| Year 6 - Computing planning document  |
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## Termly overview

|  | Spring 1 | Spring 2 | Summer 1  | Summer 2  |
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| Computer Science  | **Year 6 Crash course**  | **Year 6 - Unit 6.1 coding**  | **Year 6 - 6.5 coding**  |  |
| Core Knowledge to be taught  | **To recognise w**hat instructions are and predict what might happen when they are followed.**To use code** to make a computer program.**To recognise** what objects and actions are.**To describe** what an event is.**To use a**n event to control an object.**To begin t**o identify how code executes when a program is run.**To describe** what backgrounds and objects are.**To plan** and make a simple computer program based on prior learning | To design a playable game with a timer and a score.To plan and use selection and variables.To understand how the launch command works.To use functions and understand why they are useful.To understand how functions are created and called.To use flowcharts to create and debug code.To create a simulation of a room in which devices can be controlled.To understand how user input can be used in a program. | To find out what a text adventure is.To introduce an alternative model for a text adventure which has a less sequential narrative |  |
| Key Vocab  | Action, Code, Event, Algorithm, Command, Execute, Background, Debug, Debugging, Input, Collision Detection, Timer-After-Command, Properties, Buttons, IF Statements, ELSE IF Statements, Variables, Physical Systems | Action, Button, Debug/Debugging, Alert, Called, Decomposition, Algorithm, Command, Developer, Co-ordinates, Background, Event, Nested, Scene, Flowchart, Object, Selection, Function, Predict, Simulation, Get Input, Procedure, Tab, If/Else, Prompt, Properties, Timer, User Input, Launch Command, Repeat, Variable, Number Variable, Run | Text-Based adventure, Concept map, Debug, Sprite, Function |  |
| Information Technology |  |  |  | **Blogging / creating a website** |
| Core Knowledge to be taught  |  |  |  | To identify the purpose of writing a blog.To identify the features of a successful blog.To plan the theme and content for a blog.To understand how to write a blog and a blog post.To consider the effect upon the audience of changing the visual properties of the blog.To understand how to contribute to an existing blog. |
| Key Vocab  |  |  |  | Audience, Blog, Blog Page, Blog Post, Collaborative, Icon |
|  |  |  |  |  |
| Online Safety  | **Self image and identity**  | **Online relationships / Bullying** | **Health and wellbeing** | **Managing online information**  |
| Use - PM and links to Education for a connected world when planning [Purple Mash and Education for a Connected World 2020.pdf](https://drive.google.com/file/d/14BDEPByBe2VdCwObrB8rJTjRlHuekeFd/view?usp=sharing) |
| Core Knowledge to be taught  | **I can identify** and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.**I can describe** issues online that might make me, or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline.**I can explain** why I should keep asking until I get the help I need. | **I can explain** how sharing something online may have an impact either positively or negatively.**I can describ**e how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.**I can describe h**ow things shared privately online can have unintended consequences for others. e.g. screen-grabs.I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.**I can describe** how to capture bullying content as evidence (e.g. screengrab, URL, profile) to share with others who can helpme.I can explain how someone would report online bullying in different contexts. | **I can describe** common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.**I recognise and can discuss** the pressures that technology can place on someone and how / when they could manage this.**I can recognise features** of persuasive design and how they are used to keep users engaged (current and future use).**I can assess and action** different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correctposture, sleep, diet and exercise). | **I can explain** how search engines work and how results are selected and ranked.**I can explain** how to use search technologies effectively.**I can describe** how some online information can be opinion and can offer examples.**I can explain how** and why some people may present ‘opinions’ as ‘facts; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.**I can define the terms** ‘influence’, ‘manipulation’ and ‘persuasion’ and explain how someone might encounter these online (e.g. advertising and ‘ad targeting’ and targeting for fake news).**I understand the concep**t of persuasive design and how it can be used to influences peoples’ choices.**I can demonstrate** how to analyse and evaluate the validity of ‘facts’ and information and I can explain why using these strategies are important.**I can explain how companies and news** providers target people with online news stories they are more likely to engage withand how to recognise this.**I can describe the differenc**e between on-linemisinformation and dis-information.**I can explai**n why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation ordisinformation).**I can identify**, flag and report inappropriatecontent. |
