

## The RAINBOW Continuum: COMPUTING: Children can ...

	NETWORK AND INTERNET	USING ICT	MAKING THINGS HAPPEN
FS	<p>Identify things they see on screen</p> <p>Explore how things work.</p>	<p>Use a mouse or key pad to make marks</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>Enjoy simple computer games</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
Y1	<p>Remember and recall information they have seen on screen<sup>[SEP]</sup></p> <p>Recognise ICT around them</p> <p>Explore information from various ICT sources<sup>[SEP]</sup></p> <p>Know that information comes in different forms</p>	<p>Write simple ideas and make lists</p> <p>Use names for ICT components – e.g. mouse<sup>[SEP]</sup></p> <p>Record their own voice and that of others</p> <p>Use a simple art program</p>	<p>Play computer games<sup>[SEP]</sup></p> <p>Move objects around on a screen Repeat a series of actions for a purpose<sup>[SEP]</sup></p> <p>Recognise things around them which respond to signals and instructions</p>
Y2	<p>Find information on the internet</p>	<p>Understand the importance of ICT<sup>[SEP]</sup></p> <p>Recognise different ways of using ICT and decide which to use</p> <p>Take digital photos<sup>[SEP]</sup></p> <p>Use shape tools to draw<sup>[SEP]</sup></p> <p>Use the space bar<sup>[SEP]</sup></p> <p>Store documents into a folder and retrieve them<sup>[SEP]</sup></p>	<p>Understand how to make something move<sup>[SEP]</sup></p> <p>Give a single instruction to make something happen<sup>[SEP]</sup></p> <p>Explain what has happened when using ICT for control<sup>[SEP]</sup></p> <p>Predict what might happen when controlling<sup>[SEP]</sup></p> <p>Move and control a programmable toy</p>

		Use clip art to add and resize a picture <sup>[1][1]</sup> <sub>[SEP]</sub> Use shortcuts to insert objects and delete them <sup>[1][1]</sup> <sub>[SEP]</sub> Make a simple slide show	
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	NETWORK AND INTERNET	USING ICT	MAKING THINGS HAPPEN
Y3	Understand different ways to send a message <sup>[1][1]</sup> <sub>[SEP]</sub> Recognise an email address Use @ in emails Send an email and reply to one Navigate a website by clicking on links <sup>[1][1]</sup> <sub>[SEP]</sub> Use the back button to return to a previous website page Understand the importance of email safety Keep their own personal information private	Recognise the importance of ICT in the real world <sup>[1][1]</sup> <sub>[SEP]</sub> Record using video and sound, and amend what they have recorded Use ICT to organise and present their work <sup>[1][1]</sup> <sub>[SEP]</sub> Use a spell checker <sup>[1][1]</sup> <sub>[SEP]</sub> Fill in a data collection sheet Enter information to make a graph Create and position text, alter font and align text <sup>[1][1]</sup> <sub>[SEP]</sub> Change page layout <sup>[1][1]</sup> <sub>[SEP]</sub> Find and use stored information	Understand the importance of clear and precise instructions Use algorithms to control movement Create and debug simple programs <sup>[1][1]</sup> <sub>[SEP]</sub> Control an avatar in a game Make appropriate choices in simulations and models

Y4	<p>Recognise immediately when online safety is compromised and know how to get support</p> <p>Understand and use networks</p> <p>Use a search program and understand how to rank information<sup>[L][SEP]</sup></p> <p>Add an attachment to an email</p>	<p>Search databases<sup>[L][SEP]</sup> Recognise terms – e.g. cell, row, column<sup>[L][SEP]</sup> Format text towards a specific purpose<sup>[L][SEP]</sup></p> <p>Use word count, bullets, numbering<sup>[L][SEP]</sup></p> <p>Present information using a range of software<sup>[L][SEP]</sup></p> <p>Use ICT across a range of subjects</p> <p>Order and organise text using a word processing program</p>	<p>Program an external device</p> <p>Design and write simple programs<sup>[L][SEP]</sup></p> <p>Debug programs when they go wrong</p> <p>Use control commands to draw shapes<sup>[L][SEP]</sup></p> <p>Add animation to presentations</p> <p>Use ICT to control events and sense physical data – for example in a weather program</p>
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	NETWORK AND INTERNET	USING ICT	MAKING THINGS HAPPEN
Y5	<p>Conduct a safe internet search and refine it for both speed and accuracy.</p> <p>Know how to distinguish between good and bad information found on the internet</p> <p>Rank information found on the internet in order of importance and relevance.</p> <p>Extrapolate the best information and summarise it using ICT</p>	<p>Analyse a range of information using ICT. Capture sound, still and video images using a range of hardware</p> <p>Save documents and images into different formats for different purposes.</p> <p>Organise a wide range of information using ICT and save it in appropriate ways</p>	<p>Work with variables and various forms of input and output</p> <p>Adapt and modify programs and add refinements</p> <p>Use simulations to explore patterns and relationships.</p> <p>Make predictions about what might happen in a game program</p> <p>Understand the use of sensors to monitor and measure</p>

Y 6	Make a home page for a website Use information to hypothesise and speculate in a range of everyday situations	<p>Use video chat in school</p> <p>Add, amend and combine different forms of information in different ways</p> <p>Use a range of concepts and ideas when presenting across different subjects.</p> <p>Use and add menu options, including hyperlinks</p>	<p>Understand that poor input equals unreliable results.</p> <p>Use sequence, selection, and repetition in control</p> <p>Use ICT to measure sound, light, temperature</p> <p>Create databases with fields, rows, columns</p> <p>Add special effects to work Know that devices can have more than one pre-determined action or result</p> <p>Make devices have more than one pre-determined action</p> <p>Explore what-if scenarios</p>
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## The Sacred Heart DAWN Curriculum: COMPUTING: Highly Effective AfL Questions

G&T Question: If you could have a bit more time, what would you create? I'll leave the equipment out for wet play...

