SELLINDGE PRIMARY SCHOOL Upper KS2 Year 5 and 6 LONG-TERM PLANNING COMPUTING

Overview

This order can be changed but always teach the online safety units first term, so whole school are addressing similar issues/displays/assemblies ect. The Computer programming units also need to be taught in the order presented e.g. A then B.

Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	We are Super Digital Citizens **(**Year 5) 4th Grade 1)My Media choices 2)Private and personal information 3)Our online tracks 4)Keeping games fun and friendly 5)Be a super digital citizen 6) A creators rights and responsibilities *To access the full lesson plans you will need a Common Sense login (free)*	**We are computer system managers**	**We are computer coders A Microbit Controllers** Use the introduction of this unit then use the BBC Micro bit Introduction lessons.	**We are computer coders B**	**We are Media Masters**	**We are Database organisers**
		Also time for updating My Portfolio as a record of this work				
K&C	**Knowledge and Concepts** **Explain the difference between private and personal information** **Explain why it is risky to share private information online**.. Define the term "digital footprint" and identify the online activities that contribute to it. Identify ways they are -- and are not -- in control of their digital footprint. Understand what responsibilities they have for the digital footprints of themselves and others. Describe the positives and negatives of social interaction in online games. *Reflect on the characteristics that make someone an upstanding digital citizen.* *Recognize what cyberbullying is.*	**Knowledge and Concepts** To explain that computers can be connected together to form systems To recognise the role of computer systems in our lives To recognise how information is transferred over the internet To explain how sharing information online lets people in different places work together **Skills** To contribute to a shared project online	**Knowledge and Concepts** **To explain that a loop can stop when a condition is met, eg number of times** To conclude that a loop can be used to repeatedly check whether a condition has been met **Skills** To control a simple circuit connected to a computer To write a program that includes count-controlled loops	**Knowledge and Concepts** To explain how selection is used in computer programs To relate that a conditional statement connects a condition to an outcome To explain how selection directs the flow of a program **Skills** To design a program which uses selection To create a program which uses selection To evaluate my program	**Knowledge and Concepts** To recognise video as moving pictures, which can include audio To identify digital devices that can record video To recognise the features of an effective video To identify that video can be improved through reshooting and editing **Skills** To capture video using a digital device	**Knowledge and Concepts** To outline how grouping and then sorting data allows us to answer questions To explain that tools can be used to select specific data To explain that computer programs can be used to compare data visually **Skills** To use a form to record information To compare paper and computer-based databases *To apply my knowledge of a database to ask*

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	Skills Begin to develop their own definition of a healthy media balance. Show ways to be an *upstander by creating a digital citizenship superhero comic strip.*	To evaluate different ways of working together online	*To design a physical project that includes selection* *To create a controllable system that includes selection*		To consider the impact of the choices made when making and sharing a video	*and answer real-world questions*
Skills	Media, Private, Personal, Digital Footprint, Griefing, Up-stander, Cyber-bullying, Digital Citizen	Network, system, information transfer, online, offline	Circuit, selection, evaluate, programs, conditional statement, outcome, flow, logical reasoning	Circuit, selection, evaluate, programs, conditional statement, outcome, flow, logical reasoning	Video, animation, editing, audio, visual	Data-base, data, record, select, form, field of information

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Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	We are Super Digital Citizens **(**Year 6) 5thGrade 1) Finding the balance in a digital world 2)Don't feed the phish 3)Who are you online 4)Chatting safely online 5)Digital drama unplugged 6)Finding credible news *To access the full lesson plans you will need a Common Sense login (free)*	**We are Web page creators** *Link this unit to working on the My Portfolios to add hyperlinks ect.*	**We are computer systems managers**	**We are computer coders A**	**We are computer coders B Microbit Controllers**	**We are Spreadsheet managers**
		Also time for updating My Portfolio as a record of this work				
K &C	**Knowledge and Concepts** Consider what "media balance" means, and how it applies to them.# Explain how clickbait uses the curiosity gap to get your attention. Describe how gender stereotypes can lead to unfairness or bias. Describe the benefits and risks of online-only friendships. Describe how to respond to an online-only friend if the friend asks something that makes them uncomfortable. Recognize similarities and differences between in-person bullying, cyberbullying, and being mean. Empathize with the targets of cyberbullying. Identify strategies for dealing with cyberbullying and ways they can be an upstander for those being bullied. Understand the purposes of different parts of an online news page. Learn about things to watch out for	**Knowledge and Concepts** To consider the ownership and use of images (copyright) To recognise the implications of linking to content owned by other people To outline the need for a navigation path **Skills** **To plan the features of a web page** To recognise the need to preview pages To review an existing website and consider its structure	**Knowledge and Concepts** To identify how to use a search engine To describe how search engines select results To explain how search results are ranked To recognise why the order of results is important, and to whom To recognise how we communicate using technology **Skills** To evaluate different methods of online communication	**Knowledge and Concepts** To define a 'variable' as something that is changeable To explain why a variable is used in a program **Skills** To design a project that builds on a given example To use my design to create a project To choose how to improve a game by using variables To evaluate my project	**Knowledge and Concepts** To explain that selection can control the flow of a program **Skills** To create a program to run on a controllable device To update a variable with a user input To use an conditional statement to compare a variable to a value To design a project that uses inputs and outputs on a controllable device To develop a program to use inputs and outputs on a controllable device	**Knowledge and Concepts** To explain that objects can be described using data To explain that formula can be used to produce calculated data **Skills** To identify questions which can be answered using data To apply formulas to data, including duplicating To choose suitable ways to present data *To create a spreadsheet to plan an event*

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	when reading online news pages, such as sponsored content and advertisements. *Skills* Use strategies for avoiding clickbait. Create a personalized plan for healthy and balanced media us Create an avatar and a poem that show how gender stereotypes impact who they					
Skills	media balance, curiosity gap advertising, clickbait, headline, avatar, bias, gender stereotypes benefit, private information, risk bully, bullying, bystander, cyberbullying, empathy, target, upstander article	Web Page, preview, copyright, navigation, hyperlink	Search Engine, select, rank	Variable, game, controllable device, selection, flow, inputs, outputs, logical reasoning		Spreadsheet, formulae, cell, Excell

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