Year 5 – Long Term Planning Ideas		
Online Safety and Digital Literacy also see Education for a Connected World	**Information Technology**	**Computer Science**
• Know the risks posed to them by using Social Media, including understanding that people may not be who they say they are. • Know that it is irresponsible to share images of friends on-line without their permission. • Know how to report concerns on-line. **Play Like Share – CEOP** https://www.thinkuknow.co.uk/professionals/resources/play-like-share/ **What is Cyberbullying?** Common Sense Media https://www.commonsense.org/education/digital-citizenship/lesson/whats-cyberbullying **Livestreaming – good and bad attention** https://www.thinkuknow.co.uk/professionals/resources/live-streaming/ • Know that a balance of online and offline activities is important to maintain good health. **Common sense media – my media choices** https://www.commonsense.org/education/digital-citizenship/lesson/my-media-choices • Effectively use a search engine to find multiple criteria using AND/OR to refine searches **Google Search Lessons** https://sites.google.com/site/gwebsearcheducation/lessonplans • Know how to compare information from different websites and know that some sites may show bias **Trust Me** https://www.lgfl.net/online-safety/trust-me **Reliability of Websites** www.allaboutexplores.com **Other A Creators Rights and Responsibilities** Common Sense Media https://www.commonsense.org/education/digital-citizenship/lesson/a-creators-rights-and-responsibilities	• To be able to share their work from their personal folder to work collaboratively with others. For instance to collectively generate a presentation with each pupil, or groups of pupils creating slides which are then sequenced together. This could be done by using a shared folder on a network or sharing Keynote slides through Air Drop. This should be linked to work in other curriculum areas e.g. The Romans, or a guided reading text. • Know how to use software to create and effective poster or leaflet. For instance using Publisher or Pages to create a key facts poste about a topic, for instance The River Tyne. This would incorporate text • Be able to select the best program for the task. • Using software know how to add data into a prepared spreadsheet to answer simple questions. For instance using Excel • Independently, prepare an effective presentation to show their learning to others which includes some elements of timing or sequence. For instance in Keynote, Powerpoint, iMovie	• Use customisation to change a working program to change its effect for instance backgrounds and sprite in scratch **Scratch** – For Instance Build a Scene http://code-it.co.uk/goldscene where code is modified to have different effects. *Or* Helicopter Game http://code-it.co.uk/goldgame/ **Powerpoint**- For instance to take a simple working hyperlinked presentation and to customise it by adding additional content and navigation. **Kodu** – For instance using the "Shooting Fish" activity, which required additional code to turn it into a working game. **Microbit** – For instance Snowflake Fall **Rapid Router**- Levels 13-18 • Uses loops to achieve goals **Scratch** – For instance Slug Trail http://code-it.co.uk/scratch/slugtrail/slugtrailoverview **Microbit**- For Instance Rock Paper Scissors lesson **Rapid Router**- Levels 19 to 32 **Lightbot** – Completing Procedures and Loops sections • Uses variables, conditional sentences (when/then), external triggers and loops to achieve set goals (creating game in Scratch, an interactive slides in Powerpoint or Keynote for instance to create an interactive story) **Microbit -** For Instance temperature activity lesson **Powerpoint** – Create an interactive story (without using a template) which has different endings depending on the choices made. **Scratch** – Crab Maze http://code-it.co.uk/scratch/crabmaze **Kodu** – Create a game where the character gets points for instance by collecting coins.

Note – this should be customised for each school as exact activities will depend on the prior experiences of the children and the available equipment.

Education Durham