



End of Term Expectations (End Points)

Computing

		<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
Y E A R 6		Unit 6.2 Online safety Unit 6.1 Coding	Unit 6.3 Spreadsheets	Unit 6.4 Blogging	Unit 6.5 Text Adventures	Unit 6.6 Networks	Unit 6.7 Quizzing Unit 6.9 Spreadsheets (with Microsoft Excel)
		<u>Digital Literacy</u>					
		Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact					
		<u>Unit 6:2</u>					
		<ul style="list-style-type: none"> • Children have used the example game and further research to refresh their memories about risks online including sharing location, secure websites, spoof websites, phishing and other email scams. • Children have used the example game and further research to refresh their memories about the steps they can take to protect themselves including protecting their digital footprint, where to go for help, smart rules and security software. • Children understand how what they share impacts upon themselves and upon others in the long-term. • Children know about the consequences of promoting inappropriate content online and how to put a stop to such behaviour when they experience it or witness it as a bystander. • Children can take more informed ownership of the way that they choose to use their free time. They recognise a need to find a balance between being active and digital activities. • Children can give reasons for limiting screen time. • Children can talk about the positives and negative aspects of technology and balance these opposing views. 					
		<u>Information Technology</u>					
		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.					

Unit 6:3

- Children can create a spreadsheet to answer a mathematical question relating to probability. Children can take copy and paste shortcuts.
- Children can problem solve using the count tool.
- Children can create a machine to help work out the price of different items in a sale.
- Children can use the formula wizard to create formulae.
- Children can use a spreadsheet to solve a problem.
- Children can use a spreadsheet to model a real-life situation and come up with solutions.
- Children can make practical use of a spreadsheet to help plan actions.
- Children can use a spreadsheet to model a real-life situation and come up with solutions that can be applied to real life.

Unit 6:5

- Children can describe what a text adventure is.
- Children can map out a story-based text adventure. Children can use 2Connect to record their ideas.
- Children can use the full functionality of 2Create a Story Adventure mode to create, test and debug using their plan.
- Children can split their adventure-game design into appropriate sections to facilitate creating it.
- Children can map out an existing text adventure. Children can contrast a map-based game with a sequential story-based game.
- Children can create their own text-based adventure based upon a map.
- Children can use coding concepts of functions, two-way selection (if/else statements) and repetition in conjunction with one another to code their game. Children make logical attempts to debug their code when it does not work correctly.

Unit 6:7

- Children have used the 2DIY activities to create a picture-based quiz.
- Children have considered the audience's ability level and interests when setting the quiz.
- Children have shared their quiz and responded to feedback.
- Children understand the different question types within 2Quiz.
- Children have ideas about what sort of questions are best suited to the different question types.
- Children have used 2Quiz to make and share a science quiz.
- Children have considered the audience's ability level and interests when setting the quiz.
- Children have shared their quiz with peers.
- Children have given and responded to feedback.
- As a class, children have collaborated on a quiz.
- Children have tried out the different types of Text Toolkit grammar games.
- Children have chosen an appropriate Text Toolkit tool to make their own grammar game.
- Children have used a 2Investigate quiz to answer quiz questions.
- Children have designed their own quiz based on one of the 2Investigate example databases.
- Children have used their knowledge of quiz types to create a quiz show quiz based on a curriculum area.

Unit 6.9

- Children know some uses of a spreadsheet tool.
- Children can navigate around a spreadsheet using

- cell references.
- Children can enter data into cells.
- Children understand new vocabulary relating to spreadsheets: cells, columns, rows, cell names, sheets, workbook.
- Children can use a spreadsheet to carry out basic calculations including addition, subtraction, multiplication and division formulae.
- Children can use the series fill function.
- Children recognise how using formulae allows the data to change and the calculations to update automatically
- Children can use a spreadsheet to model a situation.
- Children can use a spreadsheet to solve a problem.
- Children can use the SUM function
- Children can use a variety of methods including flash fill, convert text to tables and splitting cells for organising and presenting their data in a spreadsheet.
- Children know what is meant by a delimiter.
- Children understand how to sort data
- Children know how to incorporate formulae for percentages, averages, max and min into their spreadsheets.
- Children gain familiarity with range notation.
- Children know some shortcuts that help to make data meaningful.
- Children begin to develop a critical eye when it comes to the conclusions that can be made from data.
- Children can understand how a spreadsheet can be used to plan an event.
- Children understand the advantages of using formulae when data is subject to change.
- Children have modelled a real-life situation using a spreadsheet.

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.

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.

Unit 6:1

- Children can plan a program before coding to anticipate the variables that will be required to achieve the desired effect.
- Children can follow through plans to create the program.
- Children can debug when things do not run as expected.
- Children can explain what functions are and how they can be created and labelled in 2Code.
- Children can explain how to move code from one tab to another in 2Code.
- Children can explain how they organised code in a program into functions to make it easier to read.
- Children are familiar with the vocabulary used throughout 2Code.
- Children can describe coding using the appropriate terms.
- Children can include buttons that launch other programs, including their own.
- Children can include buttons that launch windows to external websites.
- Children can follow through the code of how a text adventure can be programmed in 2Code.
- Children can adapt an existing text adventure to make it unique to their requirements.

Unit 6:4

- Children understand how a blog can be used as an informative text.
- Children understand the key features of a blog
- Children can work collaboratively to plan a blog.
- Children can create a blog with a specific purpose. Children understand that the way in which information is presented has an impact upon the audience.
- Children understand that blogs need to be updated regularly to maintain the audience's interest and engagement.
- Children can post comments and blog posts to an existing class blog.
- Children understand the approval process that their posts go through and demonstrate an awareness of the issues surrounding inappropriate posts and cyberbullying.
- Children can comment on and respond to other blogs.
- Children can assess the effectiveness and impact of a blog.

Unit 6:6

- Children know the difference between the World Wide Web and the internet.
- Children know about their school network.
- Children have researched and found out about Tim Berners-Lee.
- Children have considered some of the major changes in technology which have taken place during their lifetime and the lifetime of their teacher/another adult

Kindness

Curiosity

Creativity

Courage

Proud

Honesty

Aspire

Resilience