|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year 6** | **Computing Unit** | **Computing Focus:** | **Programmes of Study** | **Suggested Software** |
| **Autumn 1**  **ID** | 6.4 I AM AN ENVIRONMENTALIST This unit provides an opportunity for children to explore one or more interactive models of climate change, discovering for themselves the assumptions that underpin the model and linking these to their own independent research. Children compile a short video piece documenting their findings, which includes edited screencasts, still images and video diary or interview elements. Weather reports using green screen should be an opportunity not to be missed. | * Research * Collaboration * Video editing * Data logging * Spread sheets * Presentation | * use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs * select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | * iMovie * Sheets * Docs * Easy Chart/ iGraph It Lite * Poplet * Ink flow/ iBrainstorm * Prezi/ Keynote |
| **Autumn 2**  **A Child’s War** | 6.6 I AM A PUBLISHER In this unit pupils will use text and graphic skills to create a book. This could be a year book, subject portfolio or even a story book. The focus must be on content, design and layout of the book, with attention to the reader. How would the target audience of their book change the way their book is presented? Will the content have to change? There are links across the board for this unit, as it could be used to showcase subject knowledge or creativity. | * Photography * Editing text, graphics and images   Desk top publishing | * be discerning in evaluating digital content * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. * select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | * Book Creator * Keynote/ Prezi * Docs * iMovie (video book) * Video scribe * Comic Life |
| **Spring 1**  **Blood Heart** | 6.5 I AM A WEB DEVELOPER In this unit pupils will design a website that deals with the issues of e-safety. Pupils will work together to highlight issues in the media regarding e-safety and communicate in a safe and secure environment. By the time the children reach this unit they should already have a good level of understanding of e-safety and must be able to evaluate and make judgements on real life situations where technology has been used for communication. | * Research * Collaboration * Web design | * 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 * be discerning in evaluating digital content * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | * Weebley |
| **Spring 2**  **Gallery Rebels** | 6.3 I AM A GAMES DEVELOPER In this unit pupils will design write and debug programs to simulate real or imaginary situations. Pupils should create programs that involve loops, methods of scoring, have time restraints and have variables. Pupils must also be given a program with errors to learn the skill of debugging once they have become familiar with the program. If skills are taught in stand-alone lessons then children could make games on any subject they wish. | * Programming * Graphics | * 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 | * Scratch 2.0 * Hopscotch * Tynker |
| **Summer 1**  **Hola Mexico** | 6.2 I AM A FUNDRAISER In this unit children will plan a real or mock fundraising event. They will need to research why funds are needed, cost of the event, projected profits, how they are going to do it and which fundraisers have been successful in the past. They will then pitch their ideas to peers and promote their event/idea through digitally designed posters, videos and presentations. There are strong links to topic weeks here. Dragons Den style pitches and format would engage pupils. | * Digital photography * Desk top publishing * Research * Data handling * Text/Graphics | * use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content * use technology safely and respectfully, keeping personal information private * 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 | * Poster (Pic Collage, Ink Flow, Brushes, Comic Life) * Video (imovie) * Presenting data (Keynote and Prezi)   Collecting data (Docs, Sheets, Drive) |
| **Summer 2**  **Frozen Kingdom** | 6.1 I AM AN EXPLORER In this unit children will explore local and non-local environments. GPS technology can be used to track their movements. They will take pictures of landmarks along their route and plot them on a geolocational map. Data can be collected along the way and analysed on site or back in the classroom. This is an ideal opportunity to teach the skills of orienteering and navigation. Trips could be arranged for this that would then link to writing about their explorations. | * Photography * Geolocation / research | * 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 | * Google Earth * Google Maps * Collecting data (Docs, Sheets, Drive) * Presenting data (Keynote and Prezi) |