Crow Orchard Primary School

End of Term Expectations (End Points)

Computing

Cycle A

<table>
<tr><td rowspan="3">YEAR 1/2</td><td colspan="2">Autumn</td><td colspan="2">Spring</td><td colspan="2">Summer</td></tr>
<tr><td>Unit 1:1 Online Safety &Exploring Purple Mash

Unit 1.5 Maze Explorers</td><td>Unit 2.4 Questioning</td><td>Unit 2.2 Online Safety</td><td>Unit 1.6 Animated Story Books</td><td>Unit 2.7 Making Music

Unit 1.3 Pictograms</td><td>Unit 2.3 Spreadsheets

Unit 2.8 Presenting Ideas</td></tr>
<tr><td colspan="6"><u>Digital Literacy</u>
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.</td></tr>
<tr><td colspan="7"><u>Unit 1:1</u>

• 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).</td></tr>
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<tr><td></td><td colspan="3">• Children can log out of Purple Mash when they have finished using it and know why that is important.
<u>Unit 2:2</u>
• Children can use the search facility to refine searches on Purple Mash by year group and subject.
• Children can share the work they have created to a display board.
• Children understand that the teacher approves work before it is displayed.
• Children are beginning to understand how things can be shared electronically for others to see both on Purple Mash and the Internet.
• Children know that Email is a form of digital communication.
• Children understand how 2Repond can teach them how to use email.
• Children can open and send an email to a 2Respond character.
• Children have discussed their own experiences and understanding of what email is used for.
• Children have discussed what makes us feel happy and what makes us feel sad.
• Children can explain what a digital footprint is.
• Children can give examples of things that they wouldn’t want to be in their digital footprint.</td></tr>
<tr><td></td><td colspan="3"><u>Information Technology</u>
Use technology purposefully to create, organise, store, manipulate and retrieve digital content</td></tr>
<tr><td></td><td></td><td><u>Unit 2:4</u>
• Children understand that the information on pictograms cannot be used to answer more complicated questions.
• Children have used a range of yes/no questions to separate different items.
• Children understand what is meant by a binary tree.
• Children have designed a binary tree to sort pictures of children.
• Children understand that questions are limited to ‘yes’ and ‘no’ in a binary tree.
• Children understand that the user cannot use 2Question to find out answers to more complicated questions.
• Children have matched the 2Simple Avatar pictures to names using a binary tree.
• Children understand what is meant by a database.</td><td>Unit 1:3
• Children can discuss and illustrate the transport used to travel to school.
• Children can contribute to the collection of class data.
• Children have used these illustrations to create a simple pictogram.
• Children can contribute to a class pictogram.
• Children can discuss what the pictogram shows.
• Children can collect data from rolling a die 20 times and recording the results.
• Children can represent the results as a pictogram.

<u>Unit 2:3</u>
• Children can explain what rows and columns are in a spreadsheet.
• Children can open, save and edit a spreadsheet.</td></tr>
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		• Children have used a database to answer simple and more complex search questions. **<u>Unit 1:6</u>** • Children know the difference between a traditional book and an e-book. • Children can use the different drawing tools to create a picture on the page. • Children can add text to a page and change the colour, font and size of the text. • Children can save my work. • Children can open work that they saved in my last lesson. • Children can add an animation to a picture. • Children can play the pages they have created. • Children can save own changes and overwrite the file. • Children can add a sound to the page. • Children can add their own voice recording to the page. • Children can create their own music and add it to their own page. • Children can add a background to the page. • Children can copy and paste a page in the book. • Children can enhance the features of their story book by adding additional pages and animations. • Children	• Children can add images from the image toolbox and allocate them a value. • Children can add the count tool to count items • Children can use copying a pasting to help make spreadsheets. • Children can use tools in a spreadsheet to automatically total rows and columns. • Children can use a spreadsheet to solve a mathematical puzzle. • Children can use images in a spreadsheet. • Children can work out how much they need to pay using coins by using a spreadsheet to help calculate. • Children can create a table of data on a spreadsheet. Children can use the data to create a block graph manually. **<u>Unit 2:8</u>** • Children have examined a traditional tale presented as a mind map, as a quiz, as an e-book and as a fact file. • Children know that digital content can be represented in many forms. • Children have made a quiz about a story using 2Quiz. • Children can talk about their work and make improvements to solutions based on feedback received. • Children have extracted information from a 2Connect file to make a publisher fact file on a nonfiction topic. • Children have added appropriate clipart. • Children have added an appropriate photo.

			• Children know that data can be structured in tables to make it useful. • Children can use a variety of software to manipulate and present digital content and information. • Children can collect, organise and present data and information in digital content. • Children can create digital content to achieve a given goal by combining software packages
	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 1:5 • Children know how to use the direction keys in 2Go to move forwards, backwards, left and right. • Children know how to add a unit of measurement to the direction in 2Go Challenge 2. • Children know how to undo their last move. • Children know how to move their character back to the starting point. • Children can use diagonal direction keys to move the characters in the right direction • Children know how to create a simple algorithm. • Children know how to debug their algorithm.		**Unit2:7** • Children understand what 2Sequence is and how it works. • Children have used the different sounds within 2Sequence to create a tune. • Children have explored how to speed up and slow down tunes. • Children understand what happens to the tune when sounds are moved. • Children have added sounds to a tune they've already created to change it. • Children have considered how music can be used to express feelings. • Children can change the volume of the background sounds. • Children have created two tunes which depict two feelings.

	• Children can use the additional direction keys to create a new algorithm. • Children can challenge themselves by using the longer algorithm to complete challenges. • Children can change the background images in their chosen challenge and save their new challenges		• Children have uploaded and used their own sound chosen from a bank of sounds. • Children have created, uploaded and used their own recorded sound. • Children have created their own tune using some of the chosen sounds.

Kindness	Curiosity	Creativity	Courage	Proud	Honesty	Aspire	Resilience