| Key Vocab  |  |  |  |  |

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# Midterm Planning

Year 6

| Spring 1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
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| ComputingRSEOnline Safety | **RSE & ONLINE SAFETYRESOURCES & GUIDANCE CAN BE FOUND** [**HERE**](https://czone.eastsussex.gov.uk/safeguarding/safeguarding-in-schools-colleges-and-early-years-settings/education-for-a-connected-world-resources/education-for-a-connected-world-year-6/efacw-year-6-self-image-and-identity/)RSE & Online Safety is to be taught weekly with the first session in Week 1 being 45-50 minutes followed by smaller sessions weekly (10-15 minutes). |
| **Self Image and Identity** **Male & Female Athletes** **45-50 Minutes****Preparation:**Children have access to device and access to class [Jamboard](https://jamboard.google.com/)  | **Self Image and Identity** **Gender Roles****10-15 Minutes****Preparation:**Collate images of coloured objects that relate to gender stereotypes  | **Self Image and Identity** **Gender Roles - Task 110-15 Minutes****Preparation:**Children have a number of post-it notes. Task can be completed using a tree map | **Self Image and Identity** **Gender Roles - Task 2****10-15 Minutes****Preparation:**Collate images of “Non-Stereotypical roles”  | **Self Image and Identity** **Discussion****15-30 Minutes****Preparation:**Ensure children have access to [Statements](https://docs.google.com/document/d/1lO2OLsUrRW0-aQDiK3O5NbhsobZ5lWuk/edit?usp=sharing&ouid=114289605174140468262&rtpof=true&sd=true) |
| **COMPUTING** **Useful Links:** [**Knowledge Organisers**](https://drive.google.com/file/d/13Jp9StBMR4-WTqqYbPQg1QijvX8cCIZI/view?usp=sharing)**,** [**Overview**](https://drive.google.com/file/d/13HB9ILjQH6pBY5UKpKYi1cbIMiaCt8F_/view?usp=sharing)**,** [**Key Vocabulary**](https://drive.google.com/file/d/13I5CLGHhr9--ukuTvigsmc29a6Xc4_h0/view?usp=sharing)**,** [**Coding Crash Course Overview**](https://drive.google.com/file/d/13MQW4BMgi6_78IC92xR98qmRAvJBWTe2/view?usp=sharing) |
| **Prior vocabulary to be reviewed: N/A - coding not taught previously - so children will complete a catch up** **Prior knowledge to be recapped: The catch programme allows pupils to access the Year 6 curriculum**  |
| **Key vocabulary to be taught:**Action, Code, Event, Algorithm, Command, Execute, Background, Debug, Debugging, Input, Collision Detection, Timer-After-Command, Properties, Buttons, IF Statements, ELSE IF Statements, Variables, Physical Systems**Core Knowledge to be taught:**- To recognise what instructions are and predict what might happen when they are followed.- To use code to make a computer program.- To recognise what objects and actions are.- To describe what an event is.- To use an event to control an object.- To begin to identify how code executes when a program is run.- To describe what backgrounds and objects are.- To plan and make a simple computer program based on prior learning. |
| **LI:** Introduction To Coding: Objects, Actions and Events**Activity:****Children** can explain what coding is. **Children** know that for the computer to make something happen, it needs to follow clear instructions. **Children** can create a program using event, object and action code blocks. **Children** can explain what events, objects and actions do in a program. | **LI:**Introduction To Coding: Different Object Types and Buttons**Activity:Children** can create a computer program that includes different object types.**Children** can create a computer program that includes a button object.**Children** can modify the properties of an object and a button to fit their program design.**Children** can explain what a button does in their program. | **LI:**Introduction To Coding: Using Repeat**Activity:****Children** understand how the turtle object moves. **Children** can use the repeat command with an object. **Children** can create a computer program that includes use of the repeat command. | **LI:**Introduction To Coding: IF and IF/ELSE Statements**Activity:****Children** can create a program that includes an IF and IF/ ELSE statement. **Children** can interpret a flowchart that depicts an IF and an IF/ ELSE statement. **Children** can read code that includes repeat until and IF/ ELSE and explain how it works.  | **LI:**IntroductionTo Coding: Number Variables **Activity:Children** can explain what a variable is in programming. **Children** can create and use variables when programming. | **LI:**Introduction To Coding: Friction & Functions**Activity:****Children** can create a program which represents a physical system. **Children** can create and use functions in their code to make their programming more efficient | **LI:**Introduction To Coding: Making a Playable Game**Activity:****Children** can read code that includes repeat until and IF/ ELSE and explain how it works. **Children** can create a program that includes and IF/ ELSE statement.**Children** can interpret a flowchart that depicts an IF/ ELSE statement. |

