

Corpus Christi Catholic Primary
Year 5
Computing Curriculum Overview



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------|--|---|---|--|--|---|
| Topic | Creating Media: Video Production | Programming A: Selection in Physical Computing | Computer Systems and Networks: Systems and Searching | Data and Information: Flat-file Databases | Creating Media: Introduction to Vector Graphics | Programming B: Selection in Quizzes |
| Skills to Develop | <ul style="list-style-type: none"> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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. | <ul style="list-style-type: none"> Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 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. | <ul style="list-style-type: none"> 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 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. | <ul style="list-style-type: none"> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 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. |

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| Key Learning/Sticky Knowledge | <ul style="list-style-type: none"> To explain what makes a video effective To identify digital devices that can record audio To capture video using a range of techniques To identify that video can be improved through reshooting and editing To consider the impact of the choices when making and sharing a video. | <ul style="list-style-type: none"> To control a simple circuit connected to a computer To write a program that includes count-controlled loops To explain that a loop can be stopped when a condition is met To explain that a loop can be used to repeatedly check whether a condition has been met To design a physical project that includes selection. | <ul style="list-style-type: none"> To explain that computers can be connected together to form systems To recognise the role of computer systems in our lives To experiment with search engines To describe how search engines select result To explain how search results are ranked and why the order is important. | <ul style="list-style-type: none"> To use a form to record information To outline how you can answer questions by grouping and then sorting data To explain that tools can be used to select specific data To explain computer programs can be used to compare data visually To use a real-world database to answer questions. | <ul style="list-style-type: none"> To identify that drawing tools can be used to produce different outcomes To create a vector drawing by combining shapes To recognise that vector drawings consist of layers To group objects to make them easier to work with. | <ul style="list-style-type: none"> 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 To design and create .a program which uses selection. |
| Key Vocabulary | Visual media, Store, Retrieve, Export, Reshoot | Crumble controller, Programming environment, Circuit, Microcontroller, Crumble, Sparkle, Component, Infinite loop, Count-controlled loop, Condition, Conditional loop, Selection, Action | Digital system, Physical connection, Electronic connection, Computer system, Search engine, Rank, Web search, Web crawler, Search engine index, Content creator | Record, Field, Database, Sorting, Grouping | Vector, Vector drawing, Alignment grid, Resize handle, Zoom tool, Layers, Duplicate (images), Group and ungroup (images) | Conditions, 'if...then...else' structure, Program flow, Branching structure, Setup code |
| Links to Previous Learning | Y3 – Stop Frame Animation Y4 – Photo Editing | Y3 – Sequencing Sounds Y4 – Repetition in Games | | Y3 – Branching Databases | Y3 – Desktop Publishing | Y3 – Sequencing Sounds Y4 – Repetition in Games |
| Cross Curricular Links | | | | | | |