Knowle CE Primary Academy
Curriculum Map: Year 6 COMPUTING

DEEP DIVE YEAR 6	Computing Skills 1:1	Word Processing 1:2	Online Safety 2:1	Programming: Kudo 2:2	Programming: Scratch 3:1	Using and Applying 3:2
		Credibility				
		*What can pupils already know/do/understand?**				
Non-Negotiable lessons	1 to 6	1 to 6	1 to 6	1 to 6	1 to 6	End of Year project for children to apply new skills.
Cross Curricular Opportunities <mark>Creativity</mark>	Link to Literacy text 'Holes.'	Links to mathematics	Links with Safer Internet Day JIGSAW/PSHE curriculum.	Link to history topic on WW2	Animated story linked to scenes from the class text 'Jaws.'	N/A
Delivery timescale (Suggested)	1-6 taught individually or block equivalent of 2-3 days for the unit.	Individual lessons or block depending on children's skill level.	1-6 taught individually (discussion and short activity sessions)	1-6 taught individually or block equivalent of 1-2 days for the unit.	1-6 taught individually or block equivalent of 2-3 days for the unit.	Timescale to be decided by teacher.
Problem-solving Approach <mark>Compassion</mark>	Make me a TV/film star but where do I start? ☆	Can a computer help me to calculate information?	How can the internet shape my ideas and influence my thoughts?	Can a computer be programmed to act and react to events?	Can I animate a given setting?	How can we show our teachers how much **more** we know, can do and understand about computing?*
Community Opportunities <mark>Community</mark>	Invite a script writer/film crew into school.	Support a PA Christmas Fair?	N/A	Test games on parents	Test games on family, friends and classmates	N/A

Utilise other appropriate opportunities for the application and practice of taught skills/knowledge

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Assessment Criteria By the end of each unit all children should be able to:	
Computing Skills - Plan and write a script using appropriate software - Search for relevant information using appropriate websites - Use a digital video camera (or similar device) to record - Plan suitable questions to ask an interviewee - Import video files into video editing software.	**Word Processing Skills** - Enter text and numbers into a spreadsheet - Identify and refer to cells by row and column - Begin to enter formulae with the SUM function.
Online Safety - Say what bullying and cyberbullying are - Say how people should deal with cyberbullying - Understand why I should ask an adult if I am unsure - Identify warning signs that a website might not be secure - Identify personal information - Explain what to do if I am asked or told something online which makes me uncomfortable - Explain some of the dangers of revealing personal information to an online friend - Choose an appropriate action online to stay safe - Identify a situation I should be careful in online - Understand how a stereotype can be harmful	**Programming** - Open Kodu and navigate the programming environment using keyboard or mouse. - Add objects to a world and program them using When and Do instructions. - Plan and design the features of an original virtual environment. - Program a character to move around a track. - Create a path for a character to follow.
Programming with Logo/Scratch - Select appropriate characters to match a scene. - Animate characters with movement and speech in a story scene. - Use broadcast and receive blocks correctly in code. - Use show and hide blocks correctly in code.	**Using and Applying** - Design a new game, using appropriate software to present information and advertise a product launch.

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We follow a problem-solving approach to Computing. We focus on how we often use technology to solve problems and how sometimes, technology creates problems, which in turn, need solving! Themes and topics often start with a scenario or a question and whenever possible this is made 'real' for our pupils to motivate them and to give purpose to their learning.

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				Credibility		
DEEP DIVE **YEAR 6**	**Computing Skills 1:1**	**Word Processing 1:2**	**Online Safety 2:1**	**Recovery Curriculum Computing Science 2:2**	**Programming: Kodo 3:1**	**Programming: Scratch 3:2**
		What can pupils already know/do/understand ?				
Non-Negotiable lessons	1 to 6	1 to 6	1 to 6	Key Skills - Logging On - Typing - Using a trackpad - Following given pathways - Opening documents - Saving Documents - Basic Problem Solving	1 to 6	1 to 6
Cross Curricular Opportunities Creativity	Link to Literacy text 'Holes.'	Links to mathematics	Links with Safer Internet Day JIGSAW/PSHE curriculum.		Link to history topic on WW2	Animated story linked to scenes from the class text 'Jaws.'
Delivery timescale (Suggested)	1-6 taught individually or block equivalent of 2-3 days for the unit.	Individual lessons or block depending on children's skill level.	1-6 taught individually (discussion and short activity sessions)		1-6 taught individually or block equivalent of 1-2 days for the unit.	1-6 taught individually or block equivalent of 2-3 days for the unit.
Problem-solving Approach Compassion	Make me a TV/film star but where do I start? ☆	Can a computer help me to calculate information?	How can the internet shape my ideas and influence my thoughts?	**British Science Week** Cross Curricular Link - Create either a scatter, bar or line graph to represent results.	Can a computer be programmed to act and react to events?	Can I animate a given setting?
Community Opportunities Community	Invite a script writer/film crew into school.	Support a PA Christmas Fair?	N/A		Test games on parents	Test games on family, friends and classmates

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Programming - Open Kodu and navigate the programming environment using keyboard or mouse. - Add objects to a world and program them using When and Do instructions. - Plan and design the features of an original virtual environment.	**Programming with Logo/Scratch** - Select appropriate characters to match a scene. - Animate characters with movement and speech in a story scene. - Use broadcast and receive blocks correctly in code. - Use show and hide blocks correctly in code.

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- Program a character to move around a track. - Create a path for a character to follow.	