




Year 5 Computing Curriculum

	Autumn 1	Autumn 2
Curriculum focus	Digital Literacy and online safety 	Building retro games - pick a project 
Computing Strand	Digital Literacy	Computing Science
Curriculum links	<ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
Prior learning	<ul style="list-style-type: none"> This unit builds on important online safety messages from Key stage 1 (Keeping safe and exploring technology and Keep safe and create) and more recently, our Digital Literacy and Online Safety units for Year 3 and Year 4. In those units, students learn about screen time issues, privacy, digital footprints, online communities, online bullying, copyright principles, our responsibilities to others online, passwords, their own online identities, and fake imagery. Communication and collaboration and Computational thinking - Alien contact both also have elements of online safety in their lessons and cover communicating safely with others online, and safety when using social media. 	<p>This unit builds on the computer science units with a programming focus from Key Stage 1: Action algorithms and Programming direction (Year 1) and Programming with Scratch Jr and Programming with Logo (Year 2), as well as the Year 3 units Getting Started with Kodu and Animation with Scratch and Year 4 units Programming Scratch maze games, Kodu sports and Computational thinking - Alien contact.</p>
Key vocabulary	<ul style="list-style-type: none"> Attribute - giving credit to the person who created something, such such as listing the author's name and date, or a citation Copyright - legal protection that a creators have over the things they create Cyberbullying - using digital devices, sites, and apps to intimidate, harm, and upset someone Digital citizen - someone who uses technology responsibly to learn, create, and participate 	<ul style="list-style-type: none"> Abstraction - Removing unnecessary detail to help you solve a problem (a computational thinking concept) Algorithm - an unambiguous procedure or precise step-by-step guide to solve a problem or achieve a particular objective. Block - a 'chunk' of programming or a particular graphic block or piece found in a graphical programming language such as Scratch. Blocks Palette - (in Scratch) - the library of blocks in most graphical programming languages.

Year 5 Computing Curriculum

- **Digital footprint** - a record of what you do online, including the sites you visit and the things you post; it can also include things that others post that involve you
- **Digital media** - information that comes to us through the internet, often through a tablet, smartphone, or laptop
- **Inference** - an educated guess based on evidence
- **intellectual property** - the ownership of something you create, giving you a right to how others use it
- **Hardwired** - something you are born with
- **Griefing** - irritating or angering people in video games by being mean, destructive, or cheating
- **License** - a clear way to define the type of copyright creative work has so others know how they can use it
- **Media** - all of the ways that large groups of people get and share information (TV, books, internet, newspapers, phones, etc).
- **Media balance** - using media in a way that feels healthy and in balance with other life activities (family, friends, school, hobbies, etc).
- **Media choices** - time spent watching, listening to, reading, or creating media.
- **Online video game** - a video game that is played through the internet
- **Personal information** - information about you that cannot be used to identify you because it is also true for many other people (e.g. your hair colour or the city you live in)
- **Plagiarism** - using someone's creative work without providing attribution
- **Private information** - information about you that can be used to identify you because it is unique to you (e.g. your full name or your address)
- **Register (online)** - to enter your information in order to sign up and get access to a website or app
- **Responsibility** - a duty you have to yourself or others
- **Social interaction** - talking or messaging with people to develop friendship or community
- **Upstander** - a person who supports and stands up for someone else

- **Command** - a step or line of programming.
- **Coordinate** (noun) - Cartesian coordinates are a set of values that show an exact position.
- **Costume** - The costume is the appearance of a sprite on the screen.
- **Debug** - to detect and correct the errors in a computer program.
- **Decomposition** - Breaking a problem down into smaller parts (a computational thinking concept)
- **Execute** - to follow a series of instructions.
- **Input** - data provided to a computer system, such as via a keyboard, mouse, microphone, camera or physical sensors.
- **Logical reasoning** - a systematic approach to solving problems or deducing information using a set of universally applicable and totally reliable rules.
- **Output** - the information produced by a computer system for its user.
- **Program** - A sequence of instructions written to perform a specified task on the computer
- **Repetition** (also known as 'Loop' or 'Iteration') - a programming construct in which one or more instructions are repeated, perhaps a certain number of times, until a condition is satisfied or until the program is stopped.
- **Script** - (In Scratch) blocks are snapped together into stacks, called scripts.
- **Selection** - 'when things happen' - A programming construct in which the instructions that are executed are determined by whether a particular condition is met.
- **Sequence** - to place programming instructions in order, with each executed one after the other.
- **Sprite** - A graphical object that can be controlled by programming.
- **Stage** - (in Scratch) - the Stage is where you see your stories, games, and animations come to life.
- **Variables** - a way in which computer programs can store, retrieve or change simple data, such as a score, the time left, or the user's name.

