# Year 5 and 6 Curriculum Plan – Computing

| | Autumn | Spring | Summer |
|---|---|---|---|
| **Year 5** | 1. Computing systems and networks - systems and searching<br>2. Creating media - Video production | 3. Programming A – Selection in physical computing<br>4. Data and information – Flat-file databases | 5. Creating media - Introduction to vector graphics<br>6. Programming B – Selection in quizzes |
| **Year 6** | 1. Computing systems and networks - Communication and collaboration<br>2. Creating media – Web page creation | 3. Programming A – Variables in games<br>4. Data and information - Introduction to Spreadsheets | 5. Creating media – 3D Modelling<br>6. Programming B - Sensing movement<br>7. Using the micro:bit for primary to secondary transition |

| **Computing National Curriculum Expectations UKS2** | **Year 5** | | | **Year 6** | | |
|---|---|---|---|---|---|---|
| | Autumn | Spring | Summer | Autumn | Spring | Summer |
| To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts | | | | | | |
| To use sequence, selection, and repetition in programs; work with variables and various forms of input and output | | | | | | |
| To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | | | | | | |
| To 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 | | | | | | |
| To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content | | | | | | |
| To 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 | | | | | | |
| To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | | | | | | |