I used. • To use a computer on my own to paint a picture.	• To know what devices can be used to take photographs. • To use a digital device to take a photograph. • To describe what makes a good photograph. • To decide how photographs can be improved. • To sue tools to change an image. • To recognise that images can be changed.	• To explain that animation is a sequence of drawing or photographs. • To relate animated movement with a sequence of images. • To plan an animation. • To identify the need to work consistently and carefully. • To review and improve an animation. • To evaluate the impact of adding other media to an animation.	• To identify that sound can be digitally recorded. • To use a digital device to record sound. • To explain that a digital recording is stored as a file. • To explain that audio can be changed through editing. • To show that different types of audio can be combined and played together.	• To recognise video as moving pictures, which can include audio. • To identify digital devices that can record video. • To capture video using a digital device. • To recognise the features of an effective video. • To identify that video can be improve through reshooting and editing. • To consider the impact of the choices made when making and sharing a video.	• To review an existing website and consider its structure. • To plan the features of a webpage. • To consider the ownership of use of images (copyright) • To recognise the need to preview pages. • To outline the need of a navigation path. • To recognise the implication of linking to

• To explore educational Apps.	• To compare painting a picture on a computer and on paper. • To use a computer to write. • To add and remove text on a computer. • To identify that the look of text can be changed on a computer. • To make careful choices when changing text. • To explain why I used the tools that I chose. • To compare writing on a computer with writing on paper.	• To say how music can make us feel. • To identify that there are patterns in music. • To describe how music can be used in different ways. • To show how music is made from a series of notes. • To create music for a purpose. • To review and refine our computer work.	• To recognise how text and images convey information. • To recognise that text and layout can be edited. The choose appropriate page settings. • To add content to a desk top publishing publication. • To consider how different layouts can suit different purposes. • To consider the benefits of desktop publishing.	• To evaluate editing choices made. • To explain that digital can be changed. • To change the composition of an image. • To describe how images can be changed for different used. • To make good choices when selecting different tools. • To recognise that not all images are real. • To evaluate how changes can improve an image.	• To identify that drawing tools can be used to produce different outcomes. • To create a vector drawing by combining shapes. • To sue tools to achieve a desired effect. • To recognise that vector drawings consist of layers. • To groups object to make them easier to work with. • To evaluate my vector drawing.	content owned by other people. • To use a computer to create and manipulate three- dimensional (3D) digital objects. • To compare working digitally with 2D and 3D graphics. • To construct a digital model of a physical object. • To identify that physical objects can be broken down into a collection of 3D shapes. • To design a digital model by combining 3D objects. • To develop and improve a digital 3D model.

	Information Technology
	Computer Science
	Digital literacy

Whole School software progression

	Autumn1		Autumn2		Spring 1		Spring 2		Summer 1		Summer 2	
1	Technology around us	I pads Keyboards Notes	Digital painting	School draw freeform	Moving a robot	Bee bot	Grouping data		Digital writing	Pages Word	Programming animations	Scratch Jr
2	IT around us	iPads	Digital photography	iPads, Canva or adjust tool on photos	Robot algorithms	Bee bots pubbo	Pictogram	J2e	Digital music	Chrome music Garage band	Programming quizzes	Scratch Jr
3	Connecting computers	I pads Keyboards	Stop frame animation	I motion	Sequencing sounds	Scratch	Branching databases	J2e	Desktop publishing	Canva	Events and actions in programs	Scratch
4	The internet	I pads	Audio production	Audacity Voice note	Repetition n shapes	Turtle academy School robots	Data logging	Numbers spreadsheets	Photo editing	Canva Adjust photos	Repetition in games	Scratch
5	Systems and searching	I pads- google and safari	Video production	I motion Green screen	Selection in physical computing	Microbits	Flat-file databases	J2e	Introduction to vector graphics	Canva	Selection in quizzes	Scratch
6	Communication and collaboration	I pads	Web page creation	Canva	Variables in games	Scratch	Introduction to spreadsheets	Excel Numbers	3D modelling	Tinker cad	Sensing movement	Micro bit

Computing Programme of Study

Key Stage One				
Subject Content from the Programme of Study	**What are our computing themes or unit titles?** (Content may be split between themes or units)	**When will pupils be taught this?**	**Links with other subjects**	**Opportunities for pupils to apply basic skills**
Pupils should be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	Y1 Moving a robot Y2 Robot algorithms	Spring 1 Spring 2		
Pupils should be taught to create and debug simple programs	Y1 Programming animations Y2 Programming quizzes	Summer 2 Summer 2		
Pupils should be taught to use logical reasoning to predict the behaviour of simple programs	Y1 Programming animations Y2 Programming quizzes	Summer 2 Summer 2		
Pupils should be taught to use technology purposefully to create, organise, store, manipulate and retrieve digital content	Y1 Digital painting Y1 Digital writing Y2 Digital photography Y2 Digital music	Autumn 2 Summer 1 Autumn 2 Summer 1	Art English Art Music	

