

## Year 6 Computing Progression Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>Create digital content</b> <b>e-safety</b>	<b>Communication &amp; Networks (6.4 -4)(6.6 -3)/e-safety</b>	<b>Data &amp; Data Representation (6.3 -5) [6.7 -6](6.8 -4)(6.9 -8)/e-safety</b>	<b>Hardware &amp; Processing/ e-safety</b>	<b>Algorithms/ Programming &amp; Development(6.1 -6)(6.5 -3)/e-safety</b>	
Learning Objective (from DC Pro)	<ul style="list-style-type: none"> <li>Creates digital content to achieve a given goal through combining software packages and internet services to communicate with a wider audience e.g. blogging. (AL)</li> <li>Uses criteria to evaluate the quality of solutions and can identify improvements making some refinements to the solution, and future solutions. (EV)</li> </ul>	<ul style="list-style-type: none"> <li>Discusses the validity and reliability of different viewpoints from web-based sources (EV)</li> <li>Understands how to effectively use search engines, and knows how search results are selected, including that search engines use 'web crawler programs'. (AB) (GE) (EV)</li> </ul>	<ul style="list-style-type: none"> <li>Knows that digital computers use binary to represent all data (AB)</li> </ul>	<ul style="list-style-type: none"> <li>Models how the internet works and how data packets are sent and received. (AB)</li> </ul>	<ul style="list-style-type: none"> <li>Recognises that different solutions exist for the same problem. (AL) (AB)</li> <li>Designs solutions by decomposing a problem and creates a sub-solution for each of these parts (decomposition). (DE) (AL) (AB)</li> <li>Design, writes and debugs programs using procedures. (AL) (DE) (AB) (GE)</li> </ul>	
	<p>I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened.  I know and can give examples of how I might get help, both on and offline</p>					
Skills	<p><b>Copyright and ownership</b></p> <ul style="list-style-type: none"> <li>I can demonstrate the use of search tools to find and access online content which can be reused by others.</li> <li>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</li> </ul>	<p><b>Health, Well-being and Lifestyle</b></p> <ul style="list-style-type: none"> <li>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose</li> <li>I can assess and action different strategies to limit the impact of technology on my health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise)</li> <li>I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents)</li> </ul>	<p><b>Online relationships/ Online bullying</b></p> <ul style="list-style-type: none"> <li>I can show I understand my responsibilities for the well-being of others in my online social group.</li> <li>I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).</li> <li>I can demonstrate how I would support others (including those who are having difficulties) online.</li> <li>I can demonstrate ways of reporting problems online for both myself and my friends.</li> <li>I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me</li> <li>I can identify a range of ways to report concerns both in school and at home about online bullying.</li> </ul>	<p><b>Online reputation</b></p> <ul style="list-style-type: none"> <li>I can explain how I am developing an online reputation which will allow other people to form an opinion of me.</li> <li>I can describe some simple ways that help build a positive online reputation.</li> </ul>	<p><b>Privacy and security</b></p> <ul style="list-style-type: none"> <li>I use different passwords for a range of online services.</li> <li>I can explain what app permissions are and can give some examples from the technology or services I use.</li> <li>I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories).</li> <li>I know what to do if my password is lost or stolen.</li> <li>I can describe simple ways to increase privacy on apps and services that provide privacy settings</li> <li>I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing)</li> </ul>	<p><b>Self-image and identity</b></p> <ul style="list-style-type: none"> <li>I can explain why I should keep asking until I get the help I need.</li> <li>I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline.</li> <li>I can describe ways in which media can shape ideas about gender.</li> <li>I can identify messages about gender roles and make judgements based on them.</li> <li>I can challenge and explain why it is important to reject inappropriate messages about gender online.</li> </ul>



## Year 6 Computing Progression Map

Vocabulary	appropriate online tools, audience, atmosphere, structure, Copyright, information collection, HTML code, storing	information movement, different audiences, research strategies, search result rankings, acknowledge resources,	Generate, process, interpret, store, present information, plausibility, appropriate data tool, interrogate, investigations	Internet parts, connecting devices	predicting outputs, plan/program/test and review a program, program writing, control mimics and devices, measure input, create variables, link errors		
<b>Media, gender stereotypes</b>							
Ongoing skills	Create Digital Content	<u>General ICT Skills:</u> <ul style="list-style-type: none"> <li>To plan a multi-scene animation including characters, scenes, camera angles and special effects</li> <li>To take a series of pictures to form an animation</li> <li>To trim and arrange shots to convey meaning</li> <li>To edit/improve their animation</li> <li>To add titles, credits, slide transitions, special effects and talk about the effect these have on the audience</li> <li>To create a storyboard and capture videos for a purpose</li> <li>To trim, arrange and edit audio levels to improve the quality</li> </ul>	<u>General Graphics /Video Skills</u> <ul style="list-style-type: none"> <li>To plan a multi-scene animation including characters, scenes, camera angles and special effects</li> <li>To take a series of pictures to form an animation</li> <li>To trim and arrange shots to convey meaning</li> <li>To edit/improve their animation</li> <li>To add titles, credits, slide transitions, special effects and talk about the effect these have on the audience</li> <li>To create a storyboard and capture videos for a purpose</li> <li>To trim, arrange and edit audio levels to improve the quality</li> </ul>	<u>General Sound Recording Skills</u> <ul style="list-style-type: none"> <li>To loop pieces of music in an app</li> <li>Use an app to create different styles of music</li> </ul>	<u>Word Processing</u> <ul style="list-style-type: none"> <li>To confidently choose the correct page set up option when creating a document.</li> <li>To confidently use text formatting tools, including heading and body text.</li> <li>To use the 'hanging indent' tool to help format work where appropriate (e.g. a play script).</li> </ul>	<u>Presentation skills</u> <ul style="list-style-type: none"> <li>To make a multimedia presentation that contains: sound, animation, video and buttons to navigate.</li> </ul>	<u>Internet Skills</u> <ul style="list-style-type: none"> <li>To use complex searches using such as '+' 'OR' "Find the phrase in inverted commas".</li> </ul>
e-safety	<b>Managing online information</b> <ul style="list-style-type: none"> <li>Use search technologies effectively.</li> <li>Explain how search engines work and how results are selected and ranked.</li> <li>Demonstrate the strategies I would apply to be discerning in evaluating digital content.</li> <li>Describe how some online information can be opinion and can offer examples.</li> <li>Explain how and why some people may present 'opinions' as 'facts'.</li> <li>Define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting').</li> <li>Demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important.</li> <li>Identify, flag and report inappropriate content.</li> </ul>						

	<b>Computer Science</b>
	<b>Information Technology</b>
	<b>Digital Literacy</b>