Year 5: Computing

Key Facts & Skills	
Digital Citizenship and Online Safety	I can explain how identity online can be copied, modified or altered. I can demonstrate responsible choices about my online identity, depending on context. I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my fault. I can make positive contributions and be part of online communities. I can describe some of the communities in which I am involved and describe how I collaborate with others positively I can search for information about an individual online and create a summary report of the information I find. I can describe ways that information about people online can be used by others to make judgements about an individual. I can recognise when someone is upset, hurt or angry online. I can describe how to get help for someone that is being bullied online. I can explain how to block abusive users. I can explain how I would report online bullying on the apps and platforms that I use. I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline / CEOP) I can describe ways technology can affect healthy sleep and can describe some of the issues. I can describe some strategies, tips or advice to promote healthy sleep with regards to technology.
Digital Literacy	I can use software to create my own sounds by recording, editing and playing I can combine audio effects to create an original radio jingle I can research and plan digital content for a radio podcast I can use software to create and present digital content for a radio podcast I can design and record a persuasive radio advert for a product or service I can present and evaluate radio content I can continue to apply my digital literacy skills across multiple application programs.
Computer Science	I can draw and interpret a flowchart with the correct symbols I can create and edit a flowchart to control a simulated device. I can control multiple outputs at the same time I can use a decision symbol based on the status of an input I can create a flowchart program containing a subroutine I can design, write and debug my own flowchart program for a given task I can use logical reasoning to debug a program.

	I can explain how I debugged a program. I can plan and write an algorithm using the following: commands, sequence, selection 'if…then' (conditional statement) and repetition I can use command within a series of commands – procedures I know what a procedure is I can detect and debug errors in more complex algorithms and programs I know and can tell you what selection is I can use selection to create games in which the user must make a choice
Information Technology	I can use different search technologies I can evaluate digital content and can explain how I make choices from search results I can explain key concepts, including: data, information, fact, opinion, belief, true, false, valid, reliable and evidence I understand the difference between online **mis-information** and **dis-information** I can explain what is meant by 'being skeptical' and I can give examples of when and why it is important to be 'sceptical' I can explain what is meant by a **hoax**. I can explain why I need to think carefully before I forward anything online I can explain why some information I find online may not be honest, accurate or legal I can create and use strong passwords I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages and geolocation) with others I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing I can assess and justify when it is acceptable to use the work of others I can identify features of illegal downloads and illegal (pirated) content I can recognise that piracy online affects artists and creative industries I can name devices on a computer network I can explain the purpose of certain devices on a computer network

Vocabulary

Mis-information	Inaccurate information distributed by accident
Dis-information	Inaccurate information distributed deliberately and intended to mislead
Hoax	A deception or trick
Geolocation	The process of identifying the geographical location of a person / device by means of digital information

Useful Websites and Other Resources

Childnet:
www.childnet.com

Education for a Connected World (GOV):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759003/Education_for_a_connected_world_PDF.PDF

BBC Bitesize KS2:
https://www.bbc.com/bitesize/subjects/zvnrq6f

Hour of Code:
https://code.org/learn

Child-friendly Visual Search Engine:
https://www.kiddle.co/

Common Sense Education:
https://www.commonsense.org/education/digital-citizenship/curriculum

Movie Soup:
http://moviesoup.co.uk/

Pivot Animator:
https://pivotanimator.net/Download.php

Turtle Logo:
https://turtleacademy.com/

Childline:
https://www.childline.org.uk/

Child Exploitation and Online Protection Service (CEOP):
https://www.ceop.police.uk/safety-centre/

Audacity:
https://www.audacityteam.org/download/

the enquire learning trust

Scratch:
https://scratch.mit.edu/