CARLTON PRIMARY SCHOOL

Subject Knowledge Bank

Computing		Year 3	
Focus: Programming			
Age related vocabulary			
repeat	Do something gain or more than once.	**variable**	Something that can be changed or adapted.
duplicate	Make an exact copy of something.	**accuracy**	When something is correct or precise.

Carlton Assessment Grid			
Success Criteria	Pupil Reflection		Teacher Assessment
I can create a code snippet for a given purpose. Y4- and explain the effect of changing a value of a command.	Before ☐	After ☐	
I can use a template to write an algorithm to draw what I want my program to do. Y4- I can write an algorithm to produce a given outcome.	Before ☐	After ☐	
I can identify repetitive patterns in a sequence.	Before ☐	After ☐	
I can identify the effect of changing the number of times a task is repeated. Y4- I can predict the outcome of a program containing a count-controlled loop.	Before ☐	After ☐	
I can decompose a task into small steps.	Before ☐	After ☐	
I can design a sequence of instructions that help write a program that accomplishes a specific goal.	Before ☐	After ☐	

Key Knowledge

- Algorithms are precise ordered instructions, which can be turned into code.
- Count controlled loops- The repeating commands can also be referred to as 'loop'
- **Basic commands:**
- FD 100- forward 100 steps
- BK 100- back 100 steps
- RT 90 (Turn right 90 degrees)
- LT 90 (Turn left 90 degrees)
- CS (Clear screen)

CARLTON PRIMARY SCHOOL

Subject Knowledge Bank

Computing		Year 4	
Focus: Programming			
Age related vocabulary			
repeat	Do something gain or more than once.	**variable**	Something that can be changed or adapted.
duplicate	Make an exact copy of something.	**accuracy**	When something is correct or precise.

Carlton Assessment Grid			
Success Criteria	Pupil Reflection		Teacher Assessment
I can create a code snippet for a given purpose and explain the effect of changing a value of a command.	Before ☐	After ☐	
I can write an algorithm to draw what I want my program to do.	Before ☐	After ☐	
I can identify repetitive patterns in a sequence.	Before ☐	After ☐	
I can predict the outcome of a program containing a count-controlled loop.	Before ☐	After ☐	
I can decompose a task into small steps.	Before ☐	After ☐	
I can design a sequence of instructions that help write a program that accomplishes a specific goal.	Before ☐	After ☐	

Key Knowledge

- Algorithms are precise ordered instructions, which can be turned into code.
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