

Computing KS2 overview

	Unit 1	Unit 2	Unit 3 Online safety week (Whole school) (Theme TBC)	Unit 4	Unit 5	Unit 6
No timetabled computing sessions Purple Mash Unit Online safety Digital Media/Art – Cross Curricular link						
Year 3	Internet safety Year 3 Unit 3.2 (3weeks) Unit 3.4 Touch typing (3 weeks)		Unit 3.5 Emailing (6 weeks)	Digital media (6 weeks) Creating an Iron Man – introduction to Paint techniques	Coding (6 weeks) Year 3 Crash course in Coding	
Year 4	Coding (6 weeks) Year 4 Crash course in Coding		Unit 4.7 Searching (3 Weeks)  Unit 4.6 Animation (3 weeks)		2 x lessons per week Digital media (6 weeks)  Film making (over 6 weeks)	
Year 5	Digital media (4 weeks) Sculpture silhouettes Purple Mash Year 5 unit 5.6 Lesson 1-2 Creating 3D images	Internet safety (Unplugged) Project Evolve (Yr5) (1 week) Game Creator Purple Mash Year 5 Unit 5.5 (5 Weeks)		Coding (6 weeks) Year 5 Crash course in Coding		Internet Safety (Unplugged) (1 week) Project Evolve (Yr 5) How can I communicate safely online?  (5 weeks) Databases Unit 5.4
Year 6	Digital media (2 weeks) A Monster Calls (Weeks 5 + 6)	Spreadsheets (3 weeks x 2) Year 6 Spreadsheet catch-up	Digital media (6 weeks) Climate Change/ Warhol inspired posters	SATS Revision (Time slot TBC) WARNING ZONE E safety afternoon	Networks (2 weeks – 1 afternoon) (Unplugged) Unit 6.6 – Networks SATS Revision (Time slot TBC)	Internet safety (Unplugged) Project Evolve (3 weeks) Digital footprints/ Mobile devices Coding (6 Weeks) Year 6 Crash course in Coding (Taught AM post SATs)
After School Opportunities	Parent internet safety workshops?	School reading event – Promoting online safety Be internet awesome	Parent internet safety workshops?	School reading event- using green screen to create photo images (Fundraising for Year 6?)		

KS2 Skills Coverage

National Curriculum Objective	Strand	Year group/ unit covered			
		Year 3	Year 4	Year 5	Year 6
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Computer Science	Unit 5	Unit 1	Unit 2 Unit 4	Unit 6
Use sequence, selection and repetition in programs; work with variables and various forms of input and output.	Computer Science	Unit 5	Unit 1	Unit 4	
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Computer Science	Unit 5	Unit 1	Unit 4	Unit 6
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.	Computer Science	Unit 3	Unit 3	Unit 2	Unit 5
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Information Technology		Unit 3		Unit 5
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.	Information Technology	Unit 1 Unit 3 Unit 4	Unit 1 Unit 3 Unit 5	Unit 1 Unit 3 Unit 4 Unit 6	Unit 1 Unit 2 Unit 3 Unit 6
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Digital Literacy	Unit 1 Unit 3	Unit 3	Unit 2 Unit 3 Unit 6	Unit 3 Unit 4

