



Year 6 expected		
Information Technology	Computer Science	Digital Literacy
<p><u>Handling Data</u> To design their own spreadsheet for a specific purpose. To select the most effective tool to collect data for my investigation. To check the data they collect for accuracy and plausibility. To interpret the data they collect. To present the data they collect in an appropriate way.</p> <p><u>Multimedia and Word Processing</u> To talk about audience, atmosphere and structure when planning a particular outcome. To confidently identify the potential of unfamiliar technology to increase their creativity. To combine a range of media, recognising the contribution of each to achieve a particular outcome. To tell you why they select a particular online tool for a specific purpose.</p> <p><u>Graphics and Sound</u> To use a digital camera (or similar device) to record a short film. To import files into video editing software. To plan additional elements for film-making, such as location and props. To frame an appropriate shot when filming. To arrange video files to form a complete film.</p>	<p>To deconstruct a problem into smaller steps, recognising similarities to solutions used before. (Scratch, Kodu) To explain and program each of the steps in their algorithm. To evaluate the effectiveness and efficiency of their algorithm while they continually test the programming of that algorithm. To recognise when they need to use a variable to achieve a required output. To use a variable and operators to stop a program. To use different inputs to control a device or onscreen action and predict what will happen. To create a sequence/algorithm adding audio. To use logical reasoning to detect and correct errors in algorithms and programs.</p>	<p><u>E-safety</u> To protect their password and other personal information. To explain the consequences of sharing too much about themselves online. To support their peers to protect themselves and make good choices online, including reporting concerns to an adult. To explain the consequences to themselves and others of not communicating kindly and respectfully. To explain what a stereotype is and be able to compare gender stereotypes. To know how to protect a computer or device from harm on the Internet.</p> <p><u>Technology in our Lives</u> To discuss the Internet services they need to use for different purposes. To describe how information is transported on the internet. To select an appropriate tool to communicate and collaborate online. To talk about the way search results are selected and ranked. To check the reliability of a website. To discuss and understand copyright and acknowledge the sources of information that they find online.</p>



Year 6 challenging		
Information Technology	Computer Science	Digital Literacy
<p><u>Handling Data</u> To understand the advantages of spreadsheets over manual methods. To explore further function in a spreadsheet or database program. To select data and create graphs with appropriate formatting. To confidently present the data appropriately.</p> <p><u>Multimedia and Word Processing</u> To be digitally discerning when evaluating the effectiveness of their own work and the work of others.</p> <p><u>Graphics and Sound</u> To be able to structure the timing of sections to meet a given running time. To use a variety of camera angles and shots to record.</p>	<p>To control smooth transitions between characters, scenes and audio in a program using the correct algorithms. (Scratch, Kodu) To evaluate their own and others code when creating an animation or game.</p>	<p><u>E-safety</u> To explain why cyberbullying can be as harmful as face to face bullying. To be able to identify a gender stereotype in a media message.</p> <p><u>Technology in our Lives</u> To know that some websites have age restrictions, and why these might be in place. To describe the opportunities computer networks and the internet offer for communication and collaboration To know different ways to report concerns about content &amp; contact.</p>