EBJS Foundation Subject Assessment Record for Computing

Highlight each objective when pupils have been taught this area and can confidently portray this skill. Complete one sheet per class, whilst noting in the comments any children who are working at greater depth or those who need additional support and so are working towards the year group objectives.

2021 / 2022	Class:	Number of pupils in class:	Percentages	ARE:	GD:
Pupils working at greater depth within their year group expectations:					
Pupils working below year group expectations:					

Computing Key skills in Year 3			
Continuous Key skills	**Emailing** To understand what email is used for and to send an email. To edit email content and add an attachment. To understand the importance of being kind online and what this looks like. To understand that cyberbullying involves being unkind online. To understand that not all emails are genuine. **Programming** To explore a programming application. To use repetition (a loop) in a program. To program an animation. To program a story. To program a game. **Online Safety** To understand how the internet can be used to share beliefs, opinions and facts. To understand the effects that some internet use can have on our feelings and emotional wellbeing.	**Journey inside a computer** To recognise basic inputs and outputs. To decompose a laptop. To understand the purpose of computer parts. To decompose a tablet computer. **Networks** To understand what a network is and what a network is and understand our school network To understand how information moves around a network and begin to recognise real world networks To understand how the Internet works and explain a website's journey To explore the role of routers To understand the role of packets **Online Safety** To understand the ways personal information can be shared on the internet.	**Digital literacy** To plan a book trailer. To take photos or videos to tell a story. To edit a video. To add text and transitions to a video. To evaluate video editing. **Top Trumps Databases** To understand the terminology around databases. To compare paper and computerised databases. To sort, filter and interpret data. To represent data in different ways. To sort data for a purpose. **Online Safety** To understand the rules of social media platforms.

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Pupils working at greater depth within their year group expectations:					
Pupils working below year group expectations:					

Computing Key skills in Year 4			
Continuous key skills	**Further Coding with Scratch** To recall the key features of Scratch. To understand how a Scratch game works by using decomposition to identify key features. To understand what a variable is and how to make one. To understand how to make a variable in Scratch. To use knowledge of how variables work to create a quiz. **Investigating Weather** To log data taken from online sources within a spreadsheet. To design a weather station. To design an automated machine to respond to sensor data. To understand how weather forecasts are made. To use green screen technology in a video to present a weather forecast. **Online Safety** To describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy. To describe some of the methods used to encourage people to buy things online.	**Website Design** To explore the features of Google sites to learn how to create content for a web page. To plan content for a web page as a collaborative online piece of work. To create a web page as part of a collaborative class website. To plan and create a website. To create a website and evaluate its success. **HTML** To understand that web pages are built using different programming languages, one of them is HTML. To understand and identify examples of HTML tags. To change the HTML. To change the HTML and CSS to alter the appearance of an object on the web. To understand and explore more complex components of a web page. To alter key elements on a webpage including text and images. **Online Safety** To explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. To explain that technology can be designed to act like or impersonate living things.	**Collaborative Learning** To understand that software can be used collaboratively online to work as a team. To understand how to contribute to someone else's work effectively. To understand how to create effective presentations. To understand how to create and share Google Forms. To understand how to use a shared spreadsheet to explore data. **Computational Thinking** To understand that computational thinking is made up of 4 key strands. To understand what decomposition is and how to apply it to solve problems. To understand what pattern recognition and abstraction mean. To understand how to create an algorithm and what it can be used for. To combine computational thinking skills to solve a problem. **Online Safety** To explain how technology can be a distraction and identify when I might need to limit the amount of time spent using technology. To understand how to be safe and respectful online.

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2023 / 2024	Class:	Number of pupils in class:	Percentages	ARE:	GD:
Pupils working at greater depth within their year group expectations:					
Pupils working below year group expectations:					

Computing Key skills in Year 5			
Continuous key skills	**Search Engines** To understand what a search engine is and how it can be used. To be aware that not everything online is true. To search effectively. To create an informative poster. To understand how search engines work. **Micro:bit** To tinker. To programme an animation. To recognise coding structures. To create a programme. **Online Safety** To understand how apps can access our personal information and how to alter the permissions. To be aware of the positive and negative aspects of online communication	**Mars Rover 1** To identify how and why data is collected from space. To identify how messages can be sent using binary code. To read and calculate numbers using binary code. To identify the computer architecture of the Mars Rovers. To use simple operations to calculate bit patterns. To represent binary as text. **Mars Rover 2** To understand how bit patterns represent images as pixels. To explain how the data for digital images can be compressed. To identify and explain the 'fetch, decode and execute' cycle. To create a safe online profile and tinker with 3D design software. To modify the design of a 3D object using CAD software. **Online Safety** To understand how online information can be used to form judgements.	**Programming Music** To tinker with Scratch music elements To create a programme that plays themed music. To plan a soundtrack program. To program a soundtrack. To program music. **Stop Motion Animation** To understand what animation is. To understand what stop motion animation is. To plan my stop motion video, thinking about the characters I want to use To create a stop motion animation To edit and assess my stop motion animation **Online Safety** To discover ways to overcome bullying. To understand how technology can affect health and wellbeing.

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2024 / 2025	Class:	Number of pupils in class:	Percentages	ARE:	GD:
Pupils working at greater depth within their year group expectations:					
Pupils working below year group expectations:					

Computing Key skills in Year 6			
Continuous key skills	**Bletchley Park 1** To understand that there are lots of different types of secret codes. To understand the importance of having a secure password. To understand the importance of Bletchley Park to the World War II war effort. To understand about some of the historical figures that contributed to technological advances in computing. To research and present information about historical figures in computing. **Bletchley Park 2** To tinker with sound. To record, edit and add sound effects to a radio play. To understand how computers have changed and the impact this has had on the modern world. To research one of the computers that changed the world and present information about it to the class. To design a computer of the future. **Online Safety** To describe issues online that give us negative feelings and know ways to get help. To think about the impact and consequences of sharing online.	**Intro to Python** To tinker. To understand nested loops. To create a programme with purpose. To use loops. To understand the use of random numbers **Big Data 1** To identify how barcodes and QR codes work. To know how infrared waves transmit data. To recognise the uses of RFID To know how encoding keeps data safe. To gather and analyse data in real time. To analyse and evaluate data. **Online Safety** To know how to create a positive online reputation. To be able to describe how to capture bullying content as evidence.	**Big Data 2** To explain how data can be safely transferred. To investigate the data usage of online activities. To identify how data analysis can improve city life. To design a system to turn a school into a smart school. To present ideas for turning a school into a smart school. **Skills Showcase** To design an electronic product. To code and debug a programme. To use CAD to design a product. To create a website. To create and edit a video. **Online Safety** To manage personal passwords effectively. To be aware of strategies to help be protected online.