	<b>Year 3 Long Term Plan</b>	<a href="https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y3">https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y3</a>
<b>Unit</b>	<b>Objectives</b>	<b>Resources</b>
<b>Internet safety</b> <b>Year 3 Unit 3.2</b> <b>(3 weeks)</b>  <b>(Lesson 3 of Purple Mash Unit – PEGI ratings)</b>	<p>1) To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.  To understand how the Internet can be used to help us to communicate effectively. To understand how a blog can be used to help us communicate with a wider audience.</p> <p>2) To look at some ‘spoof’ websites. To create a ‘spoof’ webpage.  To think about why these sites might exist and how to check that the information is accurate.</p> <p>3) To learn about the meaning of age restrictions symbols on digital media and devices.  To discuss why PEGI restrictions exist.  To know where to turn for help if they see inappropriate content or have inappropriate contact from others</p> <p><i>1) How can the internet be used to communicate using blogs?  How can I make my password secure and what happens if I give it away?  2) What is a spoof webpage and how accurate is the information presented?  3) What are PEGI ratings and how do they keep us safe?</i></p>	<b>Laptops</b>  <a href="https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year3_unit_3_4/Unit%203.4%20Touch%20Typing%2019.pdf">https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year3_unit_3_4/Unit%203.4%20Touch%20Typing%2019.pdf</a>  Online safety <a href="https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y3/computing_sow_y3_3-2">https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y3/computing_sow_y3_3-2</a>
<b>Unit 3.1</b>  <b>Unit 3.4</b> <b>Touch typing</b> <b>(3 weeks/ lessons)</b>	<p>1) To introduce typing terminology. Understand the correct way to sit at the keyboard. To learn how to use the home, top and bottom row keys.</p> <p>2) To practice and improve typing for home, bottom and top rows.</p> <p>3) To practice the keys typed with the left hand</p> <p>4) To practice the keys typed with the right hand</p> <p><i>1) How do I type on a regular keyboard and where are the location of different keys?  2) How can I practise my typing using the position of the rows?  3) Which keys do I need to type with my left hand? Which keys do I need to type with my right hand? (Do both lesson 3+4 together)</i></p>	
<b>Unit 3.2 – No timetabled Computing</b>		
<b>Unit 3.3</b>  <b>Unit 3.5</b> <b>Emailing</b> <b>(6 weeks/ lessons)</b>	<p>1) To think about different methods of communication.</p> <p>2) To open and respond to an email.  To write an email to someone using an address book.</p> <p>3+4) To learn how to use email safely.</p> <p>5) To send an attachment to an email.</p> <p>6) To explore a simulated email scenario.</p>	<b>Laptops</b>  <a href="https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year3_unit_3_5/Unit%203.5%20Email.pdf">https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year3_unit_3_5/Unit%203.5%20Email.pdf</a>

	<p>1) How do we communicate in different ways?  2) How to I read emails and reply to them?  3+4) How can I use email safely?  5) How do I add attachments to an email?  6) What would you do in this email scenario?</p>	
<p><b>Unit 3.4 - Digital media</b>  <b>Cross curricular link with Art</b>  <b>Creating an Iron Man – Paint(6 Weeks)</b></p>	<p>1)Introduction to Paint program and different brush strokes  2)Duplicating shapes on Paint  3/4/5) Using Paint skills for their own picture based on their text  6) Innovating their new skills to create their own piece  1) What effects can I create using different brushes on paint?  2) What shapes can I create using paint and how do I duplicate shapes?  3+4) Can I create a background for Iron Man?  5) Can I create an Iron Man using shapes on paint?  6) Can I use the skills I have learned to create my own piece of art?</p>	<p>Laptops + mice for easy access  Paint program  <a href="#">PPT in art folder</a></p>
<p><b>Unit 3.5 Coding</b>  <b>Purple Mash – Year 3</b>  <b>Crash course in Coding</b>  <b>(6 weeks/ lessons)</b></p>	<p>1) To explain what coding is. Introduction to the 2Code interface including the possible actions of character objects.  2) To use timers in 2Code to create differing effects.  3) To use repetition commands  4) To introduce If statements to allow selection in a program.  5) To know how to debug a code to create a desired effect  6) To introduce variables.  1) What is coding and how do I use 2Code?  2) How can I use timers to create an effect?  3) How do I use repetition commands in coding?  4) How can I add choice to my coding?  5) What is meant by debugging and why is it important?  6) What is a variable in coding and why are they important?  GDS/ Higher achievers – to apply their learning to other coding programs (Scratch, Kodu etc) and create algorithms with a similar purpose.</p>	<p><a href="https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_year3_coding_crash_course/Year%203%20Coding%20Crash%20Course2020.pdf">https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_year3_coding_crash_course/Year%203%20Coding%20Crash%20Course2020.pdf</a>  Laptops</p>
<p><b>Unit 3.6 – No timetabled Computing</b></p>		
<p><b>Cross-Curricular software opportunities – Word, PPT etc</b></p>		
<p>Purple Mash Unit 3.8 – Graphing – links to Maths when doing data topic (3 week unit)</p>		
<p>Purple Mash – times table practice in preparation for the tests</p>		

