



Computing

Oakhill Church School

Our curriculum is designed and built upon children’s prior knowledge, and we use quality first-hand experiences to help unlock children's curiosity and invest in their cultural understanding and capital. The curriculum makes links and connections to establish purposeful learning which is relevant now and for life in the future.

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National Curriculum

	KS1	KS2	
	Year 1 / Year 2	Year 3 / Year 4	Year 5 / Year 6
Knowledge	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • use technology purposefully to create, organise, store, manipulate and retrieve digital content • 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • 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 • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • 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 • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	



EYFS: Granular Steps

Stage 2 (2-3)

- I am learning to give consent for my photo to be taken
- I am learning to access electronic toys and devices in my environment and follow the rules for their use
- I am learning to programme a toy to go forwards and backwards
- I am learning to talk about being safe when using technology in my role play
- I am learning to programme a toy to make turns
- I am learning to use a keyboard in my role play by exploring the letters and buttons



Computing in EYFS

The World (leading into Computing)

The knowledge I am learning;

- How to be safe online
- How to programme software
- How to use technology in my everyday life
- How to use a selection of different types of media.
- How to handle data

Stage 3 (3-4)

- I am learning to ask my peers if I can take their photo with a toy camera
- I am learning to ask to use technology
- I am learning to operate simple equipment
- I am learning to use technology to capture my experiences
- I am learning to ask permission to use technology to keep me safe
- I am learning to open a programme and use it
- I am learning to tell my adults when I am worried online
- I am learning to observe the effects of screen time on my body
- I am learning to understand that I can retrieve information from the internet and devices

Stage 4 (4-5)

- I am learning to give consent for my photo and what makes my photo appropriate
- I am learning to keep myself safe on all aspects of technology
- I am learning to make a floor robot move and follow a route
- I am learning to be kind to my friends when using technology
- I am learning to use a safe part of the internet to play and learn
- I am learning to programme a robot with simple instructions
- I am learning to make choices about the buttons/icons to press, touch or click on when using simple software/hardware
- I am learning to manage a device by correctly closing websites or apps and safely turning on and off.
- I am learning to input commands using the space bar, backspace, enter, letters and numbers on a keyboard on any device (including on a tablet).



Curriculum Overview

- We use **Purple Mash** to ensure our computing curriculum is sequential and progressive. This units have been shared over our two year curriculum cycle.

			Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
KS1	Year 1/2	Cycle A	2.2 Online Safety (3 lessons) 2.8 Presenting Ideas (4 lessons)	2.6 Creating Pictures (5 lessons)	2.1 Coding (6 lessons)	2.3 Spreadsheets (3 lessons) 1.3 Pictograms (3 lessons)	1.5 Maze Explorers (3 lessons) 1.9 Technology Outside School (2 lessons)	2.5 Effective Searching (3 lessons)
		Cycle B	1.1 Online Safety (4 lessons) 1.4 Lego Builders (3 lessons)	1.6 Animated Story Books (5 lessons)	1.7 Coding (6 lessons)	1.2 Grouping and Sorting (2 lessons) 1.8 Spreadsheets (3 lessons)	2.4 Questioning (5 lessons)	2.7 Making Music (3 lessons)
LKS2	Year 3/4	Cycle A	3.2 Online Safety (3 lessons)	4.4 Writing for Different Audiences (5 lessons)	4.5 Logo (4 lessons)	4.1: Coding (6 lessons)	3.7 Simulations (3 lessons) 3.3: Spreadsheets (3 lessons)	3.6 Branching Databases (4 lessons) 3.8 Graphing (2 lessons)
		Cycle B	4.2 Online Safety (4 lessons)	3.9 Presenting (6 lessons)	3.1 Coding (6 lessons)	3.4 Touch Typing (4 lessons)	3.5 Email (6 lessons)	4.3: Spreadsheets (6 lessons)
L/UKS 2	Year 4/5	Cycle A	5.8 Word Processing (8 lessons)	5.8 Word Processing (8 lessons)	5.7 Concept Maps (4 lessons)	4.1: Coding (6 lessons)	4.9 Making Music (4 lessons)	5.3 Spreadsheets (6 lessons)



