

**UNIT 1: 'COMPUTATIONAL THINKING'**  
**ASSESSING PUPILS' PROGRESS**

EYFS AREAS OF LEARNING AND DEVELOPMENT COVERED	SPECIFIC LEARNING OUTCOMES COVERED WITHIN THE UNIT	NAMES OF PUPILS <b>EMERGING</b> TOWARDS THE LEARNING OUTCOMES	NAMES OF PUPILS <b>MAKING EXPECTED</b> PROGRESS AGAINST THE LEARNING OUTCOMES	NAMES OF PUPILS <b>EXCEEDING THE</b> LEARNING OUTCOMES
<b>Mathematics</b> - Number - Shape, Space and Measure	<ul style="list-style-type: none"> <li>✓ Pupils count to a set number of frames (photos), each time that a character is moved.</li> <li>✓ Pupils keep track of the number of frames (photos) taken until a set amount is reached.</li> <li>✓ Pupils understand the language of direction and distance and are able to apply this to moving their character to certain places within their scene.</li> </ul>			
<b>Understanding the world:</b> - technology - the world - people and communities	<ul style="list-style-type: none"> <li>✓ Pupils have a basic understanding of how stop motion animations are made.</li> <li>✓ Pupils move their characters based on their understanding of what they do and how they act.</li> <li>✓ Pupils have a basic understanding of the principles of 'green screen'.</li> <li>✓ With support, pupils use the iPad to find and save an image.</li> <li>✓ With support, pupils share this saved image to an online storage space such as Dropbox.</li> </ul>			
<b>Communication and language:</b> - understanding - speaking - listening and attention	<ul style="list-style-type: none"> <li>✓ Pupils communicate their ideas for an animation of their own based on their experiences of ones that they have watched.</li> <li>✓ Pupils communicate their ideas confidently in front of a group.</li> <li>✓ Pupils use talk to organise, sequence and clarify thinking, ideas, feelings and events. They express themselves effectively, showing awareness of listeners' needs.</li> <li>✓ Pupils give and follow instructions and directions.</li> <li>✓ Pupils suggest suitable images to use for their background.</li> </ul>			

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<p><b>Personal, social and emotional development</b></p> <ul style="list-style-type: none"> <li>- making relationships</li> <li>- being imaginative</li> <li>- self confidence and awareness</li> <li>- managing feelings and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>✓ Pupils confidently carry out the role given to them.</li> <li>✓ Pupils work well as part of a group.</li> <li>✓ Pupils are confident in giving and following instructions and directions.</li> <li>✓ Pupils think of ideas for the background image(s) to use and this is relevant to the theme of the animation and what happens in it.</li> </ul>			
<p><b>Physical Development: moving and handling</b></p>	<ul style="list-style-type: none"> <li>✓ Pupils take care when moving their toy character, paying particular attention to making sure that they are moving their character gently and without disturbing the rest of the scene.</li> <li>✓ Pupils demonstrate 'tactile awareness' when capturing frames using the 'I Can Animate' app.</li> <li>✓ Pupils move and handle the iPad with maturity and care.</li> </ul>			
<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>- exploring and using media and materials</li> <li>- being imaginative</li> </ul>	<ul style="list-style-type: none"> <li>✓ Pupils are able to use all the relevant equipment with success.</li> <li>✓ Pupils use their imaginations to build on the original ideas suggested within the story map.</li> <li>✓ With support, pupils use the 'Safari' app to find and save an image to the iPad camera roll.</li> <li>✓ With support, pupils share saved images to an online storage space (e.g. Dropbox).</li> </ul>			