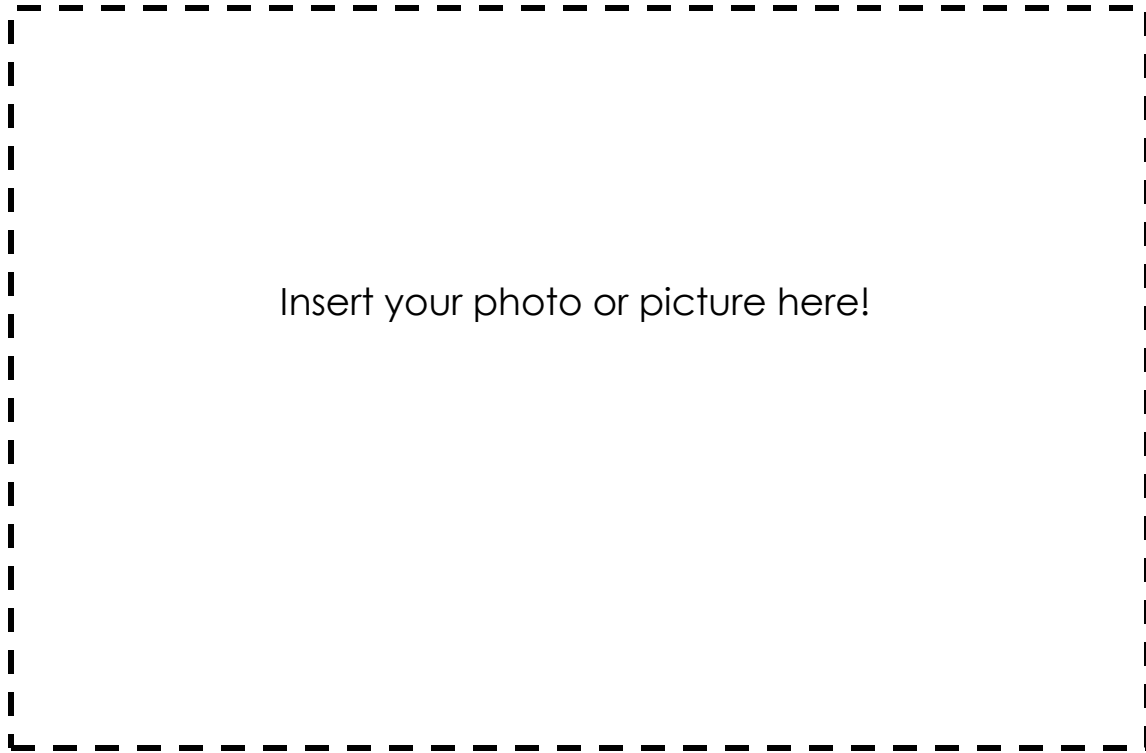


Switched on Computing Year 5

My progress

Name:

Class:



Unit 5.1 – We are game developers

I can create a storyboard or diagram for an algorithm for my game. ☹️ 😐 😊

I can create sound and graphics in Scratch for my game. ☹️ 😐 😊

I can put instructions in the right order for my game. ☹️ 😐 😊

I can find mistakes in my game. ☹️ 😐 😊

I can create and add music for my game. ☹️ 😐 😊

I can use selection and repetition in my game. ☹️ 😐 😊

I can correct mistakes in my game. ☹️ 😐 😊

I can listen to my partner's ideas about my game and make it better. ☹️ 😐 😊

I can add instructions to my game. ☹️ 😐 😊

I can break my game into smaller parts and work on them separately. ☹️ 😐 😊

I can animate my characters by creating different graphics for them. ☹️ 😐 😊

I can use variables in my game. ☹️ 😐 😊

I can explain how my game works. ☹️ 😐 😊

I can add comments to the script of my game. ☹️ 😐 😊

Reflection

I am good at ...

Next time I will ...

Unit 5.2 – We are cryptographers

I can send and receive messages in Morse code and semaphore. ☹️ 😐 😊

I can create and decode secret messages using the Caesar and substitution ciphers. ☹️ 😐 😊

I can see how important it is to keep passwords secret. ☹️ 😐 😊

I can see how secret code needs to be used sometimes when using the web. ☹️ 😐 😊

I can send and receive messages in Morse code and semaphore beyond the line-of-sight. ☹️ 😐 😊

I can decode a message using the Caesar cipher without knowing the letter key shift. ☹️ 😐 😊

I can see how important it is to create secure, hard-to-guess passwords. ☹️ 😐 😊

I can check to see if a web page is in secret code ('encrypted'). ☹️ 😐 😊

I can explain how Morse code and semaphore are similar and different from the internet. ☹️ 😐 😊

I can explain the algorithm for the Caesar cipher. ☹️ 😐 😊

I can decode a message which has used a random substitution cipher. ☹️ 😐 😊

I can create a secure, hard-to-guess password. ☹️ 😐 😊

I can check the security certificates for a web page. ☹️ 😐 😊

Reflection

I am good at ...

