

<b>Subject: Computing</b>	<b>Assessment Y1/2</b>		
<b>Unit 2.4 Questioning</b>			
<p><b>KS1 Programmes of Study</b>  <b>Program of study</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>• create and debug simple programs</li> <li>• use logical reasoning to predict the behaviour of simple programs</li> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• recognise common uses of information technology beyond school</li> <li>• use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<p><b>Additional guidance</b>  <b>Purpose of study</b>  A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.</p> <p><b>Attainment targets</b>  By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p>		
<p><b>Knowledge, skills and concepts</b>  In this unit, the children will aim:</p> <ul style="list-style-type: none"> <li>• To learn about data handling tools that can give more information than pictograms.</li> <li>• To use yes/no questions to separate information.</li> <li>• To construct a binary tree to identify items.</li> <li>• To use 2Question (a binary tree database) to answer questions.</li> <li>• To use a database to answer more complex search questions.</li> <li>• To use the Search tool to find information.</li> </ul>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• How does a Pictogram show information?</li> <li>• How is information organised in a binary tree?</li> <li>• How can a database help organise information?</li> </ul>		
<p><b>Key Vocabulary</b>  Binary tree, data, database, field, pictogram, question, record, search, sort</p>			
<b>Cultural Capital</b>			
<p><b>Key Assessment Opportunity</b></p> <ul style="list-style-type: none"> <li>• Use the fruit database on 2investigate to ask and answer questions.</li> </ul>			

<b>Assessment Task</b> <b>Use the fruit database on 2investigate to ask and answer questions.</b>	<b>Year 1 WTS</b> <ul style="list-style-type: none"> <li>- With support, children can use given data to create basic pictograms using 2count</li> <li>- With support, children can ask and answer simple questions on a data se</li> <li>- With support, children being to use 'yes/no' filter to answer questions</li> </ul>	
	<b>Year 1 EXS</b> <ul style="list-style-type: none"> <li>- Children can use given data to create basic pictograms using 2count</li> <li>- Children can ask and answer simple questions on a data set</li> <li>- Children being to use 'yes/no' filter to answer questions</li> </ul>	
	<b>Year 1 GDS</b> <ul style="list-style-type: none"> <li>- Children can create basic pictograms using 2count to represent a simple data set</li> <li>- Children may need concrete representations to understand how to organise and search for data</li> <li>- With support, this physical representation can then be transferred into 2investigate and used to answer simple questions on a data set</li> <li>- With support, children can store and retrieve data throughout the unit</li> </ul>	
	<b>Year 2 WTS</b> <ul style="list-style-type: none"> <li>- With support, children can create basic pictograms using 2count to represent a simple data set</li> <li>- Children may need concrete representations to understand how to organise and search for data</li> <li>- With support, this physical representation can then be transferred into 2investigate and used t answer simple questions on a data set</li> <li>- With support, children can store and retrieve data throughout the unit</li> </ul>	
	<b>Year 2 EXS</b> <ul style="list-style-type: none"> <li>- Using 2count, children can create pictogram to represent data</li> <li>- Children demonstrate their ability to organise data using a database in 2investigate and can run simple searches on their data set</li> <li>- Using 2 question, children use a binary tree to sort information and can manipulate their data, answer questions relating to this</li> <li>- Children will store and retrieve data throughout the unit.</li> </ul>	
	<b>Year 2 GDS</b> <ul style="list-style-type: none"> <li>- Using 2count, children can create pictogram to represent data</li> <li>- Children demonstrate their ability to organise data using a database in 2investigate and can run complex searches on their data set</li> <li>- Using 2 question, children use a binary tree to sort information and can manipulate their data, answer questions relating to this</li> </ul>	

	<ul style="list-style-type: none"> <li>- Children will store and retrieve data throughout the unit.</li> <li>- Children can create their own questions using the data and will use skills covered in other units to assist with this</li> </ul>	
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**Assessment notes / evaluation – include SEN / PP next step learning and areas that need more focus**

Year 4	Working below expectations	Working within Expected Standard	Working above expected
<b>Target</b>	<b>14 – 20% (no more than 2 children)</b>	<b>80 %- 86%</b>	<b>20%</b>
Term 1			
Term 2			
Term 3			

Year 3	Working below expectations	Working within Expected Standard	Working above expected
<b>Target</b>	<b>14 – 20% (no more than 2 children)</b>	<b>80 %- 86%</b>	<b>20%</b>
Term 1			
Term 2			
Term 3			