

Computing Progression Grid - Class 5 / 6

For ICT we use a scheme called Purple Mash. Teachers have their own log on and cover all units across the year. The following document gives the unit titles but planning assessment tools are embedded in the Purple Mash Scheme of learning. Some terms may have less weeks than purple mash have planned for, therefore, some lessons may take additional time and there will be an opportunity to have retrieval practice and revisit key areas within the topic.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>5.2 Online Safety (Digital Literacy) – (3 weeks) and 5.4 Databases (Information Technology) (4 weeks)</p>	<p>5.8 Word Processing (With Microsoft Word or Google Docs) (Information Technology) (7 weeks)</p>	<p>5.1 Coding (Computer Science) (6 weeks)</p>	<p>5.5 Game Creator (Computer Science) (5 weeks)</p>	<p>5.3 Spreadsheets (Information Technology) (6 weeks)</p>	<p>5.7 Concept Maps (Information Technology) (4 weeks) and 5.6 3D Modelling (Information Technology) (4 weeks)</p>
Minimum learning is highlighted			Key vocabulary is in bold		
<p>To gain a greater understanding of the impact that sharing digital content can have.</p> <p>To review sources of support when using technology.</p> <p>To review children’ responsibility to one another in their online behaviour.</p> <p>To know how to maintain secure passwords.</p> <p>To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this.</p> <p>To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.</p> <p>To learn about how to reference sources in their work.</p> <p>To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.</p>	<p>To know what a word processing tool is for.</p> <p>To add and edit images to a word document.</p> <p>To know how to use word wrap with images and text.</p> <p>To change the look of text within a document.</p> <p>To add features to a document to enhance its look and usability.</p> <p>To use tables within MS Word to present information.</p> <p>To introduce children to templates.</p>	<p>To review existing coding knowledge.</p> <p>To begin to be able to simplify code.</p> <p>To create a playable game.</p> <p>To understand what a simulation is.</p> <p>To program a simulation using 2Code.</p> <p>To know what decomposition and abstraction are in Computer Science.</p> <p>To take a real-life situation, decompose it and think about the level of abstraction.</p> <p>To use decomposition to make a plan of a real-life situation.</p> <p>To understand how to use friction in code.</p> <p>To begin to understand what a function is and how functions work in code.</p> <p>To understand what the different variable types are and how they are used differently.</p>	<p>To introduce the 2DIY 3D tool.</p> <p>To begin planning a game.</p> <p>To design the game environment.</p> <p>To design the game quest to make it a playable game.</p> <p>To finish and share the game.</p> <p>To self- and peer evaluate.</p> <p>Relate vocabulary from previous topics should be revisited</p>	<p>To use formulae within a spreadsheet to convert measurements of length and distance.</p> <p>To use the count tool to answer hypotheses about common letters in use.</p> <p>To use a spreadsheet to model a real-life problem.</p> <p>To use formulae to calculate area and perimeter of shapes.</p> <p>To create formulae that use text variables.</p> <p>To use a spreadsheet to help plan a school cake sale.</p>	<p>To understand the need for visual representation when generating and discussing complex ideas.</p> <p>To understand the uses of a ‘concept map’.</p> <p>To understand and use the correct vocabulary when creating a concept map. To create a concept map.</p> <p>To understand how a concept map can be used to retell stories and information.</p> <p>To create a collaborative concept map and present this to an audience.</p> <p>5.6 3D Modelling (Information Technology) (4 weeks)</p> <p>To be introduced to the 2Design and Make tool.</p> <p>To explore the effect of moving points when designing.</p>

<p>Ensuring reliability through using different methods of communication.</p> <p>5.4 Databases (Information Technology) (4 weeks)</p> <p>To learn how to search for information in a database. To contribute to a class database.</p> <p>To create a database around a chosen topic.</p> <p>Vocabulary from previous and related units of work should be revisited in this topic</p>		<p>To understand how to create a string.</p>			<p>To design a 3D model to fit certain criteria.</p> <p>To refine and print a model.</p>
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