Curriculum Overview

		Cycle B	Online Safety 5.5 Game Creator (5 lessons)	4.7 Effective Searching (3 lessons)	4.8 Hardware Investigators (2 lessons)	4.6 Animation (3 lessons)	5.1 Coding (6 lessons)	5.4 Databases (4 lessons)
UKS2	Year 5/6	Cycle A	5.2: Online Safety (3 lessons)	6.1 Coding (6 lessons)	6.3 Spreadsheets (5 lessons)	6.7 Quizzing (6 lessons)	6.6 Networks (3 lessons)	6.8 Binary (4 lessons)
		Cycle B	6.2: Online Safety (2 lessons)	5.1 Coding (6 lessons)	6.4 Blogging (4 lessons)	6.5 Text Adventures (5 lessons)	5.6 3D Modelling (4 lessons)	6.9 Spreadsheets (8 lessons)



Skills Progression

- We follow the progression of skills provided by Purple Mash: Progression of Skill Standard Interactive Feb 22.pdf (purplemash.com).
- This progression is branched into three aspects: Computer Science, Information Technology and Digital Literacy.

Computing Progression N.C. Statements KS1 Year 1



	Computer Science			Information Technology	Digital Literacy	
Statement	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.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	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.
Outcome	<i>Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that a computer program turns an algorithm into code that the computer can understand</i>	<i>Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in 2Code.</i>	<i>When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program.</i>	<i>Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count.</i>	<i>Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair.</i>	<i>Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.</i>



Skills Progression

Computing Progression N.C. Statements KS1 Year 2



	Computer Science			Information Technology	Digital Literacy	
Statement	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.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	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.
Outcome	<i>Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code.</i>	<i>Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors, e.g. Debug Challenges: Chimp. Children's program designs display a growing awareness of the need for logical, programmable steps.</i>	<i>Children can identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence of what will happen in a program.</i>	<i>Children demonstrate an ability to organise data using, for example, a database such as 2Investigate and can retrieve specific data for conducting simple searches. Children are able to edit more complex digital data such as music compositions within 2Sequence. Children are confident when creating, naming, saving and retrieving content. Children use a range of media in their digital content including photos, text and sound.</i>	<i>Children can effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom. They can share this knowledge, e.g. 2Publish example template. Children make links between technology they see around them, coding and multimedia work they do in school e.g. animations interactive code and programs.</i>	<i>Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of using email safely by using 2Respond activities on Purple Mash and know ways of reporting inappropriate behaviours and content to a trusted adult.</i>



Skills Progression



Computing Progression N.C. Statements KS2 Year 3

	Computer Science				Information Technology		Digital Literacy
Statement	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Use sequence, selection and repetition in programs; work with variables and various forms of input and output.	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	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.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	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.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.
Outcome	<i>Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Their design shows that they are thinking of the desired task and how this translates into code. Children can identify an error within their program that prevents it following the desired algorithm and then fix it.</i>	<i>Children demonstrate the ability to design and code a program that follows a simple sequence. They experiment with timers to achieve repetition effects in their programs. Children are beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects.</i>	<i>Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, repetition and use of timers. They make good attempts to 'step through' more complex code in order to identify errors in algorithms and can correct this. e.g. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.</i>	<i>Children can list a range of ways that the Internet can be used to provide different methods of communication. They can use some of these methods of communication, e.g. being able to open, respond to and attach files to emails using 2Email. They can describe appropriate email conventions when communicating in this way.</i>	<i>Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a search engine such as Purple Mash search or internet-wide search engines.</i>	<i>Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph. Children can consider what software is most appropriate for a given task. They can create purposeful content to attach to emails, e.g. 2Respond.</i>	<i>Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. They know more than one way to report unacceptable content and contact.</i>



Skills Progression

Computing Progression N.C. Statements KS2 Year 4



	Computer Science				Information Technology		Digital Literacy
Statement	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Use sequence, selection and repetition in programs; work with variables and various forms of input and output.	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	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.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	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.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.
Outcome	<i>When turning a real-life situation into an algorithm, the children's design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Children make more intuitive attempts to debug their own programs.</i>	<i>Children's use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. They understand 'IF statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. As well as understanding how variables can be used to store information while a program is executing, they are able to use and manipulate the value of variables. Children can make use of user inputs and outputs such as 'print to screen'. e.g. 2Code.</i>	<i>Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'IF' statements, repetition and variables. They can trace code and use step-through methods to identify errors in code and make logical attempts to correct this. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.</i>	<i>Children recognise the main component parts of hardware which allow computers to join and form a network. Their ability to understand the online safety implications associated with the ways the internet can be used to provide different methods of communication is improving.</i>	<i>Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level.</i>	<i>Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software such as 2Connect and 2Publish+. Children share digital content within their community, i.e. using Virtual Display Boards.</i>	<i>Children can explore key concepts relating to online safety using concept mapping such as 2Connect. They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact.</i>



