

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

EYFS AREAS OF LEARNING AND DEVELOPMENT COVERED	SPECIFIC LEARNING OUTCOMES COVERED WITHIN THE UNIT	NAMES OF PUPILS EMERGING TOWARDS THE LEARNING OUTCOMES	NAMES OF PUPILS MAKING EXPECTED PROGRESS AGAINST THE LEARNING OUTCOMES	NAMES OF PUPILS EXCEEDING THE 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>			