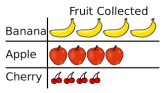
YEAR 5 COMPUTING PROGRESSION

Intent		
School and British Values Passion for Learning ✓ Striving for Excellence ✓ Creativity ✓ Loving others as we love ourselves ✓ Right and Responsibilities ✓ Wholeness	**British Values** Democracy The rule of law ✓ Mutual respect ✓ Tolerance of those of different faiths and beliefs	**Whole School Threads** Equality ✓ Environmental awareness ✓ Community ✓

Topic	Children can:	Possible Teaching Activities (see also - knowledge map and planning)	Annual Pupil offer
Text and images 	• select, use and combine the appropriate technology tools to create effect • work together to improve their work • save and retrieve and their work • insert a picture, text or graph from the internet or other file Vocab: layout, text, font, colour, format, heading, hyperlink, 2D shape, 3D shape, orbit, pan, zoom, eraser, dimension, measurement, guide.	Prepare topic reports using advanced functions on Google Docs	Class assemblies Coding club Internet safety day
Video and animation 	• storyboard and capture videos for a purpose • share animations digitally • collect audio from a variety of resources including own recordings and internet clips • trim, arrange and edit audio levels to improve quality • Edit and refine their work to improve outcomes Vocab: podcast, digital content, downloadable, backing track, voiceover, mute, gain, production, post-production, documentary, project, evaluation,screening, ceremony, upload.	'Developing Games' Twinkl Year 5 unit GarageBand music compositions	
Presentation 	• work with peers to create a multi slide presentation • use transitions and animations to improve the quality of the presentation • present to a large group	Prepare and present chocolate competition presentations using MS PowerPoint or Google Slides	
Coding and programming 	• use numbers to determine the speed of a car in a game • generate random numbers and use them in simulations	Espresso Coding Kodable Tynker	
Internet research 	• use punctuation to narrow search results to find and use an appropriate website • use various sources to double check information found online • tell you about copyright and acknowledge sources of information	Topic research Homework research Using Google classroom	

	• understand files may be saved off their devices in 'clouds'. Vocab: search engine, advanced search, browser, terms of use, bias, authority, citation, plagiarism, source, website, secure, https, site, domain, website, browser, address bar.		
E-safety 	• protect their password and other personal information • be a good online citizen and friend • articulate what constitutes good behaviour online • state the source of information found on the internet Vocab: spam, link, privacy, virus, scam, phishing, junk, online, private, social media, cyberbullying, reporting, anonymous, victim, fraud/fraudulent, policy,	Online Safety: Twinkl Unit Pack Year 5 Posting work and communicating via Google Classroom	
Handling Data 	• create data collection forms enter data accurately from these • construct data on the most appropriate application Vocab:: Google Docs, Google Sheets, Microsoft Excel, insert, table, spreadsheet, cell, row, column, formula, calculate, format, edit, insert, ascending, descending		

Key Stage 2 pupils should be taught to:

- **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.**