Substantive concepts


- Learn the "What? When? How Much?" framework for describing their media choices.
- Use this framework and their emotional responses to evaluate how healthy different types of media choices are.
- Begin to develop their own definition of a healthy media

- programs
- Use X and Y coordinates effectively to control a sprite's movement
- Understand and use variables to control functions in a game
- Plan ways to add to and improve a program
- Use sequence, selection, and repetition in programs
- Use X and Y coordinates effectively to control a sprite's movement

Year 5 Computing Curriculum

	<p>balance.</p> <ul style="list-style-type: none"> ● Identify the reasons why people share information about themselves online. ● Explain the difference between private and personal information. ● Explain why it is risky to share private information online. ● Define the term "digital footprint" and identify the online activities that contribute to it. ● Identify ways they are Reflect on the characteristics that make someone an upstanding digital citizen. ● Recognise what cyberbullying is. ● Show ways to be an upstander by creating a digital citizenship superhero comic strip. ● -- and are not -- in control of their digital footprint. ● Understand what responsibilities they have for the digital footprints of themselves and others. ● Define "social interaction" and give an example. ● Describe the positives and negatives of social interaction in online games. ● Create an online video game cover that includes guidelines for positive social interaction. ● Define "copyright" and explain how it applies to creative work. ● Describe their rights and responsibilities as creators. ● Apply copyright principles to real-life scenarios. 	<ul style="list-style-type: none"> ● Use logical reasoning to debug programs ● Understand and use sequence, selection, and repetition in programs ● Use X and Y coordinates effectively to control a sprite's movement ● Understand and use variables to control functions in a game ● Plan ways to add to and improve a program ● Analyse an existing video game and explain how it works ● Understand and use sequence, selection, and repetition in programs ● Use X and Y coordinates effectively to control a sprite's movement ● Understand and use variables to control functions in a game ● Understand and use sequence, selection, and repetition in programs ● Understand and use variables to control functions in a game ● Plan ways to add to and improve a program ● Analyse an existing video game and explain how it works ● Understand and use sequence, selection, and repetition in programs; ● Use X and Y coordinates effectively to control a sprite's movement
<p>What comes next?</p>	<p>The digital literacy content in this unit will be built upon in even more depth with our Digital Literacy and online safety units for Year 6, as well as when they reach Key Stage 3. Other units also include online safety and digital literacy messages, such as Building Collaborative websites, Manipulating images and Inside the internet.</p>	<p>This unit is built upon in the Year 5 unit LEGO robotics, in which a variation of Scratch is used to control physical devices (robots) and learn about inputs and outputs. This gives students more depth and breadth to their programming knowledge as similar concepts can be applied as when controlling sprites on a screen, but with real-world physical outcomes. Getting started with the BBC micro:bit, (Year 6) and optional unit Getting started with Crumble also provide similar opportunities to control physical systems while widening their knowledge and experience of programming with other block-based coding languages, away from Scratch.</p>

