



Knowle CE Primary Academy

Curriculum Map: Year 5 COMPUTING



		Credibility					
DEEP DIVE	Computing Skills 1:1	Word Processing 1:2	Online Safety 2:1	Computer Art: 3D Modelling 2:2	Programming: Flowol 3:1	Scratch: Developing Games 3:1	Using and Applying 3:2
YEAR 5	What can pupils already know/do/understand?*						
Non-Negotiable lessons	1 to 6	1 to 6	1 to 6	1 to 6	1 to 6	1 to 6	End of Year project for children to apply new skills
Cross Curricular Opportunities Creativity	Radio station content linked to 'Mission on Mars.'	Webpage content to link to work on Ancient Greeks	Links with Safer Internet Day/ PSHE curriculum.	My ideal home/bedroom.	Literacy ~ Instruction writing	Link games to work on 'The Island'	N/A
Delivery timescale (Suggested)	1-6 taught individually or block equivalent of 1-2 days for the unit.	Individual lessons or block depending on children's skill level.	1-6 taught individually (discussion and short activity sessions)	1-6 taught individually	1-6 taught individually or block equivalent of 1-2 days for the unit.	1-6 taught individually or block equivalent of 1-2 days for the unit.	Timescale to be decided by teacher.
Problem-solving Approach Compassion	We're live in 3,2,1.. I want to be on radio but where do I start?	Mrs Cadden needs new content for the website. How can I make a webpage?	How can I tell if what I see online is real, rubbish or fake?	I have a vision but can a computer help me to create an on screen image of it?	How can I use the computer to control a different device?	Can I create a game by writing an algorithm?	How can we show our teachers how much more we know, can do and understand about computing?*
Community Opportunities Community	Radio station content to be shared with parents.	MC to hyperlink children's webpages from school website.	A visit from local police or online safety provider.	Possible visits from a graphic designer or architect.	N/A	Test games on family, friends and classmates	N/A



Utilise other appropriate opportunities for the application and practice of taught skills/knowledge

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Assessment Criteria By the end of each unit all children should be able to:	
Computing Skills <ul style="list-style-type: none"> - Record and play their own sounds in recording software - Import an existing sound file into recording software to play - Choose appropriate software for sound recording - Plan and record a radio advert 	Word Processing Skills <ul style="list-style-type: none"> - Comments on the features and layout of a webpage - Create a new webpage with a chosen layout and format text in the webpage - Independently search for images that can be used in documents
Online Safety <ul style="list-style-type: none"> - Identify a spam email - Explain what to do with spam email - Understand why they should cite a source - Explain the rules for creating a strong password - Create a strong password using a set of rules - Know that not everything they see online is true - Explain how to stay safe online - Identify unsafe online behaviour 	Computer Art <ul style="list-style-type: none"> - Draw 2D shapes or lines - Draw simple 3D models. - Manipulate 2D shapes into 3D shapes. - Import 3D models from the 3D warehouse. - Use a range of SketchUp tools including: shape, push, pull, orbit, pan, zoom, erase and fill
Programming <ul style="list-style-type: none"> - Follow written instructions to draw a simple flowchart - Insert symbols into a flowchart. - Add inputs into a flowchart. - Identify conventional symbols, understanding the process of each stage 	Programming with Logo/Scratch <ul style="list-style-type: none"> - Program an algorithm as a sequence of game instructions with actions and consequences.
Using and Applying <ul style="list-style-type: none"> - Research and design a new bedroom using appropriate software to create and present the plans. 	

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We follow a problem-solving approach to Computing. We focus on how we often use technology to solve problems and how sometimes, technology creates problems, which in turn, need solving! Themes and topics often start with a scenario or a question and whenever possible this is made 'real' for our pupils to motivate them and to give purpose to their learning.



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		Credibility				
DEEP DIVE	Computing Skills	Word Processing	Online Safety	Recovery Curriculum	Programming: Flowol	Scratch: Developing Games
YEAR 5	1:1	1:2	2:1	Computing Science 2:2	3:1	3:2
What can pupils already know/do/understand?*						
Non-Negotiable lessons	1 to 6	1 to 6	1 to 6	Key Skills - Logging On - Using a trackpad - Following given pathways - Opening documents - Saving Documents - Formatting text	1 to 6	1 to 6
Cross Curricular Opportunities Creativity	Radio station content linked to 'Mission on Mars.'	Webpage content to link to work on Ancient Greeks	Links with Safer Internet Day/ PSHE curriculum.		Literacy ~ Instruction writing	Link games to work on 'The Island'
Delivery timescale (Suggested)	1-6 taught individually or block equivalent of 1-2 days for the unit.	Individual lessons or block depending on children's skill level.	1-6 taught individually (discussion and short activity sessions)		1-6 taught individually or block equivalent of 1-2 days for the unit.	1-6 taught individually or block equivalent of 1-2 days for the unit.
Problem-solving Approach Compassion	We're live in 3,2,1.. I want to be on radio but where do I start?	Mrs Cadden needs new content for the website. How can I make a webpage?	How can I tell if what I see online is real, rubbish or fake?	British Science Week Cross Curricular Link Create either a scatter, bar or line graph to represent results.	How can I use the computer to control a different device?	Can I create a game by writing an algorithm?
Community Opportunities Community	Radio station content to be shared with parents.	MC to hyperlink children's webpages from school website.	A visit from local police or online safety provider.		N/A	Test games on family, friends and classmates



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Online Safety <ul style="list-style-type: none"> - Identify a spam email - Explain what to do with spam email - Understand why they should cite a source - Explain the rules for creating a strong password - Create a strong password using a set of rules - Know that not everything they see online is true - Explain how to stay safe online - Identify unsafe online behaviour 	Recovery Curriculum <ul style="list-style-type: none"> - I can log on using my personal username and password. - I can use a trackpad to manipulate the cursor. - I can follow a given pathway to a program or area of the school network. - I can change the presentation of text using simple tools. - I can save a document I have created. - I can open a document I have created
Programming <ul style="list-style-type: none"> - Follow written instructions to draw a simple flowchart - Insert symbols into a flowchart. - Add inputs into a flowchart. - Identify conventional symbols, understanding the process of each stage 	Programming with Logo/Scratch <ul style="list-style-type: none"> - Program an algorithm as a sequence of game instructions with actions and consequences.