Key Stage One (cont.)				
Subject Content from the Programme of Study	**What are our computing themes or unit titles?** (Content may be split between themes or units)	**When will pupils be taught this?**	**Links with other subjects**	**Opportunities for pupils to apply basic skills**
Pupils should be taught to recognise common uses of information technology beyond school	Y1 Technology all around us Y2 IT around us	Autumn 1 Autumn 1		
Pupils should be taught to 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.	Covered in all units and internet safety day			

Key Stage Two				
Subject Content from the Programme of Study	**What are our computing themes or unit titles?** (Content may be split between themes or units)	**When will pupils be taught this?**	**Links with other subjects**	**Opportunities for pupils to apply basic skills**
Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Y3 Programming – sequencing sounds Y3 Programming – events and actions in programs Y4 Programming – repetition in shapes Y4 programming – repetition in games Y5 programming – selection in physical computing Y5 programming – selection in quizzes Y6 programming – variables in games Y6 programming – sensing movement	Spring 1 Summer 2 Spring 1 Summer 2 Spring 1 Summer 2 Spring 1 Summer 2		
Pupils should be taught to use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Y3 Programming – sequencing sounds Y3 Programming – events and actions in programs Y4 Programming – repetition in shapes Y4 programming – repetition in games Y5 programming – selection in physical computing Y5 programming – selection in quizzes Y6 programming – variables in games Y6 programming – sensing movement	Spring 1 Summer 2 Spring 1 Summer 2 Spring 1 Summer 2 Spring 1 Summer 2		
Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Y3 Programming – sequencing sounds Y3 Programming – events and actions in programs Y4 Programming – repetition in shapes Y4 programming – repetition in games Y5 programming – selection in physical computing Y5 programming – selection in quizzes Y6 programming – variables in games Y6 programming – sensing movement	Spring 1 Summer 2 Spring 1 Summer 2 Spring 1 Summer 2 Spring 1 Summer 2		

Pupils should be taught to understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	Y3 Connecting computers Y4 The internet Y5 Systems and searching Y6 Communication and collaboration	Autumn 1 Autumn 1 Autumn 1 Autumn 1		
Key Stage Two (cont.)				
Subject Content from the Programme of Study	**What are our computing themes or unit titles?** (Content may be split between themes or units)	**When will pupils be taught this?**	**Links with other subjects**	**Opportunities for pupils to apply basic skills**
Pupils should be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Y5 Systems and searching Y6 Web page creation Y5 Video production	Autumn 1 Autumn 2 Autumn 2		
Pupils should be taught to 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	Y3 Branching databases Y3 Stop-frame animation Y3 Desktop publishing Y4 Data logging Y4 Audio production Y4 Photo editing Y5 Flat file databases Y5 Vector graphics	Spring 2 Autumn 2 Summer 1 Spring 2 Autumn 2 Summer 1 Spring 2 Summer 1		

	Y6 Webpage creation Y6 Introduction to spreadsheets	Autumn 2 Spring 2		
Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Covered in all units and internet safety day			

Foundation Stage Overview

The Foundations for Learning History in the Early Years

The foundations for learning Computing begin in our Early Years classrooms. Through the EYFS area of Understanding the World, children begin to explore technology and develop early computing skills. They learn through a mixture of adult-led activities, play and child-led exploration, where they are encouraged to be curious, ask questions and try things out.
Children have opportunities to explore different types of technology, follow simple instructions, recognise patterns and solve problems. Through everyday activities and continuous provision, they begin to understand how technology is used in the world around them. These early experiences help prepare children for their Computing learning in KS1.

Foundation	Autumn Term		Spring Term		Summer Term	
	1	2	3	4	5	6
Topic title	**All about me**		**Traditional tales**		**Life Cycles**	
Sticky knowledge	• Know the names of the different pieces of technology in the classroom. • Make superhero pictures using the computer		• Give Bee bots simple instructions		• Give Bee bots simple instructions	
Link to KS1 Key Concepts	Networks		Bee bots			
Vocabulary	iPad Technology computer		Bee bot Instructions			

How do we assess in Primary Computing

During the lesson sequence

The lesson design sequence enables teachers to assess the children's understanding at 3 planned points. Although teacher assessment will be continuous through observing the children engaging with the content taught.

- The first point of assessment is during the link it activity. The link it activity will focus on previous content and will link to one of the golden threads of knowledge to ensure that the children have understood previous content. (If it is clear the majority of children have not retained previous content then their will need to be some teaching to bridge the gap- If only a few children have retained this will be addressed in the lesson and these children will become the focus children).
- The second point of assessment will come after the practice it stage of the lesson- The children will be given two questions that they will need to answer. This can be in the form of a kahoot quiz or through the use of the whiteboards. (If the majority of children do not answer the questions correctly they will remain and the main teaching points will be reviewed again. If only a small number are unsuccessful they will remain in the carpet and receive additional support from the teacher).
- The final assessment point will be during the review it stage. There will be two questions which can be in the form of a quiz or diagnostic question to address which children have understood the lesson. Names will be recorded of those who were unsuccessful and these children will receive and additional pre teach before the next lesson in the sequence.

After the unit

At the end of the unit the children will independently answer the composite question introduced at the start of the unit. Teachers will assess the content for historical accuracy and then award the final grade which will be recorded on DCPro. Names of children who have not achieved ARE will be recorded on a separate sheet.