



Y6 computing overview 2019-20: [We are app planners](#), [We are architects](#), [We are marketers](#)

Computing Activity	Desired Skills	Approaches to Developing Skills	Desired Knowledge and Understanding	Approaches to Developing Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Exploring Creating	Responding Evaluating	Designing
Algorithms and Programs	<ul style="list-style-type: none"> <li>Use sequence in programs</li> <li>Use selection in programs</li> <li>Work with various forms of input and output</li> <li>Use repetition in programs</li> <li>Work with variables</li> <li>Use logical reasoning to explain how some simple algorithms work</li> <li>Use sequence, selection, and repetition in programs</li> </ul>	<ul style="list-style-type: none"> <li>Class/group tuition with technical guidance from the Switched On computing program</li> </ul>	See Curricula Materials	<ul style="list-style-type: none"> <li>Class teacher showing children existing examples</li> <li>Group work on creating and developing their own work</li> </ul>	<b>TERM1:</b> <a href="#">Unit 5a We are app planners</a> <ul style="list-style-type: none"> <li>develop an awareness of the capabilities of smartphones and tablets</li> <li>understand geolocation, including GPS</li> <li>identify interesting, solvable problems</li> <li>evaluate competing products</li> <li>pitch a proposal for a smartphone or tablet app.</li> </ul> <b>TERM2:</b> <a href="#">Unit 5b We are architects</a> <ul style="list-style-type: none"> <li>understand the work of architects, designers and engineers working in 3D</li> <li>develop familiarity with a simple CAD (computer-aided design) tool</li> <li>develop spatial awareness by exploring and experimenting with a 3D virtual environment</li> <li>develop greater aesthetic awareness.</li> </ul> <b>TERM3:</b> <a href="#">Unit 5c We are marketers</a> <ul style="list-style-type: none"> <li>consider key marketing messages, including identifying a unique selling point</li> <li>develop a printed flyer or brochure incorporating text and images</li> <li>further develop knowledge, skills and understanding in relation to creating a website</li> <li>further develop skills relating to shooting and editing video</li> </ul>	Most children will be able to... (working at)	Some children will not yet be able to...(working towards)	Some children are confidently able to... (exceeding)
Databases	<ul style="list-style-type: none"> <li>Create and edit content on Wiki</li> <li>Use internet services to create content that presents information</li> <li>Use internet services to create and evaluate content that presents information</li> <li>Design and create content</li> </ul>	<ul style="list-style-type: none"> <li>Class/group tuition with reference to existing databases</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher talk through programs and algorithms with opportunities to try different programs</li> <li>Observing algorithms and debugging them</li> </ul>					
Using the internet	<ul style="list-style-type: none"> <li>Use search technologies effectively</li> <li>Be discerning in evaluating digital content</li> <li>Be discerning in evaluating digital content</li> </ul>	<ul style="list-style-type: none"> <li>Class/group internet browsing, followed by reflective discussion</li> </ul>	<ul style="list-style-type: none"> <li>Teacher led creating and editing</li> <li>Observing pre-existing master pieces and masters in the field</li> </ul>					
Problem solving	<ul style="list-style-type: none"> <li>Solve problems by decomposing them into smaller parts</li> <li>Design programs that accomplish specific goals</li> <li>Write programs that accomplish specific goals</li> <li>Debug programs that accomplish specific goals</li> <li>Use logical reasoning to detect and correct errors in algorithms and programs</li> </ul>	<ul style="list-style-type: none"> <li>Class, then group opportunities for problem solving</li> </ul>						
Communicating	<ul style="list-style-type: none"> <li>Understand the opportunities networks offer for communication and collaboration</li> <li>Use a variety of software (including internet services) to present information</li> </ul>	<ul style="list-style-type: none"> <li>Observational opportunities to work as part of a group</li> </ul>						
SMSC	<ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour</li> <li>To know how to seek help – where to go, and how to set privacy settings</li> <li>Recognise acceptable/unacceptable behaviour</li> <li>Knowing how to find out about website or game policies</li> </ul>	<ul style="list-style-type: none"> <li>Teacher guidance on safe internet use and introduction to supportive websites (NSPCC)</li> </ul>						