	Year 4 Long Term Plan	<a href="https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y4">https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y4</a>
Unit	Objectives	Resources
<b>Unit 4.1</b> <b>Coding</b> <b>Year 4 Crash course in Coding</b> <b>(6 weeks/ lessons)</b>	1) To explain what coding is. Introduction to the 2Code interface including the possible actions of character objects. 2) To create a program with an object that repeats actions indefinitely. To use a timer to make characters repeat actions. To explore the use of the repeat command and how this differs from the timer. 3) To create a program that responds to the 'if' command or the 'if/else' command To use selection within a program. 4) To understand what a variable is in programming. To use a variable to create a visual timer. To explore number and string variables. 5) To show how a character repeats an action and explain how they caused it to do so. To make a character respond to user keyboard input 6) To have an idea about the design process and its benefits. To turn a design into a functioning program. <i>1) What is coding and how do I use 2Code?</i> <i>2) How can I make an object repeat an action on a timer or indefinitely?</i> <i>3) What code can I use to give selection or choice?</i> <i>4) What is a variable in coding and what do they do?</i> <i>5) How do you make a character respond to or repeat an action?</i> <i>6) Can I use my coding skills to create my own program?</i> <i>Can I evaluate and debug my program so it has a purpose or desired effect?</i>  GDS/ Higher achievers – to apply their learning to other coding programs (Scratch, Kodu etc) and create algorithms with a similar purpose.	<a href="https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y4/computing_sow_y4_4-1">https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y4/computing_sow_y4_4-1</a>  <b>Laptops</b>
<b>Unit 4.2 – No timetabled Computing</b>		
<b>Unit 4.3 – Unit 4.7</b> <b>Searching</b> <b>(3 weeks/ lessons)</b>	1) To locate information on the search results page 2) To effectively search to find out information 3) To assess whether information is secure or reliable. <i>1) How do I search for information on the internet?</i> <i>2) How can I make my searches more effective?</i> <i>3) Is the information I search for always reliable?</i>	<b>Laptops</b>  Searching <a href="https://www.purplemash.com/#tab/Teachers/com">https://www.purplemash.com/#tab/Teachers/com</a>

<p><b>Purple Mash</b> <b>Unit 4.6 Animation</b> <b>(3 Weeks/ lessons)</b></p> <p><b>Online safety week</b> <b>Internet safety</b> <b>(Unplugged lesson)</b> <b>Focus TBC</b></p>	<p>1) To discuss what makes a good animated film or cartoon and what their favourites are. To learn how animations are created by hand. To find out how 2Animate can be created in a similar way using the computer.</p> <p>2) To learn about onion skinning in animation. To add backgrounds and sounds to animations.</p> <p>3) To be introduced to stop motion animation. To share animation on the class display board and by blogging.</p> <p><i>1) What makes a good animated film and how are they made?</i></p> <p><i>2) What is the Onion Skinning tool and how does it work?</i></p> <p><i>3) What is stop motion animation? How can I create my own?</i></p>	<p><a href="#">puting_sow/computing_sow_y4/computing_sow_y4_4-7</a></p> <p>Animation</p> <p><a href="https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y4/computing_sow_y4_4-6">https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y4/computing_sow_y4_4-6</a></p>
<p><b>Unit 4.4– No timetabled Computing</b></p>		
<p><b>Unit 4.5 - Digital media</b> (6 weeks – 2 lessons per week)</p> <p><b>Cross Curricular link with Art</b></p> <p><b>Photomontage</b></p> <p><b>Green Screen filmmaking</b></p>	<p>1)Introduce digital images and storing</p> <p>2)Enhancing digital images using colour</p> <p>3) Combining techniques to create a photo montage</p> <p><i>1/2. Can I capture a digital image of an emotion and store it? Who were the Expressionists?</i></p> <p><i>3/4. Can I enhance my digital image using colour properties? How do artists convey emotion using colour?</i></p> <p><i>5/6. Can I manipulate my image using photomontage techniques? Can I combine techniques and materials to convey emotion in my art?</i></p> <p>1) Introduce green screen and how it works. Begin planning topic</p> <p>2)3/4)Write own teleprompter and perform on green screen</p> <p>5)Perform and edit green screen</p> <p>6) Perform and edit green screen image</p> <p>HA to plan a presentation about Ghandi OR Rosa Parks to film and edit.</p> <p>LA and extension- show emotion and a scary situation to edit in (being chased, falling etc)</p> <p>Links to digital media topic.</p> <p><i>1) What is green screen and how can I use it to present information or images?</i></p> <p><i>2) What is a teleprompter and how does it help performers?</i></p> <p><i>3+4) Can I perform using green screen?</i></p> <p><i>5+6) How can I edit my video or image for effect?</i></p>	<p><b>Laptops</b></p> <p><a href="#">PPT (in art folder)</a></p> <p>Photograph, audio and visual filmmaking</p> <p>Green screen/ Camera</p> <p>Microsoft word and mouse with scroll function</p>

