UNSWORTH PRIMARY SCHOOL
Scheme of Work for Computing
Year 6 (Independently make use of apps, software and devices used across KS2 to collaborate and share their learning)

National Curriculum 2014	Digital Literacy	Programming	Online	Assessment
• 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 • 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 • 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.	**Skills** **Animation (Lego Movie Maker)** • Plan a multi-scene animation including characters, scenes, camera angles and special effects. • Use stop-go animation software with an external camera to shoot the animation frames. • Adjust the number of photographs taken and the playback rate to improve the quality of the animation. • Publish their animation and use a movie editing package to edit/refine and add titles. **Video (iMovie/Doink)** • Storyboard and capture videos for a purpose. • Plan for the use of special effects/transitions to enhance their video. • Transfer footage to iMacs for more advanced editing. • Trim, arrange and edit audio levels of video to improve the quality of their outcome. • Add titles, credits, transitions, special effects. • Export their video in different formats for different purposes • Select, use and combine a variety of software on a range of digital devices to accomplish given goals, including collecting, analyzing, evaluating and presenting data or information.	**Skills** **Scratch** *Temple Run/Cargobot/Minecraft* • Design their own game including sprites, backgrounds, scoring and/or timers. • Their game uses conditional statements, loops, variables and broadcast messages. • Their game finishes if the player wins or loses and the player knows if they have won or lost. • Evaluate the effectiveness of their game and debug if required. **2code Gorilla & Free Code** • Design a game to publish on the school website. • Use the free code functions to change sprite behaviour depending on score/condition within the game. • Evaluate the effectiveness of their game and debug if required.	**Skills** **Blogging** • Register for a blog: selecting a url and navigate to their class blog once it is created. • Alter the theme and appearance of their blog, adding background images etc. • Create a new post, save it as a draft and publish it. • Embed photos, hyperlinks and videos into posts. • Reorganise posts and remove posts they no longer want. • Like/follow other blogs and build up their blog content over the year. **Websites** • Independently use the school website as a portal for conducting own research. • Contribute to the development of a learning page for other classes, creating hyperlinks, inserting pictures, creating a gallery and or video link.	**Digital Literacy** • Are ch able to create a multi scene animation for a purpose? • Can ch plan a storyboard for a movie, record the footage and edit for a final premiere? **(This could be done as an outcome to an enquiry to demonstrate their learning or their experience of life in Unsworth)** **Programming** • Can ch design their own game using conditional statements, loops, variables and broadcast messages? • Are children able to evaluate their game and make fixes or changes to refine? **Online** • Can ch set up and manage their own class blog space? • Are ch able to navigate the school website and use as a research portal? • Can ch design and create a learning page for the school website? **E-safety** • Are ch able to explain where the help buttons are on a site and say where they can access help online? • Can ch explain how they act as a role model for younger pupils through tasks they lead throughout the year? **Data** • Can ch use a spreadsheet with their own formulas to create graphs within an enquiry?
		Data	**E-safety**	
		Skills **Excel** • Create data collection forms and enter data from these accurately. • Know how to check for and spot inaccurate data. • Know which formulas to use when I want to change my spreadsheet model. • Make graphs from the calculations on my spreadsheet. • Sort and filter information. • Understand that changing the numerical data effects a calculation.	**Skills** **Weaved throughout all aspects** • Find *report* and *flag* buttons in commonly used sites and name sources of help (Childline, Cybermentors, etc) • 'click-CEOP' button and explain to parents what it is for. • Discuss scenarios involving online risk. • State the source of information found on the internet. • Act as a role model for younger pupils, including promoting *Sid's Top Tips.*	