

Class 5 ICT Curriculum

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
	<b>Myths and mysteries Britain Old &amp; New (London and Victorians)</b>	<b>Light and Dark Romans / Light, Earth &amp; Space</b>	<b>Our living world South America &amp; Food Chains/Habitats</b>
<b>Year A</b>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Research and search engines – safe and productive searches. Being discerning in evaluating digital content.</p> <p>Data handling and graph work (war statistics)</p> <p>Create a simple Christmas game – programming (Scratch 3.0)</p> <p>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</p>	<p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Create a simple game based in Roman Britain, where if a conditional statement is met then they start again or lose e.g. don't touch the edge of a maze. (Scratch 3.0)</p> <p>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</p>	<p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Use Kodu and learn to create a program which simulates a South American style world – what would we need to have there? Can we navigate a sprite around this world?</p> <p>Spreadsheets (using Excel to record, sort and represent data) – link to food chains</p>
<b>Cross-Curricular</b>	<p>Emails and attachments, address book (homework link, sending information into school from their home address to be used in a school project)</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>E-safety linked with searches on tablets and laptops</p>	<p>Power point – creating a presentation combining may varied elements on the theme of Romans</p> <p>Scanner and search technology – scanning in Roman documents and using these in our topic work</p>	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>E-Safety and transition. Links to peer pressure, consent, digital footprint, permissions, intellectual property, age-restrictions and keeping data and passwords secure</p>

<b>Year B</b>	<b>Forces and Motion Volcanoes/Earthquakes</b>	<b>Contrasting environments India/ Russia/Poland</b>	<b>Through the ages Anglo Saxons and Ancient Dynasty</b>
	<p>Take photos – edit, add labels and frames, change to sepia, black and white. Looking at perspective</p> <p>Blogging (Primary Blogger)</p> <p>Survey (Surveymonkey)</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Researching images for work on volcano art</p>	<p>Spreadsheet modelling topic data eg. Weather</p> <p>Collect, find, organise and interpret data for presentation. Graphing</p> <p>Plan, design and create a multi-media presentation about a European country</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Using scratch 3.0 to design a quiz about India</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Control or simulate systems such as burglar alarm or traffic lights. Use of micro-bit or other control software and hardware and Scratch</p> <p>Create a simple quiz app on an area of our topic. (Appshed)</p> <p>Beginning to use Python as an extension from Scratch</p>
<b>Cross-Curricular</b>	<p>Data logger – using to record and the graph data to answer specific questions</p>	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>Email and shared text – collaboration through the network</p> <p>Word processing and desktop publishing using both laptops and desktops</p>	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>E-safety – what is unacceptable behaviour – how to report concerns.</p> <p>Cyberbullying</p>