Year 5 Computing Curriculum

	Spring 1	Spring 2
Curriculum focus	Building collaborative websites	Manipulating sound
Strand	Information Technology	Information Technology
Curriculum links	<ul style="list-style-type: none"> 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 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 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 	<ul style="list-style-type: none"> 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
Prior learning	<p>This unit builds on lessons from Communication and Collaboration (Year 3), where students learn about using a range of digital communication and collaboration tools from email to collaborative documents. It also considers digital design concepts discussed in Searching the web (Year 4), and word processing and digital design skills covered in Writing in different styles and Finding and presenting information (Year 2).</p>	<p>This unit builds on Manipulating Sound (Key stage 1), where students find out what digital sound is, and explore various ways of experimenting with different digital tools to create music and combine sound with other forms of media. In this unit, students progress to using more professional sound editing software and techniques including trimming and combining a number of sound files in layers, adding effects and leveling volume effectively.</p>
Key vocabulary	<ul style="list-style-type: none"> Alter - to change the way something looks, sometimes using a computer or other digital tools. Annotate - add notes to (a text or diagram) giving explanation or comment. Attribute - giving credit to the person who created something, such such as listing the author's name and date, or a citation. Copyright - legal protection that a creators have over the things they create. Digital content - any media created, edited or viewed on a computer, such as text (including the hypertext of a web page), images, sound, video (including animation), or virtual environments, and combinations of these (i.e. multimedia). Digital media - information that comes to us through the internet, often through a tablet, smartphone, or laptop. Edit - To change, add or remove elements in a piece of 	<ul style="list-style-type: none"> Alter - To change the way something looks, sometimes using a computer or other digital tools. Copyright - Legal protection that a creators have over the things they create. Digital - Any signals or data that can be expressed by using the digits 0 and 1 (binary code). Digital content - Any media created, edited or viewed on a computer, such as text (including the hypertext of a web page), images, sound, video (including animation), or virtual environments, and combinations of these (i.e. multimedia). Digital media - Information that comes to us through the internet, often through a tablet, smartphone, or laptop. Edit - To change, add or remove elements in a piece of work (usually to improve it). Evaluation - Making judgements (a computational thinking concept). Export - The opposite of importing and a computing command


Year 5 Computing Curriculum

	<p>work (usually to improve it).</p> <ul style="list-style-type: none"> ● Evaluation - Making judgements (a computational thinking concept). ● Online - using a digital device to visit a website or app that makes use of the internet. ● Password - a secret string of letters, symbols, and numbers that you can use to restrict who can access something digital. ● Plagiarism - using someone's creative work without providing attribution. ● Save - To store a piece of work in a computer's memory so that it can be recalled at a later time. ● Search - to identify data that satisfies one or more conditions, such as web pages containing supplied keywords, or files on a computer with certain properties. ● Software - computer programs, including both application software (such as office programs, web browsers, media editors and games) and the computer operating system. The term also applies to 'apps' running on mobile devices and to web-based services. ● Username - a name you create to sign into a website, app, or game. ● Web browser - A web browser, or simply "browser," is an application used to access and view websites. Common web browsers include Microsoft Internet Explorer, Google Chrome, Mozilla Firefox, and Apple Safari. ● World Wide Web - a service provided by computers connected to the internet (web servers), in which pages of hypertext (web pages) are transmitted to users; the pages typically include links to other web pages and may be generated by programs automatically. 	<p>that usually means saving or sending a file, or part of a file, to a specific new location.</p> <ul style="list-style-type: none"> ● Import - A computing command that usually means allowing a user to bring in a file, or part of a file into another application so they can be combined. ● Layer - In sound or video terminology, layering is the stacking of media elements in a project timeline to enable playback of multiple elements simultaneously. ● Multimedia - Content that uses a combination of different content forms such as text, audio, images, animations, video and interactive content. ● Narrate - Deliver a spoken commentary to accompany (a film, broadcast, piece of music, etc.) ● Online - Using a digital device to visit a website or app that makes use of the internet. ● Save - To store a piece of work in a computer's memory so that it can be recalled at a later time. ● Sequence - To place things in an order. ● Software - computer programs, including both application software (such as office programs, web browsers, media editors and games) and the computer operating system. The term also applies to 'apps' running on mobile devices and to web-based services. ● Timeline - a graphical representation of a period of time. Used in video and sound editing to order and arrange the separate elements of a project
<p>Substantive concepts</p>	<ul style="list-style-type: none"> ● Log-in and manage an online account and password safely ● To work effectively with others on a collaborative document or application ● Use appropriate strategies for finding, evaluating, and verifying information, ● Distinguish between fact and opinion ● Understand the concept of plagiarism and the importance of acknowledging and referencing sources. ● To work effectively with others on a collaborative document or application ● Recognise the features of good design in electronic media 	<ul style="list-style-type: none"> ● Use a variety of music software to experiment with capturing, repeating and sequencing sound patterns. ● Understand the difference between digital and analogue sound ● Use music software to experiment with capturing, repeating and sequencing sound patterns. ● Talk about software which allows the creation and manipulation of sound and music. ● Locate and use sound files from online sources. ● Select, import and edit existing sound files in sound editing software. ● Use editing tools to alter recorded sounds for a specific purpose.

