

Final Outcome: To create their own database for a topic of their choice that has eight complete records, which have a minimum of six fields. Pupils to also ask questions about their database for another pupil to answer.

Component 4:

What we will know after this sequence:

- How to evaluate their own database
- The importance of field titles explaining the data within them accurately
- How to use drop-down menu options effectively
- How to make changes to improve their database before being re-saved

Vocabulary: database, records, improve, drop-down menus, evaluate, field titles,

How will this feed into my next learning: Pupils will use their knowledge of databases to explore more complex ones in Year 6 in computing but also in mathematics lessons.

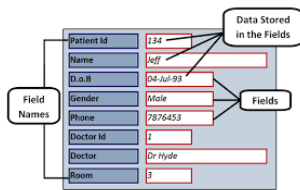
SEND

To have pre-taught vocabulary and visuals to support key vocabulary. Children to have seen database examples prior to lesson too.

Component 3:

What we will know after this sequence:

- How to create their own database on a chosen topic
- How to add records to their database
- What a database file is and can correctly add field information
- How to word questions so that they can be effectively answered using a search of their database



Vocabulary: database, topic, records, fields, questions, effectively,

How will this feed into my next learning: Pupils will use their knowledge of designing databases to explore how they may improve their own – through field input or questions used.

SEND

To have pre-taught vocabulary and visuals to support key vocabulary. Children to have seen database examples prior to lesson too.

Component 2:

What we will know after this sequence:

- How to design an avatar for a class database
- How to successfully enter information into a class database
- The importance of filling in particular fields
- That fields can be drop down icons, numbers or typed in.
- Examples of data databases can hold

Vocabulary: data, fields, avatar, information, drop-down icons, associated information, records, collaborative database,

How will this feed into my next learning: Pupils will use their knowledge of how to generate and input data into their own database to explore how to create their own database for a chosen topic.

SEND

To have pre-taught vocabulary and visuals to support key vocabulary. Children to have seen database examples prior to lesson too. To create an avatar of another person/not similar to them if they would prefer this. To have checklist of characteristics they could enter into database based on their avatar.

Component 1:

We should know:

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What we will know after this sequence:

- Recap what a database is and be able to give examples
- The different ways to search a database
- How to make specific searches in a database to answer questions correctly

Vocabulary:

Database, questions, information, search, storing and sorting information, tool,

How will this feed into my next learning:

Pupils will use their knowledge of searching databases to explore how to create their own database, designing an avatar for a class database.

SEND

To have pre-taught vocabulary and visuals to support key vocabulary. Children to have seen database examples prior to lesson too.

