THE YEAR 5 LEARNER WILL COVER THE FOLLOWING:

AUTUMN 1		AUTUMN 2	
WE ARE INTERNET USERS Using the Internet safely, responsibly & respectfully		**WE ARE CODERS** Developing an educational game	
Knowledge	**Skills**	**Knowledge**	**Skills**
In Year 5, pupils begin to develop their understanding of what it means to have a positive digital footprint and why this is important. They learn to discern the purpose and reliability of online content and are taught ways to develop safe habits online, including the importance of protecting personal information. Pupils also learn how to respect online privacy boundaries for themselves and others and further ways to seek or ask for help if they or others feel unsafe online.	Explain what it means to have a positive digital footprint, and why this is important. Describe ways to critically evaluate what we see on social media. Identify different types of online scams people their age may experience. Explain why it is important to keep personal information private online. Describe how to find and ask for help if someone feels unsafe online.	In this unit, pupils start by playing and analysing educational computer games, identifying those features that make a game successful. They then plan and design a game, with a clear target audience in mind. They create a working prototype, and then develop it further to add functionality and improve the user interface. They test their game and make any necessary changes.	Write algorithms that use selection and repetition to control the sequence of code. Use variables to store and manipulate information in a program. Debug different components of the program to ensure the specific goal is achieved. Consider and select appropriate input and output as part of the user interface design.

SPRING 1		SPRING 2	
WE ARE BLOGGERS Sharing thoughts and opinions online		**WE ARE QUIZMASTERS** Creating and analysing data	
Knowledge	**Skills**	**Knowledge**	**Skills**
In this unit, pupils become familiar with blogs as a medium and a genre of writing. They look at and evaluate some different blogs, and examine comments left there. Pupils will then create a series of their own blog posts (that may combine other media such as photos or illustrations) to share with peers and invite and respond to comments from others. They will be taught how to respond to the blog posts of others in a meaningful and respectful way.	Create a sequence of blog posts on a theme. Incorporate additional media (optional). Comment respectfully on the posts of others. Develop a critical, reflective view of a range of media, including text.	In this unit, pupils design and publish their own educational quiz (relating to their history topic). They will use the web to research a topic and use software to produce a set of self-marked, multiple choice questions. They will learn to import the data generated and consider ways to represent and analyse it.	Use keywords and search terms effectively to locate information online. When searching for information online, make decisions about how useful, relevant, valid and accurate the information is. Use and combine digital media and technology to create a program for a specific purpose. Analyse and evaluate data and information.

SUMMER 1		SUMMER 2	
WE ARE CRYPTOGRAPHERS Cracking codes		**WE ARE ENTREPRENEURS** Launching a digital gallery	
Knowledge	**Skills**	**Knowledge**	**Skills**
The pupils learn more about communicating information securely through an introduction to cryptography (the science of keeping communication and information secret). They investigate early methods of communicating over distances, learn about two early ciphers, and consider what makes a secure password. They consider why some information needs to be kept private and the need to use complex passwords and to keep information secure.	Use semaphore and Morse code to convey and receive simple messages. Encrypt and decrypt messages in simple ciphers. Write an algorithm that uses repetition and variables to 'hack' a password.	In this unit, pupils will further explore how to manipulate digital photos for effect using software tools. They will create a virtual gallery in which to display work that they have 'purchased' from their peers. An auction will then be held to see who has selected the most valuable pieces of art!	Use and combine digital media and technology to create a program for a specific purpose. Take digital photographs and manipulate them for purpose by applying different types of filters. Combine data and information from different sources into a digital presentation, showing clearly intended purpose and 'audience'.