Crow Orchard Primary School

End of Term Expectations (End Points)

Computing

Cycle A

	Autumn		Spring		Summer	
Y E A R 1 / 2	Unit 1:1 Online Safety &Exploring Purple Mash Unit 2.5 Effective Searching	Unit 1.4 Lego Builders	Unit 1:9 Technology outside	Unit 1:2 Grouping and Sorting	Unit 2.6 Creating Pictures Unit 1.8 Spreadsheets	Unit 1.7 Coding Unit 2.1 Coding
	Digital Literacy Recognise common uses of information technology beyond school. 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.					
	Unit 1:1 • Children can log in to Purple Mash using their own login. • Children have created their own avatar and understand why they are used. • Children can add their name to a picture they created on the computer. • Children are beginning to develop an understanding of ownership of work online. • Children can save work into the My Work folder in Purple Mash and understand that this is a private saving space just for their work. • Children can find their saved work in the Online Work area of Purple Mash. • Children can find messages that their teacher has left for them on Purple Mash. • Children can search Purple Mash to find resources. • Children will be able to use the different types of topic templates in the Topics section confidently. • Children will be confident with the functionality of the icons in the topic templates. • Children will know how to use the different icons and writing cues to add pictures and text to their work. Children have explored the Tools section on Purple Mash and become familiar with some of the key icons: Save, Print, Open and New. • Children have explored the Games section and looked at Table Toons (2x tables). • Children can log out of Purple Mash when they have finished using it and know why that is important.					

Information Technology		
Use technology purposefully to create, organise, store, manipulate and retrieve digital content		
Unit 2:5	**Unit 1:2**	**Unit 2:6**
• Children can recall the meaning of key Internet terms. • Children have completed a quiz about the Internet. • Children can identify the basic parts of a web search engine search page. • Children have learnt to read a web search results page. • Children can search for answers to a quiz on the Internet. • Children have created a leaflet to consolidate my knowledge of effective Internet searching.	• Children have sorted items using a range of criteria on the carpet as a class and in pairs. • Children have used Purple Mash activities to sort various items online using a variety of criteria	• Children can explain what is meant by impressionist art. • Children can use 2Paint a Picture to create my own art based upon this style. • Children can explain what pointillism is. • Children can use 2Paint a Picture to create my own art based upon this style. • Children can describe the main features of Piet Mondrian's work. • Children can use 2Paint a Picture to create my own art based upon his style. • Children can describe the main features of art that uses repeating patterns. • Children can use 2Paint a Picture to create my own art by repeating patterns in a variety of ways. • Children can combine more than one effect in 2Paint a Picture to enhance my patterns. • Children can describe surrealist art. • Children can use the 2Collage function in 2Paint a Picture to create my own surrealist art using drawing and clipart.
Computer science		
Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs		

Unit 1:4 • Children know that to achieve the effect they want when building something, they need to follow accurate instructions. • Children know that by following the instructions correctly, they will get the correct result. • Children know that an algorithm is a precise, step-by-step set of instructions used to solve a problem or achieve an objective • Children can follow instructions in a computer program. • Children can explain the effect of carrying out a task with no instructions. • Children know that computers need precise instructions to follow. • Children know that an algorithm written for a computer to follow is called a program. • Children understand how the order in which the steps of a recipe are presented affects the outcome. • Children can organise instructions for a simple recipe. • Children know that correcting errors in an algorithm or program is called 'debugging'.	**Unit 1.9** • Children understand what is meant by 'technology' • Children have considered types of technology used in school and out of school. • Children have recorded 4 examples of where technology is used away from school.	**Unit1:7** • Children can explain what coding means. • Children know that for the computer to make something happen, it needs to follow clear instructions. • Children can explain what a block of code is. • Children can read through combined blocks of code. • Children can make a background using Design Mode. • Children can add characters using Design Mode. • Children can use the drop-down menu to change backgrounds and characters. • Children can design a simple program and then create the program using 2Code. • Children can write a program that controls how a character will move. • Children can make a character move when clicked. • Children can program a character to move given a variety of input events. • Children can use collision detection to make objects interact. • Children can program a sound to play when objects collide. **Unit 2:1** • Children can explain that an algorithm is a set of instructions. • Children can describe the algorithms they created. • Children can explain that for the computer to make something happen, it needs to follow clear instructions

| | | | • Children know that the Turtle and Character objects have different properties and move in different ways. They can begin to make choices about which object type to use.
• Children are beginning to understand that the Repeat and Timer commands both make objects repeat actions but function differently and the type of object can affect which is the best command to use.
• Children can include a button in their programs.
• Children can explain what debug (debugging) means.
• Children have a clear idea of how to use a design document to start debugging a program.
• Children can debug simple programs.
• Children can explain why it is important to save their work after each functioning iteration of the program they are making.
• Children can create a computer program using different objects.
• Children can predict what the objects in classmates' programs will do, based on my knowledge of the objects' limitations, e.g. a turtle can only move in specific ways.
• Children can explain how they know that certain objects can only move in certain ways
• Children can plan and use algorithms in programs successfully to achieve a result.
• Children can plan and use algorithms in programs successfully to achieve the desired a result.
• Children can code a program using a variety of objects, actions, events and outputs successfully |
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