



Phase 4 Review: Evaluation on a Page

Term : Autumn 1	Year group: 3	Unit: Computing and coding	Topic: Computing
Assessment of Endpoints: Knowledge, Skills and Understanding			
Essential vocabulary to be retained	Sticky Knowledge (facts) particular to this unit of study. 3 key facts at KS1 and 6 key facts at KS2.	Endpoints related to NC (refer to progression of knowledge, skills and understanding endpoints)	
ALGORITHM CONTROL INSTRUCTIONS REPEAT SELECTION SEQUENCE VARIABLES PROGRAM	Knowledge the children must demonstrate: - To know how to correct errors (debug) - To know how to plan, design and create characters and scenes using assisted programming software - To know how to test and improve programmed sequences - To know how to use external controllers - To know how to use software to control the movement and responses of different elements on screen.	Skills the children must demonstrate: - begin to correct errors (debug) as they program devices and actions on screen - develop computational thinking by undertaking a variety of specific tasks - be able to use assisted programming software (Scratch) to plan, design and create characters and scenes, which interact with external controllers (e.g. keyboard and/or mouse). Using the software control the movement and responses of different elements on screen. - test and improve / debug programmed sequences	Understanding the children must demonstrate: extend understanding and knowledge of programming by experiencing a variety of resources
Assessment and Metacognition See Assessment Framework for further assessment strategies			
How will this be assessed at the end of the unit? (What task will the children do e.g. quiz, draw their own sorting tree, create a habitat, video in PE, model in DT, tick list of skills observed etc.)		When and where will this learning be revisited? (retrieval of information to support metacognition e.g. Flash back 4, Spelling Bee)	
To design and create a simple game e.g. a car racing game (over 2 sessions and print out a screen shot)		Recap through flashback 4 questions at the start of the next unit in computing, art and design, English – instructional writing, Maths – patterns, geometry	
Working towards (WT) Children who didn't achieve the objectives	Working at (WA) Children who met the objectives		Working beyond (WB) Children who worked beyond the objectives

Number and %		Number and %		Number and %	