







# Christ Church CE Primary School Computing Assessment 2020-21

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



<p>Key Stage: 2 Year Group: 5</p>	<p>Unit: 5.5 Game Creator</p>	
<p><b>Core Curriculum content</b></p>		
<p>For <i>'working towards'</i>, the knowledge/ understanding is:</p>	<ul style="list-style-type: none"> <li>- When creating their games, children think about the component parts (floor, walls, sky, objects etc.) and design these as a theme rather than completely isolated parts.</li> <li>- They increase playability through trial-and-error methods rather than a planned strategy for the design.</li> <li>- With support and in small groups, children can use a given success criteria to verbally review and analyse what makes a successful computer game.</li> <li>- When creating their own game, limited consideration is given to the end user, but the game does demonstrate simple functionality.</li> <li>- Furthermore, children can say what they like and don't like about a game.</li> </ul>	
<p><b>Pupils:</b></p>		
<p>For <i>'expected'</i> the knowledge/ understanding is:</p>	<ul style="list-style-type: none"> <li>- Most children can plan a Computer game (2DIY3D) using a template.</li> <li>- They carefully assess their progress against the tasks and how well they have considered key criteria.</li> <li>- When creating their games, children think about the component parts and design these as a theme rather than completely isolated parts. They consider aspects such as the movement of the characters and goal objects to increase playability.</li> <li>- Their games demonstrate a well-planned approach, with appropriate use of text, sound and graphic components. They easily mix their approaches for image use such as uploading and using the drawing tools.</li> <li>- Application of animation features to objects is applied (wobble, zoom, spin etc.) to enhance their games.</li> <li>- Children can use a given success criteria to review and analyse what makes a successful computer game.</li> <li>- Children consider the end user of their game by designing appropriate settings and characters that maintain the user's interest and engagement levels.</li> <li>- Children demonstrate the ability to objectively review and evaluate a range of completed games. Children can evaluate their own and others' games with 2DIY3D for content and design. They use this peer and self-assessment opportunity to make improvements to their own game.</li> </ul>	
<p><b>Pupils:</b></p>		
<p>For <i>'greater depth'</i>, the knowledge/ understanding is:</p>	<ul style="list-style-type: none"> <li>- Children think about the entirety of their game at the design stage and are able to consider the game environment, objects and characters and the interactions of these components and their impact on playability to design a good end-user experience before proceeding with the construction stage.</li> <li>- Children demonstrating greater depth can create their own success criteria to review, analyse and verbally justify what makes one computer game more successful than another.</li> <li>- Throughout the design and creation of their game, the needs of the end user have been considered. The game creator evaluates and reviews their game during the process and makes amendments where necessary and justifies their edits verbally.</li> </ul>	
<p><b>Pupils:</b></p>		