Next time I will ...

Unit 5.3 – We are artists

I can create a tessellating pattern. ☹️ 😐 😊

I can write a program to draw a simple shape. ☹️ 😐 😊

I can create a pattern using overlapping shapes. ☹️ 😐 😊

I can create a pattern using different repeated shapes. ☹️ 😐 😊

I can create a computer-generated image of a landscape. ☹️ 😐 😊

I can create a tessellating pattern using more complicated shapes. ☹️ 😐 😊

I can use repetition in Scratch to draw a complicated geometric shape. ☹️ 😐 😊

I can use the tile clone tool to create a pattern using different kinds of shapes. ☹️ 😐 😊

I can create a computer-generated image of a landscape that looks good. ☹️ 😐 😊

I can write blocks of script in Scratch to create a complicated geometric shape. ☹️ 😐 😊

I can explain how computers create realistic landscapes. ☹️ 😐 😊

Reflection

I am good at ...

Next time I will ...

Unit 5.4 – We are web developers

I can check and comment on others' content. ☹️ 😐
😊

I can see how Google chooses and shows web pages in a search. ☹️ 😐 😊

I can name other search engines. ☹️ 😐 😊

I can create and organise others' content on e-safety and using technology properly. ☹️ 😐 😊

I can create and organise others' content for sharing worries about information seen and received on the web. ☹️ 😐 😊

I can create and organise others' content for using the web in the right/wrong way. ☹️ 😐 😊

I can credit others' information I use on the shared site. ☹️ 😐 😊

I can decide if web sources are balanced and of a good quality. ☹️ 😐 😊

I can proofread and correct mistakes in others' content. ☹️ 😐 😊

I can use tools to get the best results in my web searches. ☹️ 😐 😊

I can find and use information from different places to present a summary. ☹️ 😐 😊

I can make useful and large changes to others' content when necessary. ☹️ 😐 😊

I can explain how Google orders web pages in a search ('Page Rank'). ☹️ 😐 😊

Reflection

I am good at ...

Next time I will ...

Unit 5.5 – We are bloggers

- I can use blogs safely and responsibly. ☹️ 😐 😊
- I can see that the internet makes blogging possible. ☹️ 😐 😊
- I can write a blog post. ☹️ 😐 😊
- I can comment on a blog post. ☹️ 😐 😊
- I can add an image, audio or video to a blog post. ☹️ 😐 😊
- I can see what it takes to create a good blog post. ☹️ 😐 😊
- I can see that blog posts are stored as HTML. ☹️ 😐 😊
- I can comment with respect on others' blog posts. ☹️ 😐 😊
- I can let others know about blog posts or comments I am worried about. ☹️ 😐 😊
- I can see what is acceptable and unacceptable when commenting on blog posts. ☹️ 😐 😊
- I can add an image, audio or video I have created to a blog post. ☹️ 😐 😊
- I can explain the difference between database-driven sites and static HTML pages. ☹️ 😐 😊
- I can use others' work in my blog with respect and in the correct way. ☹️ 😐 😊
- I can blog about an event as it happens. ☹️ 😐 😊

Reflection

I am good at ...

Next time I will ...

Unit 5.6 – We are architects

I can use the web to find out about virtual art galleries. ☹️ 😐 😊

I can create simple objects using SketchUp. ☹️ 😐 😊

I can create a simple gallery space in SketchUp. ☹️ 😐 😊

I can add furniture to my gallery in SketchUp. ☹️ 😐 😊

I can add my own artwork to my gallery. ☹️ 😐 😊

I can create a virtual tour of my gallery. ☹️ 😐 😊

I can find features that all art galleries share using the web. ☹️ 😐 😊

I can create a detailed 3D object using SketchUp. ☹️ 😐 😊

I can add textures and finishing touches to my gallery using SketchUp. ☹️ 😐 😊

I can create a virtual tour of my gallery with an audio commentary. ☹️ 😐 😊

I can create an attractive detailed 3D object using SketchUp. ☹️ 😐 😊

I can create a detailed series of rooms and spaces in SketchUp. ☹️ 😐 😊

I can create furniture for my gallery in SketchUp. ☹️ 😐 😊

I can use Movie Maker to edit the virtual tour of my gallery. ☹️ 😐 😊

Reflection

I am good at ...

Next time I will ...