Year 5 Computing Curriculum

	<ul style="list-style-type: none"> ● Develop consistency across a piece of work. ● Demonstrate awareness of the intended audience in their work. ● To work effectively with others on a collaborative document or application ● Understand that images, sounds and text can be subject to copyright and abide by copyright rules. ● Make use of reviewing tools (comments) to collaborate and evaluate each other's work. ● Independently select, and import images, video and sounds from a variety of sources to enhance projects. ● Through peer and self assessment, evaluate work and make improvements. ● Develop and use criteria to evaluate design and layout of a website. 	<ul style="list-style-type: none"> ● Locate and use sound files from online sources, e.g. Purple Planet, and other multimedia resources. ● Select, import and edit existing sound files in sound editing software. ● Use editing tools to alter recorded sounds for a specific purpose e.g to alter the mood or atmosphere. ● Use editing tools to alter recorded sounds for a specific purpose e.g to alter the mood or atmosphere. ● Understand that many types of sounds can be combined in editing software. ● Understand issues relating to copyright when choosing music samples and files and apply to their work. ● Select, edit, manipulate and combine sound files from a range of sources to create a composition which could be broadcast for a specific purpose and audience ● Upload and download projects to other devices and online space, collaborating and communicating with audiences in locations beyond school.
<p>What comes next?</p>	<p>Students will look deeper into how websites are created, but by using HTML and CSS code in Inside the internet (Year 6). The digital design skills in this unit will also be built upon in Manipulating Sound (Year 5), Manipulating Images and Creating Instructional videos (both Year 6).</p>	<p>Students will build upon the techniques used in this unit and broaden their creative digital skills in Creating Instructional videos and Manipulating images (both Year 6). Here they will also have to use layers and editing techniques to combine images, sound and video.</p>

Year 5 Computing Curriculum

	Summer 1	Summer 2
Curriculum focus	Programming Robots / Lego Robotics	What is a computer?
Strand	Computing Science	Digital Literacy
Curriculum links	<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. use sequence, selection, and repetition in programs; work with variables and various forms of input and output. use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 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. 	<ul style="list-style-type: none"> 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 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.
Prior learning	<p>This unit builds on the computer science units with a programming focus from Key Stage 1: Action algorithms and Programming direction (Year 1) and Programming with Scratch Jr and Programming with Logo (Year 2), as well as the Year 3 units Getting Started with Kodu and Animation with Scratch, Year 4 units Programming Scratch maze games and Kodu sports and Year 5 unit Building retro games: Pick a project. Key programming concepts such as sequence, selection, repetition and working with variables are all covered in this unit, but the focus is on controlling a physical device with code. Students may have experienced this in more simple forms when working with programmable devices such as Bee-bots or Blue-bots, other LEGO Education equipment (WeDo, WeDo 2.0 or Spike Essential), or if they have completed our optional unit Getting started with a Crumble.</p>	<p>This unit covers some unique material in our scheme of work and The National Curriculum about what computers are, the hardware inside them and how they work. However, it does build on some of the concepts covered in other IT units; Finding and presenting information (Year 2) and Searching the web (year 4), where students learn some basics about networks and how information is shared online. Binary data is also previously covered in Computational thinking - Alien contact (Year 4)</p>
Key vocabulary	<ul style="list-style-type: none"> Abstraction - Removing unnecessary detail to help you solve a problem (a computational thinking concept) Algorithm - a set of instructions for achieving a goal or solving a problem. Block - a ‘chunk’ of programming or a particular graphic block or piece found in a graphical programming language such as Scratch. Blocks Palette - the library of blocks in most graphical 	<ul style="list-style-type: none"> Binary - Binary is the language computers use. It is a series of 1s and 0s and is also used in mathematics. Computer networks - the computers and connecting hardware (wifi access points, cables, fibres, switches and routers) that make it possible to transfer data using an agreed method (‘protocol’). CPU - (Central Processing Unit) The microprocessor is the brain of the computer. It deals with inputs, thinks what to do with