Skills Progression



Skills Progression

Computing Progression N.C. Statements KS2 Year 5



	Computer Science				Information Technology		Digital Literacy
Statement	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Use sequence, selection and repetition in programs; work with variables and various forms of input and output.	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	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.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	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.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.
Outcome	<i>Children may attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts. Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code.</i>	<i>Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design.</i>	<i>When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables</i>	<i>Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal information is and can explain how this can be kept safe. Children can select the most appropriate form of online communications contingent on audience and digital content, e.g. 2Blog, 2Email, Display Boards.</i>	<i>Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains.</i>	<i>Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. e.g. creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email.</i>	<i>Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.</i>



Skills Progression

Computing Progression N.C. Statements KS2 Year 6



	Computer Science				Information Technology		Digital Literacy
Statement	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Use sequence, selection and repetition in programs; work with variables and various forms of input and output.	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	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.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	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.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.
Outcome	Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs. Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem	Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other. Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions	Children are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole	Children understand and can explain in some depth the difference between the internet and the World Wide Web. Children know what a WAN and LAN are and can describe how they access the Internet in school	Children readily apply filters when searching for digital content. They are able to explain in detail how credible a webpage is and the information it contains. They compare a range of digital content sources and are able to rate them in terms of content quality and accuracy. Children use critical thinking skills in everyday use of online communication.	Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the internet, e.g. 2Blog . They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements.	Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet/inappropriate behaviours through developing critical thinking, e.g. 2Respond activities. They recognise the value in preserving their privacy when online for their own and other people's safety.



CUE Assessment

CUE assessment:

Content: *With teacher support and encouragement, I can explain aspects of computing and use evidence and examples when discussing my ideas..*

Understanding: *I can explain aspects of computing and use evidence and examples when discussing my ideas.*

Evaluating: *I can analyse and evaluate my ideas and compare and contrast my learning within the context of my previous learning*

		Content : <i>Experience the curriculum</i>	Understanding: <i>Learnt intended curriculum</i>	Evaluating: <i>Deeply learnt intended curriculum</i>
Year 1/2	Digital Literacy	<ul style="list-style-type: none"> • Can they say what technology is? • Do they know how to use the internet safely? 	<ul style="list-style-type: none"> • Can they say what examples of technology are in school? • Do they know the consequences of not searching online safely? 	<ul style="list-style-type: none"> • Can they say what examples of technology are at home and at school? • Do they know how to report unkind behaviour and things that upset them online, to a trusted adult?
	Information Technology	<ul style="list-style-type: none"> • Can they name their work? • Can they organise data – for example, using a database such as 2Investigate? 	<ul style="list-style-type: none"> • Can they name, save and find their work? • Can they find data using specific searches – for example, using 2Investigate? 	<ul style="list-style-type: none"> • Can they sort sound, pictures and text? • Can they use several programs to organise information – for example, using binary trees such as 2Question or spreadsheets such as 2Calculate?



CUE Assessment

	Computer Science	<ul style="list-style-type: none"> • Can they make good guesses of what is going to happen in a program. For example, where the turtle might go? • Can they explain an algorithm is a set of instructions to complete a task? 	<ul style="list-style-type: none"> • Can they say that if something does not work how it should it is because their code is incorrect? • Do they know to carefully plan their algorithm so it will work when I make it into code? 	<ul style="list-style-type: none"> • Can they try and fix their code if it isn't working properly? • Can they design a simple program using 2Code that achieves a purpose?
Year 3/4	Digital Literacy	<ul style="list-style-type: none"> • Do they understand the importance of keeping safe online and behaving respectfully? • Do they demonstrate how to use different online technologies safely? 	<ul style="list-style-type: none"> • Can they use communication tools such as 2Email respectfully and use good etiquette? • Do they demonstrate how to use a few different online services safely? 	<ul style="list-style-type: none"> • Can they report unacceptable content and contact online in more than one way to a trusted adult? • Can they report with ease any concerns with content and contact online and know immediate strategies to keep safe?
	Information Technology	<ul style="list-style-type: none"> • Can they collect data and input it into software? • Can they understand the purpose of a search engine and the main features within it? 	<ul style="list-style-type: none"> • Can they analyse data using features within software to help such as, formula in 2Calculate (spreadsheets)? • Can they can look at information on a webpage and make predictions about the accuracy of information contained within it? 	<ul style="list-style-type: none"> • Can they present data and information using different software such as 2Question (branching database) or 2Graph (graphing tool)? • Can they share digital content using a variety of applications such as: 2Blog, 2Email and Display Boards?



