**Computing Summative Assessment**

**Tracking Pupil/Class Progress**

Please read the statements below and record each child’s name in the box underneath the ‘best fit’ for their achievement for this unit of work.

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| **Year 2** | Class Name: |
| **Working Towards**Some children will not have made as much progress and will: | **Working At**Most children will: | **Working Beyond**Some children will have progressed further and will: |
| **Autumn 1**Word Processing | Be able to write their name using a keyboard on different devices, can use the shift key for capital letters and understands that work can be saved and can do this with support. | Use a mouse/track pad to navigate active windows, can retrieve saved work with support, can use the shift key to independently add capital letters and symbols and can apply formatting to text to enhance their work. | Be able to independently create a new document and add information. Can use a wider range of punctuation, editing and formatting skills and can discuss how they have changed their work and discuss audience. |
| Children’s names |  |  |  |
| **Autumn 2**Making Games | Move blocks into the scripts area and snap blocks together to combine commands. | Create simple algorithms using several different blocks. Use the repeat and green flag blocks to control algorithms. | Write an algorithm. Use the repeat command. Combine a range of blocks to achieve a purpose. Use more than one sprite and combine algorithms.  |
| Children’s names |  |  |  |
| **Spring 1**Multi-Media | Be able to insert pages/slides into a multimedia program, add and type in a text box. | Be able to create and print a file, to add images and to format text boxes. | Be able to save files and search for files on a computer. Be able to format text boxes and images. Can re-order pages/slides and present their work. |
| Children’s names |  |  |  |
| **Spring 2**Code A Story | Select a relevant backdrop and character in Scratch. Add a second character and position on the backdrop in Scratch. | Make a character move in Scratch. Link action and text to a theme in Scratch.  | Add code for a pair or series of speech bubbles in Scratch. |
| Children’s names |  |  |  |
| **Summer 1**Data | Collect data and use ICT to create simple pictograms.Answer simple questions from data on a simple picture graphs. | Explain what kind of information could be used to help investigate a question. Be able to read a simple database to find information. Be able to develop criteria, organise the data to collect and present it in a labelled pictogram. Save with support. Use a branching database to identify objects.Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.  | Use ICT to quickly edit and change information and can show different ways of grouping the same objects. Save work to specific location. Ask and answer questions about totalling and comparing categorical data. |
| Children’s names |  |  |  |
| **Summer 2**Presentations and Typing | Create step-by-step instructions using pictures, write and follow detailed step-by-step instructions. Direct a Bee-Bot (or similar) one instruction at a time using arrow buttons. | Say what an algorithm is and why it is important to be precise when writing one. Check their work for mistakes (debug). Program a Bee-Bot (or similar) using arrow buttons. Can plan, check, debug and restart a programming sequence. | See how a product changes when they change the instructions. Can evaluate and improve their sequence. |
| Children’s names |  |  |  |