| Spring 2 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
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| ComputingRSEOnline Safety | **RSE & ONLINE SAFETY** **RESOURCES & GUIDANCE CAN BE FOUND** [**HERE**](https://czone.eastsussex.gov.uk/safeguarding/safeguarding-in-schools-colleges-and-early-years-settings/education-for-a-connected-world-resources/education-for-a-connected-world-year-6/efacw-year-6-online-relationships/) **&** [**HERE**](https://czone.eastsussex.gov.uk/safeguarding/safeguarding-in-schools-colleges-and-early-years-settings/education-for-a-connected-world-resources/education-for-a-connected-world-year-6/efacw-year-6-online-bullying/)RSE & Online Safety is to be taught weekly with the first session in Week 1 being 45-50 minutes followed by smaller sessions weekly (10-15 minutes) |
| **Online Relationships****45-50 Minutes****Preparation:Children have access to the resources below.****Set up Jamboard or Google Slides for collaboration**[**Rude Or Reply**](https://docs.google.com/document/d/1lYHInex4oImBTV5ULYTFYGSb0r9ZAnje/edit?usp=sharing&ouid=114289605174140468262&rtpof=true&sd=true)This activity could be completed using a Jamboard or Children could create an information presentation about how to react to these messages using Google Slides. | **Online Relationships****10-15 Minutes****Preparation:Children have access to the resources below.**[**Acts Of Law**](https://docs.google.com/document/d/1l_mgYcT8bRKLq1CtiScHAkajDopdlD-5/edit?usp=sharing&ouid=114289605174140468262&rtpof=true&sd=true)Children reflect on where they have seen this Act of Law be broken and reflect on what they did in that situation and if they were in it again what would they do differently? | **Online Relationships****10-15 Minutes****Preparation:****Children have access to the resources below.**[**Support**](https://docs.google.com/document/d/1lcZbJ6Tx7p8bhwc48eBdTKlLGRrBZH6H/edit?usp=sharing&ouid=114289605174140468262&rtpof=true&sd=true)Set up collaborative Jamboard so that the children can add their own ideas to how they would respond to a situation. | **Online Bullying****15-20 Minutes****Preparation:****Children have access to the resources below.**[**Evidence**](https://docs.google.com/document/d/1leFzk0jo6Zv-U_FUdPGm7b0jLhpoZU3M/edit?usp=sharing&ouid=114289605174140468262&rtpof=true&sd=true)Discuss what evidence may be effective in a situation like the ones in the resources. Children discuss where they might have seen something like this before and link back to Acts Of Law lesson in Week 2. | **Online Bullying****10-15 Minutes****Preparation:****Children have access to the resources below**[**Bully & React**](https://docs.google.com/document/d/1lnHJ4myvcn330W60QG9VD-8xAPNUh5ef/edit?usp=sharing&ouid=114289605174140468262&rtpof=true&sd=true)Set up collaborative Jamboard so that the children can add their own ideas to how they would respond to a situation. |
| **COMPUTING****Useful Links:** [**Overview**](https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year6_unit_6_1_2021/Unit%206.1%20Coding.pdf)**,** [**Knowledge Organisers**](https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year6_knowledge_organisers_all_units/Year%206%20Knowledge%20Organisers%20All%20Units%2001%202022.pdf)**,** [**Key Vocabulary**](https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year6_computing_vocabulary/Computing_Vocabulary_Year_6%2001%202022.pdf) |
| **Prior vocabulary to be reviewed:**Key Vocabulary from Spring 1 to be recapped. **Prior knowledge to be recapped:** Prior knowledge from Spring 1 to be recapped. |
| **Key vocabulary to be taught:**Action, Button, Debug/Debugging, Alert, Called, Decomposition, Algorithm, Command, Developer, Co-ordinates, Background, Event, Nested, Scene, Flowchart, Object, Selection, Function, Predict, Simulation, Get Input, Procedure, Tab, If/Else, Prompt, Properties, Timer, User Input, Launch Command, Repeat, Variable, Number Variable, Run**Core Knowledge to be taught:** -To design a playable game with a timer and a score- To plan and use selection and variables.- To understand how the launch command works.- To use functions and understand why they are useful.- To understand how functions are created and called.- To use flowcharts to create and debug code.- To create a simulation of a room in which devices can be controlled.- To understand how user input can be used in a program |