Year 5 Computing Curriculum

programming languages.

- **Command** - a step or line of programming.
- **Control** - using computers to move or otherwise change 'physical' systems. The computer can be hidden inside the system or connected to it.
- **Debug** - to detect and correct the errors in a computer program.
- **Decomposition** - Breaking a problem down into smaller parts (a computational thinking concept)
- **Execute** - to follow a series of instructions. The computer or robot follows the instructions in order to complete the program.
- **Function** - A **procedure/function** is used in programming to break a complex task down into simple steps or sections.
- **Hardware** - Any part of your computer that has a physical structure, such as the keyboard, monitor or mouse. It also includes all of the computer's internal parts.
- **Input** - data provided to a computer system, such as via a keyboard, mouse, microphone, camera or physical sensors.
- **Logic** - Predicting and analysing. Computational logic is used to allow a program to decide what to do and when.
- **Logical reasoning** - a systematic approach to solving problems or deducing information using a set of universally applicable and totally reliable rules.
- **Output** - the information produced by a computer system for its user, typically on a screen, through speakers or on a printer, but possibly through the control of motors in physical systems.
- **Patterns** - Spotting and using similarities to solve problems (a computational thinking concept)
- **Program** - (noun) A sequence of instructions written to perform a specified task on the computer
- **Program** - (verb) To give a series of instructions to a machine so that it will perform a task automatically
- **Repetition** (also known as '**Loop**' or '**Iteration**') - a programming construct in which one or more instructions are repeated, perhaps a certain number of times, until a condition is satisfied or until the program is stopped.
- **Robot** - a machine, especially one programmable by a computer, capable of carrying out a complex series of actions automatically.
- **Selection** - 'when things happen' - A programming construct in which the instructions that are executed are determined by whether a particular condition is met.

them, and then sends commands to the outputs of the computer.

- **Data** - a structured set of numbers, representing digitised text, images, sound or video, which can be processed or transmitted by a computer.
- **Digital content** - any media created, edited or viewed on a computer, such as text (including the hypertext of a web page), images, sound, video (including animation), or virtual environments, and combinations of these (i.e. multimedia).
- **Digital media** - information that comes to us through the internet, often through a tablet, smartphone, or laptop
- **Firewall** - A barrier created with hardware or software between a trusted system or network and outside connections, such as the Internet.
- **GPU** - (Graphics Processing Unit), like the CPU it is a single-chip processor. The GPU is used for computing graphics (screen images).
- **Hard drive** - A drive on a computer that stores data. It houses the hard disk, where all your files and folders are physically located.
- **Hardware** - Any part of your computer that has a physical structure, such as the keyboard, monitor or mouse. It also includes all of the computer's internal parts.
- **Input** - data provided to a computer system, such as via a keyboard, mouse, microphone, camera or physical sensors.
- **Internet** - the global collection of computer networks and their connections, all using shared protocols (TCP/IP) to communicate.
- **Internet Service Provider (ISP)** - a company that lets you connect to the Internet via their system.
- **LAN** - Stands for "Local Area Network" and is pronounced "lan." A LAN is a network of connected devices that exist within a specific location. LANs may be found in homes, offices, educational institutions, or other areas. A LAN may be wired, wireless, or a combination of the two.
- **Network** - A network consists of multiple devices that communicate with one another. It can be as small as two computers or as large as billions of devices.
- **Operating system** - Software that communicates with the hardware and allows other programs to run. It consists of system software, or the fundamental files your computer needs to boot up and function.
- **Output** - the information produced by a computer system for its user, typically on a screen, through speakers or on a printer,

Year 5 Computing Curriculum

- **Sequence** - to place programming instructions in order, with each executed one after the other.

