

Term	Class/Year group	Subject area
Autumn	Class 5 (Year 6)	<p><b>E-SAFETY</b></p> <ul style="list-style-type: none"> <li>- Know how to protect my password and other personal information.</li> <li>- Explain the consequences of sharing too much about myself online.</li> <li>- Support my friends to protect themselves and make good choices online, including reporting concerns to an adult.</li> <li>- Explain the consequences of spending too much time online or on a game.</li> <li>- Explain the consequences to myself and others of not communicating kindly and respectfully.</li> <li>- Protect my computer or device from harm on the Internet.</li> </ul> <p><b>PROGRAMMING</b></p> <ul style="list-style-type: none"> <li>- Deconstruct a problem into smaller steps, recognising similarities to solutions used before.</li> <li>- Explain and program each of the steps in my algorithm.</li> <li>- Evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm.</li> <li>- Recognise when I need to use a variable to achieve a required output.</li> <li>- Use a variable and operators to stop a program.</li> <li>- Use different inputs (incl. sensors) to control a device or onscreen action and predict what will happen.</li> <li>- Use logical reasoning to detect and correct errors in algorithms and programs.</li> </ul>
Spring	Class 5 (Year 6)	<p><b>COMMUNICATING AND PRESENTING</b></p> <ul style="list-style-type: none"> <li>- Use photos, video and sound to create an atmosphere when presenting to different audiences.</li> <li>- Confidently explore new media to extend what I can achieve.</li> <li>- Change the appearance of text to increase its effectiveness.</li> <li>- Create, modify and present documents for a particular purpose.</li> <li>- Use a keyboard confidently and make use of a spellchecker to write and review my work.</li> <li>- Use an appropriate tool to share my work and collaborate online.</li> <li>- Give constructive feedback to my friends to help them improve their work and refine my own work.</li> </ul> <ul style="list-style-type: none"> <li>- Plan the process needed to investigate the world around me.</li> <li>- Select the most effective tool to collect data for my investigation.</li> <li>- Check the data I collect for accuracy and plausibility.</li> <li>- Interpret the data I collect.</li> <li>- Present the data I collect in an appropriate way.</li> <li>- Use the skills I have developed to interrogate a database.</li> </ul>
Summer	Class 5 (Year 6)	<p><b>COMMUNICATING &amp; PRESENTING</b></p> <ul style="list-style-type: none"> <li>- Talk about audience, atmosphere and structure when planning a particular outcome.</li> <li>- Confidently identify the potential of unfamiliar technology to increase my creativity.</li> <li>- Combine a range of media, recognising the contribution of each to achieve a particular outcome.</li> <li>- Describe why a particular online tool is selected for a specific purpose.</li> <li>- Be digitally discerning when evaluating the effectiveness of my work/ work of others.</li> </ul> <p><b>USING TECHNOLOGY</b></p> <ul style="list-style-type: none"> <li>- Explain the Internet services used for different purposes.</li> <li>- Describe how information is transported on the Internet. Select an appropriate tool to communicate and collaborate online.</li> <li>- Check the reliability of a website.</li> <li>- Explain about copyright and acknowledge the sources of information that have been found online.</li> <li>- I know that websites can use my data to make money and target their advertising.</li> <li>- Understand how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted (RSE OBJ)</li> </ul>