Grey Sections: To be assessed practically through observation.

	NETWORK AND INTERNET	USING ICT	MAKING THINGS HAPPEN
FS	What do you see on screen?	<p>Can you use a mouse or key pad to make marks?</p> <p> </p>	What do you like about this game?

Y1	<p>What did you see on the screen?</p> <p>Where can you see ICT?</p> <p>What can you find out?</p> <p>Where else could we find this information?</p>	<p>Can you write an idea and make a lists?</p> <p>What is this called? – e.g. mouse</p> <p>Can you record your own voice? Can you record someone else's?</p> <p>Can you create artwork using ICT?</p>	<p>Which game do you like playing best? Why?</p> <p>Can you move this.....so you can do this....?</p> <p>If you hear.....what does it mean?</p>
Y2	<p>What can you find out using the internet?</p>	<p>Why is ICT important?</p> <p>What can we use ICT for? What would you use to do.....?</p> <p>Can you take a photo?</p> <p>Can you use shape tools to draw?</p> <p>Can you use the space bar?</p> <p>Can you save documents into a folder and open them?</p> <p>Can you use clip art to add and resize a picture?</p> <p>Can you use shortcuts to insert objects and delete them?</p> <p>Can you make a simple slide show?</p>	<p>How do we make something move?</p> <p>Can you give a single instruction to make something happen?</p> <p>What has happened when control something using ICT?</p> <p>What might happen when controlling?</p> <p>Can you move and control a programmable toy?</p>

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Y3	<p>What different ways are there to send a message?</p> <p>What is an email address? Can you use @ in emails?</p> <p>Can you send an email and reply to one?</p> <p>Can you navigate a website by clicking on links?</p> <p>Can you use the back button to return to a</p> <p>Why is email safety important?</p> <p>How do we keep our own personal information private?</p>	<p>Why is ICT important in the real world?</p> <p>Can you record using video and sound, and amend what you have recorded?</p> <p>Can you use ICT to organise and present your work?</p> <p>Can you use a spell checker?</p> <p>Can you fill in a data collection sheet?</p> <p>Can you enter information to make a graph?</p> <p>Can you create and position text, alter font and align text?</p> <p>Can you change page layout?</p> <p>Can you find and use stored information?</p>	<p>Why are clear and precise instructions important?</p> <p>Can you use algorithms to control movement?</p> <p>Can you create and debug simple programs?</p> <p>Can you control an avatar in a game?</p> <p>Can you make appropriate choices in simulations and models?</p>
Y4	<p>How do you know when online safety is compromised and know how do you get support?</p> <p>How do we use networks? What are they for?</p> <p>Can you use a search program and understand how to rank information?</p> <p>Can you add an attachment to an email?</p>	<p>How do you search databases? What do these terms mean? – e.g. cell, row, column</p> <p>Format text towards a specific purpose</p> <p>Can you use word count, bullets, numbering?</p> <p>Can you present information using a range of software?</p> <p>Do you use ICT for a range of subjects?</p> <p>Can you order and organise text using a word processing program</p>	<p>Can you program an external device?</p> <p>Can you design and write simple programs?</p> <p>How do you debug programs when they go wrong</p> <p>Can you use control commands to draw shapes</p> <p>Can you add animation to presentations?</p> <p>How do you use ICT to control events and sense physical data – for example in a weather program?</p>

	NETWORK AND INTERNET	USING ICT	MAKING THINGS HAPPEN
Y5	<p>How could we conduct a safe internet search and refine it for both speed and accuracy?</p> <p>Do you know how to distinguish between good and bad information found on the internet?</p> <p>Can you rank information found on the internet in order of importance and relevance?</p> <p>Can you extrapolate the best information and summarise it using ICT?</p>	<p>Can you analyse a range of information using ICT?</p> <p>How would we capture sound, still and video images using a range of hardware?</p> <p>Can you save documents and images into different formats for different purposes?</p> <p>Can you organise a wide range of information using ICT and save it in appropriate ways?</p>	<p>Can you work with variables and various forms of input and output?</p> <p>Can you adapt and modify programs and add refinements?</p> <p>Can you use simulations to explore patterns and relationships?</p> <p>Can you make predictions about what might happen in a game program?</p> <p>What is the use of sensors to monitor and measure?</p>
Y6	<p>Can you make a home page for a website?</p> <p>Can you use information to hypothesise and speculate in a range of everyday situations?</p>	<p>Can you use video chat in school?</p> <p>How do we add, amend and combine different forms of information in different ways?</p> <p>Can you use a range of concepts and ideas when presenting across different subjects?</p> <p>Can you use and add menu options, including hyperlinks?</p>	<p>If you had poor input, what would happen?</p> <p>Can you use sequence, selection, and repetition in control?</p> <p>Can you use ICT to measure sound, light, temperature?</p> <p>Can you create databases with fields, rows, columns?</p> <p>Can you add special effects to work?</p> <p>What could happen if we did this...?</p> <p>Can you make devices have more than one pre-determined action?</p> <p>What if.....? If this was like this.... what would .... look like?</p>