| Weeks 1 & 2 are linked together**LI: To design and making a more complex program****SEE** [**OVERVIEW**](https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year6_unit_6_1_2021/Unit%206.1%20Coding.pdf) **FOR DETAILED STEP BY STEP****Preparation**Set [Free Code Gorilla](https://www.purplemash.com/app/code/openended/freecodegorilla) as 2Do.Use [2Code Game Planner](https://www.purplemash.com/app/pup/2codeplanner02) as a resource for children to plan their programs.Open [Splatty Bug](https://www.purplemash.com/app/code/timers/splattybug) as part of the input. Children can plan a program which includes a **timer** and a **score**.Children can follow their plans to create a program.Children can **debug** when things do not run as expected. | **LI: To use functions and understand why they are useful****SEE** [**OVERVIEW**](https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year6_unit_6_1_2021/Unit%206.1%20Coding.pdf) **FOR DETAILED STEP BY STEP****Preparation**Set [Free Code Gorilla](https://www.purplemash.com/app/code/openended/freecodegorilla) as 2Do.Set [Functions](http://purplemash.com/app/code/codeprinciples/2codefunctions) as a 2Do.Children can create a program that makes use of **functions**.Children can create a program that uses multiple **functions** with the **code** arranged in **tabs**.Children can explain how their code **executes** when their program is run. | **LI: To use flowcharts to test and debug a program****SEE** [**OVERVIEW**](https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year6_unit_6_1_2021/Unit%206.1%20Coding.pdf) **FOR DETAILED STEP BY STEP****Preparation**Set [Billy’s Bedroom Simulation](https://www.purplemash.com/app/code/examples/2code_example_billys_bedroom) as a 2Do.Print/Copy [Billy’s Bedroom Flowchart](https://www.purplemash.com/app/games/2diy/example_flowchart_billys_bedroom) Children can follow **flowcharts** to create and **debug** code. Children can create **flowcharts** for **procedures**.Children can be creative with the way they code to generate novel visual effects. | **LI: To understand how user input can be used in a program****SEE** [**OVERVIEW**](https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year6_unit_6_1_2021/Unit%206.1%20Coding.pdf) **FOR DETAILED STEP BY STEP****Preparation**Set [Guess the Alien](https://www.purplemash.com/app/code/examples/2code_example_guess_alien_2021) as a 2Do. Print/Copy [Alien Cards](https://static.purplemash.com/mashcontent/applications/flashcards/alien_cards/Alien%20cards.pdf)Open [User Input Example 1](https://www.purplemash.com/app/code/examples/2code_example_userex1_2021), [User Input Example 2](https://www.purplemash.com/app/code/examples/2code_example_userex2_2021), [Is it Raining](https://www.purplemash.com/app/code/examples/2code_example_program_isitraining_2021) and [Reginald Rocket](https://www.purplemash.com/app/code/examples/2code_example_program_regroc_2021) to use as a part of the input.Children can code programs that take text **input** from the user and use this in the program.Children can attribute **variables** to user input.Children are aware of the need to code for all possibilities when using **user input**. | **LI: To understand how to make a text-based adventure game****SEE** [**OVERVIEW**](https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year6_unit_6_1_2021/Unit%206.1%20Coding.pdf) **FOR DETAILED STEP BY STEP****Preparation**Set [Y6 Text Adventure](https://www.purplemash.com/app/code/examples/2code_example_year6_text_adventure) as a 2Do.Print/Copy [Text Adventure Functions](https://www.purplemash.com/site#app/2codeanswers/sow_y6_text_adventure_functions)Children can follow through the code of how a text adventure can be programmed in 2Code.Children can design their own text-based adventure game based on one they have played.Children can adapt an existing text adventure so it reflects their own ideas. |  |

| Summer 1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
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| Information TechnologyUnit 6.5 - Text Adventures | **Prior vocabulary to be reviewed: N/A** **Prior knowledge to be recapped: N/A** |
| **Key vocabulary to be taught:** Text-Based adventure, Concept map, Debug, Sprite, Function**Core Knowledge to be taught:** To find out what a text adventure is.To introduce an alternative model for a text adventure which has a less sequential narrative |
