



## Computing Curriculum: Year 6

*What are the aims and intentions of this curriculum?*

That children:

- Are discerning in evaluating digital content
- Can confidently use multiple programs to create and embed content
- Are able to build complex procedures when programming

Term	Topic	Knowledge	Skills	Assessment
Autumn 1	<u>What are the risks associated with social media?</u>	<ul style="list-style-type: none"> <li>• To know that there are risks to online only friendships</li> <li>• To know why it is important to have a balanced social media use</li> <li>• To know ways to reduce risks posed by social media</li> <li>• To know how to manage privacy settings</li> </ul>	<ul style="list-style-type: none"> <li>• To identify some of the benefits/risks associated with different kinds of online friendships</li> <li>• To compare and contrast different kinds of online friendships</li> <li>• To set suitable privacy settings</li> </ul>	
		<b>Vocabulary: social media, online friendship, privacy settings, media balance</b>		
Autumn 2	<u>How can you validate information?</u>	<ul style="list-style-type: none"> <li>• To know what matters when inputting a search query</li> <li>• To know the parts of a search engine web page</li> <li>• To know there are various techniques to locate web resources</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to read a web search results page</li> <li>• To use a variety of search techniques to locate web resources</li> <li>• To structure search queries to locate information in a variety of categories</li> </ul>	
		<b>Vocabulary: search query, fake news, media formats, organic searches, sponsored links</b>		



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Spring 1	<u>How can digital images be modified?</u>	<ul style="list-style-type: none"> <li>To know that filters can be added to images</li> <li>To know that images/video clips can be sequenced to make a video</li> <li>To know that videos can be edited and effects can be added</li> </ul>	<ul style="list-style-type: none"> <li>To use layers and filters to modify an image</li> <li>To create and sequence a video</li> <li>To add sound effects, transitions and subtitles to a video</li> </ul>	
		<b>Vocabulary: filter, edit, trim, transition, animation</b>		
Spring 2	<u>How are conditional statements used to program objects?</u>	<ul style="list-style-type: none"> <li>To know how to use conditional statements</li> <li>To know that coding can be written as well as using block programming</li> <li>To know that programs can use repeated loops</li> </ul>	<ul style="list-style-type: none"> <li>To use conditional statements</li> <li>To define a procedure</li> <li>To call a procedure</li> <li>To describe the difference between a procedure and a loop</li> </ul>	
		<b>Vocabulary: procedure, decompose, define a procedure, call a procedure</b>		
Summer 1	<u>How can software be used to analyse data?</u>	<ul style="list-style-type: none"> <li>To know that formulas can be used to perform mathematical tasks</li> <li>To know how to create simple formulas</li> </ul>	<ul style="list-style-type: none"> <li>To organise information on a spreadsheet</li> <li>To create simple formulas for a mathematical purpose</li> </ul>	
		<b>Vocabulary: formula, spreadsheet, variables</b>		
Summer 2	<u>How can a program be customised?</u>	<ul style="list-style-type: none"> <li>To know that mathematical expressions can be used in conditionals statements</li> <li>To know why variables are used in programs</li> </ul>	<ul style="list-style-type: none"> <li>To create a program that uses mathematical expressions to trigger statements</li> <li>To create a simple game</li> </ul>	
		<b>Vocabulary: variable, loop, trigger, conditional, while</b>		



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