- but possibly through the control of motors in physical systems.
- **Packet** - A packet is a small amount of data sent over a network, such as a LAN or the Internet.
- **Processor** - See 'CPU' above.
- **RAM** - This stands for Random Access Memory. It's the computer's short term memory where things can be held for very quick access. It remembers all immediate things the computer does and runs between the CPU and the Hard Drive but it forgets everything once the computer is shut down.
- **Redundancy** - duplicate devices that are used for backup purposes.
- **ROM** - ROM stands for 'Read Only Memory'. It is memory containing hardwired instructions that the computer uses when it boots up, before the system software (operating system) loads.
- **Router** - A box that connects a home, business or school network to the internet, acting as a junction point.
- **Save** - To store a piece of work in a computer's memory so that it can be recalled at a later time.
- **Server** - A server is a computer that serves up information to other computers on a network.
- **Services** - programs running on computers, typically those connected to the internet, which provide functionality in response to requests.
- **Software** - computer programs, including both application software (such as office programs, web browsers, media editors and games) and the computer operating system.
- **Switch** - A box that switches data from one computer to another.
- **WAN** - A 'wide area network' is not limited to a single area, but spans multiple locations.
- **Wireless Access Point (WAP)** - A box that takes data from a wired network and converts it into wireless signals.
- **Wireless Network** - Signals that pass through the air from the wireless access point to laptops, tablets, smartphones or other wireless enabled devices.
- **Web browser** - A web browser, or simply "browser," is an application used to access and view websites.
- **Wired Network** - These are wires that go from the switch to every wired computer.
- **World Wide Web** - a service provided by computers connected to the internet (web servers), in which pages of hypertext (web pages) are transmitted to users.

Year 5 Computing Curriculum

<p>Substantive concepts</p>	<ul style="list-style-type: none"> ● Understand and explain what a robot is and how they are used ● Design and write algorithms to control a robot ● Understand and change variables to change the movements of a robot ● Write algorithms to control the movements of a robot ● Debug algorithms to solve problems ● Understand different types of turn and program a robot to perform them. ● Write algorithms to control the movements of a robot ● Change variables to make things happen ● Use a loop to repeat sections of an algorithm ● Write algorithms to control the movement of a robot ● Write algorithms to control motors that operate moving and lifting attachments on a robot ● Debug algorithms to solve problems ● Understand what inputs and outputs are ● Use sensors to affect a robot's actions ● Create conditional statements in an algorithm ● Design and create a problem for a robot to solve ● Design, write and debug algorithms to solve a robot problem 	<ul style="list-style-type: none"> ● To recognise computers in machines around us ● To understand and explain input and output devices for computers ● To recognise computers in machines around us ● To understand and explain input and output devices for computers ● To recognise that a range of digital devices can be considered a computer. ● To explain the differences between types of common computers. ● To understand the difference between hardware and software. ● To understand and explain key computer hardware components and their roles within a computer system. ● To understand and use the binary number system. ● To convert decimal numbers to binary and vice versa. ● To know that computers transfer data in binary. ● To know that digital computers use binary to represent all data. ● To understand how bit patterns represent numbers and images. ● To understand the relationship between colours in an image and data. ● To understand the relationship between binary and file size (uncompressed). ● To compare and contrast different types of computer data storage. ● To understand how computers store and process data.
<p>What comes next?</p>	<p>Getting started with the BBC micro:bit (Year 6) and optional unit Getting started with Crumble provide further opportunities for students to write code to control physical systems while widening their knowledge and experience of programming with other block-based coding languages. Conditional formatting in Spreadsheet masters also applies similar principles as the conditions (selection) used when programming the robot's sensors.</p>	<p>The IT content in this unit is built upon in the Year 6 unit Inside the internet, where students look at the component parts of a network, the function each part has, and how the concepts of any network scale up to the way the whole internet works. Students also look more at computer hardware and its functions in Getting started with a BBC micro:bit.</p>