<b>Unit 4.6 – No timetabled Computing</b>		
Cross-Curricular software opportunities – Word, PPT etc		
<b>As there is no Internet Safety Unit (due to timetable constraints) Internet safety should be highlighted all other opportunities</b>		
Purple Mash – times table practice in preparation for the tests		

	Year 5 Long Term Plan	<a href="https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y5">https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y5</a>
Unit	Objectives	Resources
<p><b>Unit 5.1 - Digital media</b>  <b>Cross Curricular link with Art/DT – Sculpture silhouettes</b>  <b>(4 weeks/ lessons)</b></p> <p><b>Purple Mash</b>  <b>Year 5 unit 5.6</b>  <b>Lesson 1-2 Creating 3D images</b></p>	<p>To be introduced to 2Design and Make.  To explore the effect of moving points when designing.  To understand that images can be manipulated digitally  To use a program and techniques for effect (Paint.net)  To evaluate my image and explain successes and improvements</p> <p><i>1) What are the basics of 2Design and Make?  2) How does moving points impact on my design?  3) How can I use cutting tools to edit an image?  4) Can I use cutting tools to edit my image?  5) How do I create an image with two layers?  6) Can I evaluate my finished image?</i></p>	<p><b>Laptops</b> –Week 1-4 only</p> <p>Paint.net</p> <p>Photos taken and uploaded to laptops to edit images</p> <p>2design  <a href="https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y5/computing_sow_y5_5-6">https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y5/computing_sow_y5_5-6</a>  <a href="#">Instructions for teachers</a></p>
<p><b>Unit 5.2 - Internet safety</b>  <b>Apps</b>  <b>(1 week/ lesson)</b></p> <p><b>Purple Mash</b>  <b>Year 5 Unit 5.2</b>  <b>Game Creator</b>  <b>Purple Mash Year 5 Unit 5.5</b>  <b>(5 Weeks)</b></p>	<p>To understand how apps request permission to access data and functions on a device.  To recognise that features in games/apps may be purchased with real money.  To understand that some online purchases (e.g. loot boxes) do not guarantee to give items that are worth the same value as what is paid.  <b>How do apps access my data and are ‘free apps’ really free?</b></p> <p>To review and analyse a computer game.  To describe some of the elements that make a successful game.  To design the setting for their game so that it fits with the selected theme.  To upload images or use the drawing tools to create the walls, floor and roof  To design characters for their game and decide upon, and change, the animations and sounds that the characters make.  To make their game more unique by selecting the appropriate options to maximise the playability.  To write informative instructions for their game so that other people can play it.  To evaluate my their own and peers’ games to help improve their design for the future</p> <p><i>1) What makes a successful video game?  2) How can use a program to design a setting for my game?  3) How can I make characters perform actions within my game?  4) How can I make my game unique and accessible for other users?  5) How successful is my game? How can I improve it?</i></p>	<p><a href="#">Flipchart</a> Online safety</p> <p>Snakes and Ladders game (Laminated set)  Dice/counters</p> <p><a href="https://projectevolve.co.uk/toolkit/years/5/privacy-and-security/">https://projectevolve.co.uk/toolkit/years/5/privacy-and-security/</a></p> <p><a href="https://www.purplemash.com/#tab/teachers/computing_sow/computing_sow_y5/computing_sow_y5_5-5">https://www.purplemash.com/#tab/teachers/computing_sow/computing_sow_y5/computing_sow_y5_5-5</a></p>



