

## IT Knowledge skills and Capability Year 5

<b>POS / Skill / Capability / Concepts / Knowledge</b> <b>Key skills / Objectives (DL)</b>	<b>POS / Skill / Capability / Concepts / Knowledge</b> <b>Key skills / Objectives (DS)</b>	<b>POS / Skill / Capability / Concepts / Knowledge</b> <b>Key skills / Objectives (SRU)</b>
<ul style="list-style-type: none"> <li>• Use an alternative presentation tool (for example <i>Prezi, Ahead, Keynote</i>) to create a presentation linking into a topic, area of interest or event.</li> <li>• Continue to create non-traditional presentations, including story boarding, web based work based on topics, area of interest or events, increasing the complexity of these sites.</li> <li>• Continue to regularly use word processing and desktop publishing to present their work, combing formatted text with other media and making choices about programs and features to use and justifying these choices to others. i.e. e-book, multimedia, interactive presentations</li> <li>• Continue to use ICT to create a finished product or set of linked products, developing consistency in style across linked products.</li> <li>• Create using a range of tools, for a specific purpose.</li> <li>• Create websites for a specific purpose and improve these sites.</li> <li>• Use technology to help them present their work, showing an increasing degree of skill and using advanced features of software and tools.</li> <li>• Be able to select tools which they can use to help them achieve a specific aim and justify these choices to others.</li> <li>• Start to independently select ways to communicate their own ideas making sure they adhere to rules of safe and responsible use.</li> <li>• Understand the <a href="#">importance of citing all sources</a> when they do <a href="#">research learning</a> how to add bibliographical citations for online sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the World Wide Web as part of the Internet and the ways they can connect to the Internet.</li> <li>• Use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check for relevance of information, cross checking with different websites or non IT resources.</li> <li>• Understand that content online should not be downloaded or adapted without permission and acknowledgement.</li> <li>• Be able to choose to use the internet when appropriate as a tool for independent research, e.g. gathering text, images, videos and sound as resources to use in their own work.</li> <li>• Begin to develop more advanced search techniques, e.g. searching for a phrase using quotation marks to locate precise information. Use their knowledge of domain names and common website extensions, e.g. co.uk, com, ac, sch, org, gov, net, to support validation process.</li> </ul>	<ul style="list-style-type: none"> <li>• Abide by the school's safer internet rules.</li> <li>• Judge what sort of privacy settings might be relevant to reducing different risks. Understand that if they make personal information available online it may be seen and used by others. – Digital footprint.</li> <li>• Be aware of the potential risk of providing personal information online.</li> <li>• Be able to state the positive and negative impacts of the use of ICT in their own lives and those of their peers and family.</li> <li>• Judge when to answer a question online and when not to.</li> <li>• Know how to be good online citizen and friend, not a 'digital bystander'. Know how to report an incident of cyber bullying.</li> <li>• Articulate what constitutes good and unacceptable behaviour online.</li> <li>• Find and cite the web address for any information or resource found online.</li> <li>• Use different sources to check information found. Recognise why people may publish content that is not accurate.</li> <li>• Know how to create strong passwords and manage them to keep safe.</li> </ul>

<b>POS / Skill / Capability / Concepts / Knowledge</b> <b>Key skills / Objectives (MM)</b>	<b>POS / Skill / Capability / Concepts / Knowledge</b> <b>Key skills / Objectives (P/C/I)</b>	<b>POS / Skill / Capability / Concepts / Knowledge</b> <b>Key skills / Objectives (UD)</b>
<p><b>Multimedia</b></p> <ul style="list-style-type: none"> <li>• Show an increasing awareness of the intended audience and purpose</li> <li>• Begin to understand the potential of multimedia to inform or persuade and know how to integrate words, images and sounds imaginatively for different audiences and purposes.</li> <li>• Recognise some of the features of good design in different printed and electronic texts (eg poster, website, presentation, etc).</li> <li>• With support, select the most appropriate ICT tools for their intended purpose and audience.</li> <li>• Understand the importance of evaluation and adaptation of individual features to enhance the overall presentation</li> </ul> <p><b>Digital Imagery</b></p> <ul style="list-style-type: none"> <li>• Know that images (still and moving) are used to enhance presentations or communicate ideas.</li> <li>• Begin to understand the concept of copyright and apply this to their work.</li> <li>• Evaluate and improve as part of a design process</li> <li>• Children discuss and evaluate their own and others' movies and discuss their suitability for the given audience/task</li> </ul> <p><b>Sound and Music</b></p> <ul style="list-style-type: none"> <li>• Continue to develop an understanding of issues relating to copyright of music – e.g. when selecting samples</li> <li>• Be aware of different sound file formats (eg MP3, WAV) and understand where they are used.</li> <li>• Identify situations when podcasting has been used as a means of communication and discuss why</li> </ul>	<ul style="list-style-type: none"> <li>• Create and refine sequences of commands using Logo programming, including the use of procedures, e.g., to construct and investigate <a href="#">geometric patterns</a> and problems.</li> <li>• Compare and discuss these identifying that algorithms are developed according to a plan and then tested.</li> <li>• Identify how it can be easier to plan, test and correct parts of an algorithm separately.</li> <li>• Make predictions regarding the consequences of decisions when creating sequences of commands.</li> <li>• Talk about procedures as parts of a program and refine then to improve efficiency.</li> <li>• Combine procedures to form a new procedure</li> <li>• Write programs that include wait and repeat commands, sequences and repetitions.</li> <li>• Explain what input and output are by showing examples.</li> <li>• Use sensors to measure sound, light or temperature.</li> <li>• Control simple devices (light bulbs, motors, and buzzers) by giving direct instructions and combine a series of instructions and procedures</li> <li>• Change inputs on a model to achieve different outputs.</li> <li>• Refine sequences of commands to control outputs only, e.g., lighting sequences, buzzers and motors (This could include on screen simulations or real devices).</li> <li>• Create own platform games and apps, beginning to edit existing code</li> <li>• Explore 3D modelling program to create a virtual environment or representation of an idea.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use the computer and spreadsheets to create and alter graphs and charts.</li> <li>• Continue to use, query and create own databases as appropriate, linking into work across the curriculum.</li> <li>• Create data collection forms and enter data from these accurately.</li> <li>• Begin to explore spreadsheets entering basic formulae. Use appropriate cross curricular links to present these opportunities.</li> <li>• Know which formulas to use when changing spreadsheet models.</li> <li>• Know how to check for and spot inaccurate data.</li> <li>• Develop skills of file and folder management to store own data.</li> <li>• Use a data logger to “snap shot” a series of readings in the course of an appropriate investigation</li> <li>• Investigate changes in the environment using a data logging device to capture measurements (sound, temperature, light) continuously over time.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Explore 'What If, simulations</li><li>• Create and use own bar or QR codes to add to posters to link information.</li><li>• Discuss what 'apps' are and how they are created to fulfil a specific purpose. Begin to design own app identifying need.</li></ul> |  |
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