

Mersey Park Primary School Computing Long Term Overview – Year 5



Scheme of Work	Target Tracker Assessment Focus	Weaving Knowledge, Skills and Understanding
Using Computer		
<ul style="list-style-type: none"> • Blogging • 3D Structures • Encountering Spreadsheets 	<ul style="list-style-type: none"> • Independently select and use appropriate software for a task • Independently select, use and combine a variety of software to design and create content for a given audience 	<ul style="list-style-type: none"> • Can they create a formula in a spreadsheet and then check for accuracy and plausibility? • Can they search databases for information using symbols such as = > or <? • Can they create databases planning the fields, rows and columns? • Can they create graphs and tables to be copied and pasted into other documents? • Can they use a range of presentation applications? • Can they use the word count tool to check the length of a document? • Can they use bullets and numbering tools?
e-Safety		
<ul style="list-style-type: none"> • Rising Stars Unit • Internet Research & Online Safety • Blogging 	<ul style="list-style-type: none"> • Understand the need to only select age appropriate content 	<ul style="list-style-type: none"> • Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family? • Do they understand the potential risk of providing personal information online? • Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content? • Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented? • Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)? • Do they understand that some material on the internet is copyrighted and may not be copied or downloaded? • Do they understand that some messages may be malicious and know how to deal with this? • Do they understand that online environments have security settings, which can be altered, to protect the user?

		<ul style="list-style-type: none"> • Do they understand the benefits of developing a 'nickname' for online use? • Do they understand that some malicious adults may use various techniques to make contact and elicit personal information? • Do they know that it is unsafe to arrange to meet unknown people online? • Do they know how to report any suspicions? • Do they understand they should not publish other people's pictures or tag them on the internet without permission? • Do they know that content put online is extremely difficult to remove? • Do they know what to do if they discover something malicious or inappropriate? • Do they follow the school's safer internet rules? • Can they make safe choices about use of technology? • Do they use technology in ways which minimises risk, e.g. responsible use of online discussions, etc? • Can they create strong passwords and manage them so that they remain strong? • Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school?
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Coding

<ul style="list-style-type: none"> • Coding & Robotics • 3D Structures • Encountering Spreadsheets 	<ul style="list-style-type: none"> • Design, input and test an increasingly complex set of instructions to a program or device • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems • Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated • Design write and test simple programs with opportunities for selection, where a particular result will happen based on actions or situations controlled by the user 	<ul style="list-style-type: none"> • Can they combine sequences of instructions and procedures to turn devices on or off? • Do they understand input and output? • Can they use an ICT program to control an external device that is electrical and/or mechanical? • Can they use ICT to measure sound or light or temperate using sensors? • Can they explore 'What is' questions by playing adventure or quest games? • Can they write programs that have sequences and repetitions?
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	<ul style="list-style-type: none"> • Use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency 	
Networks		
<ul style="list-style-type: none"> • Internet Research & Online Safety 	<ul style="list-style-type: none"> • Begin to use internet services to share and transfer data to a third party 	<ul style="list-style-type: none"> • Can they use instant messaging/blogging to communicate with class members?
Net Searching		
<ul style="list-style-type: none"> • Internet Research & Online Safety • Blogging 	<ul style="list-style-type: none"> • Use filters in search technologies effectively • Use filters in search technologies effectively and appreciates how results are selected and ranked 	<ul style="list-style-type: none"> • Can they use a search engine using keyword searches? • Can they compare the results of different searches? • Can they decide which sections are appropriate to copy and paste from at least two web pages? • Can they save stored information following simple lines of enquiry? • Can they download a document and save it to the computer? • Can they competently use the internet as a search tool? • Can they reference information sources? • Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources?