



St Laurence's CE Primary School

Computing Long Term Plan

Year: 5



Autumn 1 Coding Unit 5.1 Coding	Autumn 2 Online Safety/ Spreadsheets Unit 5.2 Online safety Unit 5.3 Spreadsheets	Spring 1 Databases Unit 5.4 Databases	Spring 2	Summer 1 Game Creator Unit 5.5 Game Creator	Summer 2 Word Processing Unit 5.6 3D Modelling Unit5.8 Word Processing
<p style="text-align: center;">Key Content Computer Science</p> <p>Children: know that for the computer to make something happen, it needs to follow clear instructions. can create a program using event, object and action code blocks. can explain what events, objects and actions do in a program. can create a computer program that includes different object types. can create a computer program that includes a button object. Children can modify the properties of an object and a button to fit their program design. Children can explain what a button does in their program. understand how the turtle object moves. can use the repeat command with an object. can create a computer program that includes use of the repeat command. can create a program that includes an IF and IF/ ELSE statement. can interpret a flowchart that depicts an IF and an IF/ ELSE statement. can read code that includes repeat until and IF/ ELSE and explain how it works. can create and use variables when programming. Children can create a simple playable game.</p>	<p style="text-align: center;">Key Content Digital Literacy</p> <p>Children: think critically about the information that they share online both about themselves and others. know who to tell if they are upset by something that happens online. use the SMART rules as a source of guidance when online. have clear ideas about secure passwords and how to maintain them? can see how they can use images and digital technology to create effects not possible without technology. have experienced how image manipulation could be used to upset them or others even using simple, freely available tools and little specialist knowledge. can cite all sources when researching and explain the importance of this. select keywords and search techniques to find relevant information and increase reliability.</p> <p style="text-align: center;">Information Technology</p> <p>Children: can explain what rows and columns are. can enter data into cells. can describe and find a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row. Children can create a table of data on a spreadsheet.</p>	<p style="text-align: center;">Key Content Information Technology</p> <p>Children: understand the different ways to search a database. can search a database to answer questions correctly. Use the 2Investigate tool on can design an avatar for a class database. can successfully enter information into a class database. can create their own database on a chosen topic. can add records to their database. know what a database field is and can correctly add field information. understand how to word questions so that they can be effectively answered using a search of their database.</p>		<p style="text-align: center;">Key Content Computer Science</p> <p>Children: can review and analyse a computer game. can describe some of the elements that make a successful game. can begin the process of designing their own game. can design the setting for their game so that it fits with the selected theme. can upload images or use the drawing tools to create the walls, floor, and roof. can design characters for their game. can decide upon, and change, the animations and sounds that the characters make. can make their game more unique by selecting the appropriate options to maximise playability. can write informative instructions for their game so that other people can play it. can evaluate their own and peers' games to help improve their design for the future.</p>	<p style="text-align: center;">Key Content Information Technology</p> <p>Children: know what the 2Design and Make tool is for. can explore the different viewpoints in 2Design and Make whilst designing a building. can adapt one of the vehicle models by moving the points to alter the shape of the vehicle while still maintaining its form. can explore how to edit the polygon 3D models to design a 3D model for a purpose can refine one of their designs to prepare it for printing. can print their design as a 2D net and then created a 3D model. can explore the possibilities of 3D printing</p> <p style="text-align: center;">----- Information Technology</p> <p>Children: know what a word processing tool is for. will be able to create a word processing document altering the look of the text and navigating around the document. add and edit images to a word document. know how to use word wrap with images and text change the look of text within a document. can use a style set in Word. can use bullet points and numbering can add text boxes and shapes</p>



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Vocabulary:

<p>coding objects action event design button properties repeat variable</p>	<p>online safety avatar digital Footprint identity theft image manipulation malware PEGI ratings phishing SMART rules</p>	<p>data information avatar chart data database field group search statistics</p>		<p>creating media image instructions promotion quest: scene screenshot texture theme</p>	<p>creating media 3D Printing design Brief net pattern Fill points template adapt edit data information copy and paste cropping cursor font styles text Box text formatting text wrapping</p>
<p><u>Assessment Against the National Curriculum</u> use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p><u>Assessment Against the National Curriculum</u> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p><u>Assessment Against the National Curriculum</u> create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>		<p><u>Assessment Against the National Curriculum</u> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>	<p><u>Assessment Against the National Curriculum</u> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>