<p><b>Unit 5.3 - Digital media</b>  <b>Cross Curricular link with Art.</b>  <b>The Highwayman (Lesson 5/6)</b>  <b>DROPPED</b>  <b>Online safety week (Unplugged )</b>  <b>Focus TBC</b></p>	<p>-To understand that images can be manipulated digitally  - To introduce image editing software (Paint.net)  - To use a program and techniques for effect and atmosphere (Paint.net)  - To evaluate my image and explain successes and improvements</p> <p><i>1) How can I use a program (paint.net) to manipulate images?</i>  <i>2) How could I improve my image? What was successful? Does my image create the desired effect?</i></p>	<p><b>Laptops</b></p> <p>Paint.net</p> <p>Access to non- copyrighted images  <a href="http://www.pixabay.com">www.pixabay.com</a>  Advanced search on <a href="http://www.google.com">www.google.com</a></p> <p><a href="#">PPT (in art folder)</a>  <a href="#">Instructions for teachers</a></p>
<p><b>Unit 5.4 Coding (6 Weeks/ lessons) Year 5 Crash course in Coding</b></p>	<p>1) To explain what coding is. Introduction to the 2Code interface including the possible actions of character objects.  2) To create a program with an object that repeats actions indefinitely. To use a timer to make characters repeat actions. To explore the use of the repeat command and how this differs from the timer.  3) To create a program that responds to the 'if' command or the 'if/else' command To use selection within a program.  4) To understand what a variable is in programming. To use a variable to create a visual timer. To explore number and string variables.  5/6) To go through the design, code, execute, refine process. To use the coding skills that they have encountered creatively in their own program. To create a program that controls or simulates a physical system, i.e. changing the speed and angle of moving objects.</p> <p><i>1) What is coding and how do I use 2Code?</i>  <i>2) How can I make an object repeat an action on a timer or indefinitely?</i>  <i>3) What code can I use to give selection or choice?</i>  <i>4) What is a variable in coding and what do they do?</i>  <i>5/6) Can I use my coding skills to create my own program?</i>  <i>Can I evaluate and debug my program so it has a purpose or desired effect?</i></p> <p>GDS/ Higher achievers – to apply their learning to other coding programs (Scratch, Kodu etc) and create algorithms with a similar purpose.</p>	<p><a href="https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_year5_coding_crash_course/Year%205%20Coding%20Crash%20Course.pdf">https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_year5_coding_crash_course/Year%205%20Coding%20Crash%20Course.pdf</a></p> <p><a href="https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y5/computing_sow_y5_5-1">https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y5/computing_sow_y5_5-1</a></p> <p><b>Laptops</b></p>

