


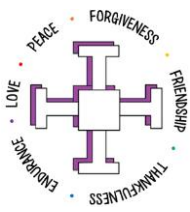




Christ Church CE Primary School
Design and Technology Assessment

Achieving excellence, opening minds, inspiring dreams, creating futures

<p>Key Stage 1 Y6 - Autumn 2</p>	<p>Programming Pioneers</p>	
<p>Unit</p>	<p>Core Curriculum content:</p>	
<p>Knowledge and understanding is</p>	<p>Expected</p> <ul style="list-style-type: none"> • Children can explain how computer scientists have helped shape the world. • Children can incorporate one or more different electrical components in their system. • Children can develop their ideas for their product through discussion and annotated sketches. • Children can develop and debug their own computer controlled product ideas. • Children can control their prototype using electronic components and computers. • Children can explain ways in which they debugged and improved their programs for controlling products. 	
<p>Pupils</p>		
<p>Knowledge and understanding is</p>	<p>Working Towards</p>  <ul style="list-style-type: none"> • Children can communicate and develop their ideas by discussing, annotating diagrams and writing instructions. • Children can develop prototypes of a computer-controlled electrical system. • Children can develop a design brief for a product. • Children can suggest ways in which a given product idea might be developed and improved. • Children can suggest ways in which models can better communicate ideas than written/verbal descriptions alone. • Children can identify ways in which their DT and programming skills have developed and ways in 	<p>Greater Depth</p>  <ul style="list-style-type: none"> • Children can begin to explain how bedded systems monitor and control products. • Children can improve their prototype designs by 'debugging' their software and/or hardware. • Children can incorporate electrical systems in their product design. • Children can debug a defective algorithm for a given product idea. • Children can make a prototype model to communicate their ideas. • Children can explain ways in which they debugged and improved their programs for controlling products.



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	<i>which they could further develop their learning.</i>	
<i>Pupils</i>		
	<i>Pupils with additional needs have made the following responses</i>	