

Computing Assessment Year 3



Year 3 Computing Assessment Overview

Children will be understanding of the capabilities of the World Wide web (CS) while searching online (IT).

They will be developing their understanding of appropriate behaviour online (DL) skills while learning about searching the Internet (IT).

At all times children will be learning about using technology safely and respectfully (DL)

In most units for all strands, children will be developing their general information technology skills (IT).

	Computer Science				Information Technology		Digital Literacy
Statement	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Use sequence, selection and repetition in programs; work with variables and various forms of input and output.	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.
Outcome	Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Their design shows that they are thinking of the desired task and how this translates into code. Children can identify an error within their program that prevents it from following the desired algorithm and then fix it.	Children demonstrate the ability to design and code a program that follows a simple sequence. They experiment with timers to achieve repetition effects in their programs. Children are beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects. Children understand how variables can be used to store information while a program is executing.	Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'if' statements, repetition and variables. They make good attempts to 'step through' more complex code to identify errors in algorithms and can correct this. e.g. traffic light algorithm in 2Code. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.	Children can list a range of ways that the internet can be used to provide different methods of communication. They can use some of these methods of communication, e.g. being able to open, respond to and attach files to emails using 2Email. They can describe appropriate email conventions when communicating in this way.	Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a search engine such as Purple Mash search or internet-wide search engines.	Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph. Children can consider what software is most appropriate for a given task. They can create purposeful content to attach to emails, e.g. 2Respond.	Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. They know more than one way to report unacceptable content and contact.

Year 3			
Computer Science: Coding 3.1	WTS	EXS	GDS
I can make a real-life situation into an algorithm for a program. (3.1)		Rest of class	
I can design an algorithm carefully, thinking about what I want it to do and how I can turn it into code. (3.1)		Rest of class	
I can identify an error in my program and fix it. (3.1)		Rest of class	
I can experiment with timers in my programs. (3.1)		Rest of class	
I can identify the difference in using the effect of a timer or repeat command in my code. (3.1)		Rest of class	
I know that a variable stores information while a program is running (executing). (3.1)		Rest of class	
I can identify 'If' statements, repetition and variables. (3.1)		Rest of class	
I can read programs with several steps and predict what they will do. (3.1)		Rest of class	

Year 3			
Information Technology: 3.3-Spreadsheets, 3.4-Typing, 3.6-Branching Data, 3.7-Simulations, 3.8-Graphing 3.9 – Presenting	WTS	EXS	GDS
I can carry out searches to find digital content on a range of online systems, such as within Purple Mash or on an internet search engine. (Across units)		Rest of class	
I can collect data and input it into software. (3.3, 3.6, 3.8)		Rest of class	
I can analyse data using features within the software, such as formulae in 2Calculate (spreadsheets). (3.3, 3.6, 3.8)		Rest of class	
I can present data and information using different software such as 2Question (branching database) or 2Graph (graphing tool). (3.3, 3.6, 3.8,3.9)		Rest of class	
I can consider what the most appropriate software to use when given a task by my teacher. (Across units)		Rest of class	
I can create purposeful (appropriate) content and attach this to emails.		Rest of class	

Year 3			
Digital Literacy: Online Safety 3.2 and Email 3.5	WTS	EXS	GDS
I can create a secure password. (3.2)		Rest of class	
I can explain the importance of having a secure password and not sharing it with others. (3.2, 3.5)		Rest of class	
I can explain the negative consequences of not keeping passwords safe and secure. (3.2, 3.5)		Rest of class	
I understand the importance of keeping safe online and behaving respectfully. (3.2)		Rest of class	
I can identify different ways that the internet can be used for communication. (3.5)		Rest of class	
I can use email such as 2Email to respond to others appropriately and attach files. (3.5)		Rest of class	
I can report unacceptable content and contact online in more than one way to a trusted adult. (3.2)		Rest of class	
I can use communication tools such as 2Email respectfully and use good etiquette. (3.2, 3.5)		Rest of class	