

| | Year FIVE | Computing | | Provision Audit across the Year/Key Stage |
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| | Autumn | Spring | Summer | Computing |
| | <p>AUTUMN 1 Create front cover for topic book / Handling climate change data / Research climate change in Tuvalu / Create Pop Art</p> <ul style="list-style-type: none"> 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 <i>Cross-curricular links: Mathematics (graphs and data), Science & Geography (climate change), Literacy (non-chronological reports), Art (appreciating artists and creating art in different styles)</i> <p>AUTUMN 2 Create an educational game (times tables) in Scratch</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in | <p>SPRING 1 Create a wiki about Ancient Greece</p> <ul style="list-style-type: none"> 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 <i>Cross-curricular links: Literacy (non-fiction writing; visual and presentational features), History (Ancient Greece - a study of Greek life and achievements and their influence on the western world)</i> <p>SPRING 2 Learn how the internet works and how search engines work</p> <ul style="list-style-type: none"> understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected | <p>SUMMER 1 Create a tourist video advert for Goring seafront taking their own photographs</p> <ul style="list-style-type: none"> 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 <i>Cross-curricular links: Mathematics (time), Literacy (persuasive writing), Art (aesthetic qualities of photographs)</i> <p>SUMMER 2 Programming in Scratch</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | <p>Purpose of study 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>Aims The national curriculum for computing aims to ensure that all pupils:</p> <ul style="list-style-type: none"> can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems are responsible, competent, confident and creative users of information and communication technology <p>Key stage 2 Pupils should be taught to:</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. |

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| | <p>programs; work with variables and various forms of input and output</p> <ul style="list-style-type: none">• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs• <i>Cross-curricular links: Mathematics (times tables knowledge and confidence; rotation, position; time)</i> | <p>and ranked, and be discerning in evaluating digital content</p> <ul style="list-style-type: none">• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.• <i>Cross-curricular links: Literacy (explanatory texts), Science (diagrams)</i> | | |
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