

Computing Progression Grid - Class 4/5

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
4.2 Online Safety (Digital Literacy) (4 weeks) and 4.6 Animation (Information Technology) (3 weeks)	4.1 Coding (Computer Science) (6 weeks)	4.3 Spreadsheets (Information Technology) (6 weeks)	4.4 Writing for different audiences (Information Technology)	4.5 Logo (Computer Science) (4 weeks) and 4.8 Hardware Investigators (Computer Science) (2 weeks)	4.7 Effective Search (Information Technology) (3 weeks) and 4.9 Making Music (Information Technology) (4 weeks)
Minimum learning is highlighted Key vocabulary is in bold					
<p>To understand how children can protect themselves from online identity theft.</p> <p>To understand that information put online leaves a digital footprint or trail and that this can aid identity theft.</p> <p>To identify the risks and benefits of installing software including apps.</p> <p>To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.</p> <p>To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.</p> <p>To identify the positive and negative influences of technology on health and the environment.</p> <p>To understand the importance of balancing game and screen time with other parts of their lives.</p>	<p>To review coding vocabulary and knowledge.</p> <p>To create a simple computer program.</p> <p>To begin to understand selection in computer programming.</p> <p>To understand how an IF statement works.</p> <p>To understand how to use coordinates in computer programming.</p> <p>To understand how an IF statement works.</p> <p>To understand the Repeat until command.</p> <p>To begin to understand selection in computer programming.</p> <p>To understand how an IF/ELSE statement works.</p> <p>To understand what a variable is in programming.</p> <p>To use a number variable.</p> <p>To review vocabulary and concepts learnt in Year 4 Coding.</p> <p>To create a playable game.</p>	<p>To explore how the numbers entered into cells can be set to either currency or decimal.</p> <p>To explore the use of the display of decimal places. To find out how to add formulae to a cell.</p> <p>To explore how tools can be combined to use Calculate to make number games.</p> <p>To explore the use of the timer, random number and spin button tools.</p> <p>To use the line graphing tool in Calculate with appropriate data.</p> <p>To interpret a line graph to estimate values between data readings.</p> <p>To use the currency formatting tool in Calculate.</p> <p>To use Calculate to create a model of a real-life situation.</p> <p>To use the functions of allocating value to images in Calculate to make a resource to teach place value.</p>	<p>To explore how font size and style can affect the impact of a text.</p> <p>To use a simulated scenario to produce a news report.</p> <p>To use a simulated scenario to write for a community campaign. (5 weeks)</p>	<p>To learn the structure of the language of 2Logo.</p> <p>To input simple instructions in 2Logo.</p> <p>To use 2Logo to create letter shapes.</p> <p>To use the Repeat command in 2Logo to create shapes.</p> <p>To use and build procedures in 2Logo.</p> <p>4.8 Hardware Investigators (Computer Science) (2 weeks)</p> <p>To understand the component parts that make up a desktop computer. (CPU, graphic card, hard drive, input, motherboard, network card, output, peripherals, RAM and software.)</p> <p>To recall the different parts that make up a computer.</p>	<p>To locate information on the search results page.</p> <p>To use search effectively to find out information.</p> <p>To assess whether an information source is true and reliable.</p> <p>4.9 Making Music (Information Technology) (4 weeks)</p> <p>To identify and discuss the main elements of music: Pulse, Rhythm, Tempo, Pitch, Texture.</p> <p>To understand and experiment with rhythm and tempo.</p> <p>To create a melodic phrase.</p> <p>To compose a piece of electronic music.</p>

4.6 Animation (Information Technology) (3 weeks)

To decide what makes a good, animated film or cartoon and discuss favourite animations.

To learn how animations are created by hand.

To find out how 2Animate animations can be created in a similar way using technology.

To learn about **onion skinning** in animation.

To add backgrounds and sounds to animations.

Introducing '**stop motion**' animation.

To share animation the class **blog**.