<b>Unit 5.5 – No timetabled Computing</b>		
<p><b>Internet safety (1 week/ lesson) Communicating online</b></p> <p><b>Unit 5.6 – Databases Purple Mash – Year 5.4 (5 Weeks/ Lessons)</b></p>	<p><i>I can describe what is meant by harm.</i>  <i>I understand that not everyone I communicate with online is pleasant and may not have my best intentions at heart</i>  <i>I can explain why some people choose to act in a certain way online, that it is their decision and that I am not responsible.</i></p> <p><i>How can I communicate safely online?</i></p> <p>1) To learn how to search for information in a database.  2) To contribute to a class database.  3&amp;4) To create a database around a chosen topic.</p> <p><i>1) What are databases and how do I use them to search for information?</i>  <i>2+3) How can we sort information about ourselves in a class database?</i>  <i>4+5) How can I create my own entry to a database to answer questions about a topic?</i></p>	<p><b>Laptops</b></p> <p><a href="#">Flipchart</a> Online safety</p> <p><a href="https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year5_unit_5_4/Unit%205.4%20-%20Databases.pdf">https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year5_unit_5_4/Unit%205.4%20-%20Databases.pdf</a></p> <p><a href="https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y5/computing_sow_y5_5-4">https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y5/computing_sow_y5_5-4</a></p>
<b>Cross-Curricular software opportunities – Word, PPT etc</b>		

	Year 6 Long Term Plan	<a href="https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y6">https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y6</a>
Unit	Objectives	Resources
<b>Unit 6.1 - Digital media</b> <b>Cross Curricular link with Art – A Monster Calls (Lesson 5 + 6)</b>	-To understand that images can be manipulated digitally - To use a program and techniques for effect (Paint.net) - To evaluate my image and explain successes and improvements <i>1) How can I use a program (paint.net) to manipulate images?</i> <i>2) How could I improve my image? What was successful?</i>	<b>Laptops</b> –Week 5/6 only  Paint.net  Access to non- copyrighted images <a href="http://www.pixabay.com">www.pixabay.com</a> Advanced search on <a href="http://www.google.com">www.google.com</a> <a href="#">PPT in art folder</a> <a href="#">Instructions for teachers</a>
<b>Unit 6.2 – Spreadsheets</b> <b>Year 6 Spreadsheet catch-up (3 Weeks/ lessons)</b> <b>JOS Wk 1,2,3</b> <b>BP Wk 4,5,6</b>	1) Introduction to spreadsheets 2 )Using a spreadsheet to model a real-life situation 3) Exploring Probability 4) Conversions of measurements 5) Line graph. 6) Use of spreadsheets in ‘real life’ Creating a computational model  <i>1+2) What is a spreadsheet and what are they used for? How are spreadsheets used in real-life situations?</i> <i>3+4+5) How can I use spreadsheets to show probability?</i> <i>How can I use a spreadsheet to convert measurements?</i> <i>How can I use a spreadsheet to present data on a line graph?</i> <i>6) Can I create my own spreadsheet using computational thinking?</i>	<b>Laptops</b>  Purple Mash – Year 6 Spreadsheet Catch-Up <a href="https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y6/computing_sow_y6_unit_6-3">https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y6/computing_sow_y6_unit_6-3</a>
<b>Unit 6.3 - Digital media</b> <b>Cross Curricular link with Art</b> <b>Protest Posters (3 weeks/ lessons)</b>	1) Introduction to posters – features 2) Using layers in a program to create an image 3) Evaluating the design and making improvements  <i>1) What are the features of an effective poster?</i> <i>2) How can I use layers in paint.net to begin to create my poster?</i> <i>3) How can I improve my poster using layers and colour?</i>	<b>Laptops</b> <a href="#">PPT resource (in Art folder)</a>

