







Christ Church CE Primary School Computing Assessment 2020-21

Achieving excellence, opening minds, inspiring dreams, creating futures.



<p>Key Stage: 1 Year Group: 1</p>	<p>Unit: 1.4 Lego Builders</p> 
<p>Core Curriculum content</p>	
<p>For 'working towards', the knowledge/ understanding is:</p>	<ul style="list-style-type: none"> - Children understand that to achieve the effect they want when building something, they need to follow instructions. They can give another child instruction to build a simple model, but their instructions might not anticipate all possibilities. - Children know that computers need instructions to operate. - Children can attempt to write instructions for a simple recipe but might not include all required steps. 
<p>Pupils:</p>	
<p>For 'expected' the knowledge/ understanding is:</p>	<ul style="list-style-type: none"> - Children can assimilate a set of simple Lego model instructions and look at the outcomes produced from these instructions. They can state where an error has occurred on one of the models from the instructions given (lesson 1 Point 1). - Children understand the effect that accuracy of the instructions has on the outcome. - Children can give each other precise simple instructions and follow them to create the desired outcomes for their Lego model (lesson 1 Point 6). - They can give another child instruction to build a simple model, anticipating the information that the other child will need to make an accurate replica. - Children can compare their digital paintings within 2Paint and show an understanding as to why they are different. They can consider that instructions are needed to give the pictures uniformity and as such are able to follow a set of instructions (algorithm) to achieve this (lesson 2 Points 6 & 7). - Children know that an algorithm is a set of instructions used to solve a problem or achieve an objective. - Children know that an algorithm written for a computer to follow is called a program. Children can debug a very simple set of printed instructions for a recipe, the approach they use should entail breaking the instructions into smaller parts to support interpretation. Most children can create a set of written instructions for other children to follow e.g. the 'coders and robot' game (lesson 2 Point 12). - Children can confidently debug simple errors in other children's written instructions for recipes (lesson 3). - Children understand that very precise instructions need to be given to a computer for it to accurately carry out intended outcomes. These precise instructions can be broken down into smaller parts. Children can demonstrate this by playing a 'coders and robots' game (lesson 2). 
<p>Pupils:</p>	
<p>For 'greater depth', the knowledge/ understanding is:</p>	<ul style="list-style-type: none"> - Children understand the effect that precise accuracy of the instructions has on the outcome. - Children can give instructions that demonstrate they are anticipating the outcome. - They can give another child detailed instruction to build a simple model, anticipating the information that the other child will need to make an accurate replica at a more detailed level. - Children know that an algorithm is a set of instructions used to solve a problem or achieve an objective. Children know that an algorithm written for a computer to follow is called a program. They can work out what is wrong in an algorithm when the steps are out of order and can debug the algorithm. They can write their own algorithm for a recipe 
<p>Pupils:</p>	