

## YEAR 6 CURRICULUM MAP

<b>6</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	<b>Coding</b>	<b>Online Safety &amp; Blogging</b>	<b>Quizzing</b>	<b>Text Adventures</b>	<b>Networks – Understanding Binary</b>	<b>Spreadsheet – MS Excel</b>
<b>Key Learning</b>	<ul style="list-style-type: none"> <li>• To design a playable game with a timer and a score.</li> <li>• To plan and use selection and variables.</li> <li>• To understand how the launch command works.</li> <li>• To use functions and understand why they are useful.</li> <li>• To understand how functions are created and called.</li> <li>• To use flowcharts to create and debug code.</li> <li>• To create a simulation of a room in which devices can be controlled.</li> <li>• To understand how user input can be used in a program.</li> <li>• To understand how 2Code can be used to make a text-adventure game.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify benefits and risks of mobile devices broadcasting the location of the user/device.</li> <li>• To identify secure sites</li> <li>• To identify the benefits and risks of giving personal information.</li> <li>• To review the meaning of a digital footprint.</li> <li>• To have a clear idea of appropriate online behaviour.</li> <li>• To begin to understand how information online can persist.</li> <li>• To understand the importance of balancing game and screen time</li> <li>• To identify the influences of technology on health and the environment.</li> <li>• To identify the purpose of writing a successful blog.</li> <li>• To understand how to write a blog and a blog post.</li> <li>• To consider the effect upon the audience of changing the visual properties of the blog.</li> <li>• To understand how and why blog posts are approved by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• To create a picture-based quiz for young children.</li> <li>• To learn how to use the question types within 2Quiz.</li> <li>• To explore the grammar quizzes.</li> <li>• To make a quiz that requires the player to search a database.</li> <li>• To make a survey and analyse the responses.</li> </ul>	<ul style="list-style-type: none"> <li>• To find out what a text adventure is.</li> <li>• To use 2Connect to plan a story adventure.</li> <li>• To make a story-based adventure using 2Create a Story.</li> <li>• To read and understand given code for a text adventure game.</li> <li>• To debug and improve a text adventure game.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn about what the Internet consists of.</li> <li>• To find out what a LAN and a WAN are.</li> <li>• To find out how the Internet is accessed in school.</li> <li>• To research and find out about the age of the Internet.</li> <li>• To think about what the future might hold.</li> <li>• To examine how whole numbers are used as the basis for representing all types of data in digital systems.</li> <li>• To recognise that digital systems represent all types of data using number codes that ultimately are patterns of 1s and 0s (called binary digits, which is why they are called digital systems).</li> <li>• To understand that binary represents numbers using 1s and 0s and these represent the on and off electrical states respectively in hardware and robotics.</li> </ul>	<ul style="list-style-type: none"> <li>• To know what a spreadsheet looks like.</li> <li>• To navigate and enter data into cells.</li> <li>• To introduce some basic data formulae in Excel for percentages, averages and max and min numbers.</li> <li>• To demonstrate how the use of Excel can save time and effort when performing calculations.</li> <li>• To use a spreadsheet to model a real-life situation.</li> <li>• To demonstrate how Excel can make complex data clear by manipulating the way it is presented.</li> <li>• To create a variety of graphs in Excel.</li> <li>• To apply spreadsheet skills to solving problems.</li> </ul>

<p><b>Touch Type Focus</b></p>	<p><b>Paragraphs 1</b> To use a secure knowledge of the keyboard, including the position of letters, numbers and pieces of punctuation to type out various paragraphs of text.</p>	<p><b>Paragraphs 2</b> To use a secure knowledge of the keyboard, including the position of letters, numbers and pieces of punctuation to type out various paragraphs of text.</p>	<p><b>Paragraphs 3</b> To use a secure knowledge of the keyboard, including the position of letters, numbers and pieces of punctuation to type out various paragraphs of text.</p>	<p><b>Paragraphs 5</b> To use a secure knowledge of the keyboard, including the position of letters, numbers and pieces of punctuation to type out various paragraphs of text.</p>	<p><b>Paragraphs 6</b> To use a secure knowledge of the keyboard, including the position of letters, numbers and pieces of punctuation to type out various paragraphs of text.</p>	<p><b>Quiz</b> To use a secure knowledge of the keyboard, including the position of letters, numbers and pieces of punctuation to type out various paragraphs of text.</p>
<p><b>Vocabulary</b></p>	<p>Action, algorithm, command, coordinates, event, decomposition, debug, execute/run, flowchart, function, input, launch, object, output, predict, properties, procedure, sequence, repeat, variable, selection, simulation, tab, timer</p>	<p>Ata analysis, digital footprint, inappropriate, location sharing, password, PEGI rating, Phishing, print screen, screen time, secure websites, spoof</p> <p>Approval, archive, blog, blog post, collaborate, commenting, vlog</p>	<p>Audience, audio, case-sensitive, cloze, participants, preview, quiz, survey</p>	<p>Text-based adventure, debug, sprite, selection, function, flow of control, step through</p>	<p>Hub/Switch, internet, Local area network LAN, network, world wide web WWW, router, Wi-Fi, Wide area Network WAN</p> <p>Bae 2, Bit, Bae 10, Digit, Transistor, Integer, Switch, nibble, byte, kilobyte, megabyte, gigabyte, Terabyte</p>	<p>Auto fit, cell, cell reference, chart, column, computational model, conditional formatting, data, delimiter, formula€, formula bar, graph, horizontal axis, range, row, spreadsheet, vertical axis, text wrapping</p>
<p><b>Skills</b></p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>♣ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>♣ use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>♣ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>♣ 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</li> <li>♣ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>♣ 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</li> <li>♣ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>					