<b>Warhol inspired pieces (3 weeks/ lessons)</b>	<p>4) Introduction to repeating patterns  5) Andy Warhol and his designs  6) Evaluating the designs and making improvements</p> <p><i>4) How can I use paint.net to produce a repeating pattern?</i>  5) How can I use paint.net to create a Warhol-inspired design?  6) How can I improve my Warhol inspired design?</p>	
<b>Online safety week</b> <b>Internet safety (Unplugged)</b> <b>Focus TBC</b>		
<b>Unit 6.4 – No timetabled Computing</b>	<b>WARNING ZONE</b> <b>SATS Revision</b>	
<b>Unit 6.5 – Networks (Unplugged – 2 lessons – one afternoon)</b> <b>Unit 6.6 – Networks</b> <b>SATS Revision</b> <b>Timeslot TBC</b>	<p>-To discover what children know about the internet  -To find out what a LAN and WAN are  -To find out how we access the internet in school  -To research and find out about the age of the internet  - To think about what the future might hold</p> <p><i>How is the internet a network and how is it used in school?</i>  <i>What are the future possibilities for the internet?</i></p>	<p><a href="#">Flipchart</a> Networks  Communication Survey (to be completed <b>BEFORE</b> lesson)  <a href="https://www.bbc.co.uk/bitesize/topics/zkcg9/articles/z2nbgk7#zt6c4wx">https://www.bbc.co.uk/bitesize/topics/zkcg9/articles/z2nbgk7#zt6c4wx</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z36nb9q/revision/1">https://www.bbc.co.uk/bitesize/guides/z36nb9q/revision/1</a></p>
<b>Unit 6.6 – Coding</b> <b>Year 6 Crash course in Coding (6 weeks/ lessons)</b> <b>AM slot post SATs</b> <b>See laptop timetable</b>	<p>1) To explain what coding is. Introduction to the 2Code interface including the possible actions of character, car and animal objects.  Tinkering with 2Code</p> <p>2) To create a program with an object that repeats actions indefinitely.  To use a timer to make characters repeat actions.  To explore the use of the repeat command and how this differs from the timer.</p> <p>3) To introduce If statements to allow selection in a program.</p> <p>4) To understand what a variable is in programming.  To use a variable to create a visual timer.  To explore number and string</p> <p>5/6) To go through the design, code, execute, refine process.  To use the coding skills that they have encountered creatively in their own program.  To create a program that controls or simulates a physical system, i.e. changing the speed and angle of moving objects.</p>	<p><b>Laptops</b></p> <p>Purple Mash 6.1 Coding  <a href="https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y6/computing_sow_y6_unit_6-1">https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y6/computing_sow_y6_unit_6-1</a></p>

	<p>1) <i>What is coding and how do I use 2Code?</i>  2) <i>How can I make an object repeat an action on a timer or indefinitely?</i>  <i>How can I use the repeat command?</i>  3) <i>What code can I use to give selection or choice?</i>  4) <i>What is a variable in coding and what do they do?</i>  5/6) <i>Can I use my coding skills to create my own program?</i>  <i>Can I evaluate and debug my program so it has a purpose or desired effect?</i></p> <p>GDS/ Higher achievers – to apply their learning to other coding programs (Scratch, Kodu etc) and create algorithms with a similar purpose.</p>	
<p><b>Unit 6.4 – Internet safety (Unplugged)</b></p> <p><b>(3 weeks/ lessons)</b></p> <p><b>WARNING ZONE</b>  <b>E safety afternoon</b></p> <p><b>SATS Revision</b></p> <p><b>Timeslot TBC</b></p>	<p>1) Identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location.  To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.</p> <p>2) To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour.  To begin to understand how information online can persist and give away details of those who share or modify it.</p> <p>3) To understand the importance of balancing game and screen time with other parts of their lives, e.g. explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health.  To identify the positive and negative influences of technology on health and the environment.</p> <p>1) <i>What are the risks of mobile devices and how do they impact on your digital footprint?</i>  2) <i>How can my choices online impact myself or others?</i>  3) <i>What are the influences of technology on health, well-being and the environment?</i></p>	<p><a href="#">Flipchart</a> Online safety (week 1,2)  <a href="#">PPT</a> Online safety (week 3)</p> <p><a href="https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y6/computing_sow_y6_unit_6-2">https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y6/computing_sow_y6_unit_6-2</a></p> <p><a href="https://www.purplemash.com/#app/games/2diy/online_safety_game">https://www.purplemash.com/#app/games/2diy/online_safety_game</a> - play as a class</p> <p><a href="https://projectevolve.co.uk/toolkit/years/6/health-well-being-and-lifestyle/">https://projectevolve.co.uk/toolkit/years/6/health-well-being-and-lifestyle/</a> (lesson 3)</p> <p>Flipchart on server</p>
<p><b>Cross-Curricular software opportunities – Word, PPT etc</b>  Science – Data logging/ graphs on excel</p>		