CUE Assessment

	Computer Science	<ul style="list-style-type: none"> • Can they experiment with timers in their programs? • Can use repetition in their code? For example, using a loop that continues until a condition is met such as the correct answer being entered? 	<ul style="list-style-type: none"> • Can they identify the difference in using between the effect of a timer or repeat command in their code? • Can they use election (decision) in their programming. For example, using an 'if statement' for a question being asked and the program takes one of two paths? 	<ul style="list-style-type: none"> • Do they know that a variable stores information while a program is running (executing)? • Can they identify errors in my code by using different methods, such as stepping through lines of code and fixing them?
Year 4/5	Digital Literacy	<ul style="list-style-type: none"> • Do they demonstrate how to use different online technologies safely? • Do they demonstrate the safe and respectful use of different online technologies and online services? 	<ul style="list-style-type: none"> • Do they demonstrate how to use a few different online services safely? • Do they always relate appropriate online behaviour to their right to have personal privacy? 	<ul style="list-style-type: none"> • Can they report with ease any concerns with content and contact online and know immediate strategies to keep safe? • Do they know how to not let their mental wellbeing or others be affected by use of online technologies and services?
	Information Technology	<ul style="list-style-type: none"> • Can they understand the purpose of a search engine and the main features within it? • Can they work collaboratively online? 	<ul style="list-style-type: none"> • Can they can look at information on a webpage and make predictions about the accuracy of information contained within it? • Can they work collaboratively with others creating solutions to problems using appropriate software such as 2Code? 	<ul style="list-style-type: none"> • Can they share digital content using a variety of applications such as: 2Blog, 2Email and Display Boards? • Can they use collaborative modes such as within 2Connect to work with others and share it?



CUE Assessment

	Computer Science	<ul style="list-style-type: none"> • Can use repetition in their code? For example, using a loop that continues until a condition is met such as the correct answer being entered? • Can they convert (translate) algorithms that contain sequence, selection and repetition into code that works? 	<ul style="list-style-type: none"> • Can they use election (decision) in their programming. For example, using an 'if statement' for a question being asked and the program takes one of two paths? • Can they use sequence, selection, repetition, and some other coding structures in their code? 	<ul style="list-style-type: none"> • Can they identify errors in my code by using different methods, such as stepping through lines of code and fixing them? • Can they organise their code carefully for example, naming variables and using tabs. I know this will help me debug more efficiently?
Year 5/6	Digital Literacy	<ul style="list-style-type: none"> • Do they demonstrate the safe and respectful use of different online technologies and online services? • Can they identify more discrete inappropriate behaviours online. For example, someone who may be trying to groom them or someone else? 	<ul style="list-style-type: none"> • Do they always relate appropriate online behaviour to their right to have personal privacy? • Can they use critical thinking to help themselves stay safe online? 	<ul style="list-style-type: none"> • Do they know how to not let their mental wellbeing or others be affected by use of online technologies and services? • Do they know the value of protecting my privacy and others online?
	Information Technology	<ul style="list-style-type: none"> • Can they work collaboratively online? • Can they design and create their own online blogs? 	<ul style="list-style-type: none"> • Can they work collaboratively with others creating solutions to problems using appropriate software such as 2Code? • Can they consider the intended audience carefully when they design and make digital content? 	<ul style="list-style-type: none"> • Can they use collaborative modes such as within 2Connect to work with others and share it? • Can they compare a range of digital content sources and rate them in terms of content quality and accuracy?



CUE Assessment

	Computer Science	<ul style="list-style-type: none"> • Can they convert (translate) algorithms that contain sequence, selection and repetition into code that works? • Can they translate algorithms that include sequence, selection and repetition into code and nest these structures within each other? 	<ul style="list-style-type: none"> • Can they use sequence, selection, repetition, and some other coding structures in their code? • Can they use inputs and outputs within my coded programs such as sound, movement and buttons and represent the state of an object? 	<ul style="list-style-type: none"> • Can they organise their code carefully for example, naming variables and using tabs. I know this will help me debug more efficiently? • Can they interpret (understand) a program in parts and can make logical attempts to put the separate parts together in an algorithm to explain the program as a whole?
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