| **Useful Links:** [**Overview**](https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year6_unit_6_5/Unit%206.5%20Text%20Adventures.pdf)**,** [**Knowledge Organiser**](https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/knowledge_organiser_unit_6_5/Year%206-%206.5%2001%202022.pdf)**,** [**Key Vocabulary**](https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year6_computing_vocabulary/Computing_Vocabulary_Year_6%2001%202022.pdf) |
| **LI: To find out what a text-based adventure game is and to explore an example** **SEE** [**OVERVIEW**](https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year6_unit_6_5/Unit%206.5%20Text%20Adventures.pdf) **FOR DETAILED STEP BY STEP****Preparation**Open [Red Riding Hood Adventure Game](https://www.purplemash.com/app/code/examples/Example_2CAS_Adventure_in_the_woods) for use during the input.Open [Story Plan for Red Riding Hood](https://www.purplemash.com/app/guides/2Connect_Red_Riding_Story)Plan using [2ConnectTool](https://www.purplemash.com/app/tools/2Connect)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. | **LI: To use plans for a story adventure****SEE** [**OVERVIEW**](https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year6_unit_6_5/Unit%206.5%20Text%20Adventures.pdf) **FOR DETAILED STEP BY STEP****Preparation**Print children’s completed Red Riding Hood planning sheets from last lesson.Set [Red Riding Hood Adventure Game](https://www.purplemash.com/app/code/examples/Example_2CAS_Adventure_in_the_woods) as a 2Do so that children can refer to it when making their own stories.Open [2CreateAStory](https://www.purplemash.com/#app/tools/2cas2) to use during inputChildren 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 use 2Create a story to make the component parts of the design. | **LI: To introduce an alternative model for a text adventure which has a less sequential narrative.****SEE** [**OVERVIEW**](https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year6_unit_6_5/Unit%206.5%20Text%20Adventures.pdf) **FOR DETAILED STEP BY STEP****Preparation**Set [Example Y6 Text Adventure](https://www.purplemash.com/app/code/examples/2code_example_year6_text_adventure) as a 2Do.Set [Text Adventure Planner](https://www.purplemash.com/app/pup/text_adventure_planner) as a 2Do.Pencils and paper for children to sketch out plans and ideas.Children can map out an existing text adventure.Children can contrast a map-based game with a sequential story-based game.Children can make a comprehensive design map with a sequence of rooms including rooms in which the player needs to make a choice and collect items in a certain order to complete the game. | **Weeks 4 & 5 are linked together****LI: To use a plan to code a map-based adventure.****Context: 2Code****SEE** [**OVERVIEW**](https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year6_unit_6_5/Unit%206.5%20Text%20Adventures.pdf) **FOR DETAILED STEP BY STEP****Preparation**Set [Example Y6 Text Adventure](https://www.purplemash.com/app/code/examples/2code_example_year6_text_adventure) as a 2Do.The children will need to open their Text Adventure Planner they started last lesson.Set [2Code Freecode Gorilla](https://www.purplemash.com/app/code/openended/freecodegorilla) as a 2Do.Children can create their own text-based adventure based upon a map.Children use coding concepts of functions, if/else statements and repeats in conjunction with one another to code their game.Children can make logical attempts to debug their code when it does not work properly. |

| Summer 1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
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| Online safety  | **RSE & ONLINE SAFETY****RESOURCES & GUIDANCE CAN BE FOUND** [**HERE**](https://czone.eastsussex.gov.uk/safeguarding/safeguarding-in-schools-colleges-and-early-years-settings/education-for-a-connected-world-resources/education-for-a-connected-world-year-6/efacw-year-6-health-well-being-and-lifestyle/)RSE & Online Safety is to be taught weekly with the first session in week 1 being 45-50 minutes followed by shorter weekly sessions (10-15 minutes) |
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| **Health & Wellbeing****30-45 Minutes**[**Age**](https://docs.google.com/document/d/1lwqDrQYmCKFAMJIgY_bsRkjiNAASwDvy/edit?usp=sharing&ouid=114289605174140468262&rtpof=true&sd=true)**Set up Google Slides or Jamboard for collaboration on this activity**Children look at popular applications and then match them with age ratings they believe the app should be. Discuss the whys behind their choices and then discuss wider as a class. Use Agree, Challenge, Build oracy skill as a scaffold for this | **Health & Wellbeing****20-30 Minutes****Pitch**As a class, discuss some of the tools used in apps to keep users playing and interested – regular rewards, small steps of progression, low value purchases, simple playability, low time scales. | **Health & Wellbeing****15-30 Minutes - Weeks 3 - 5** Explain the children are going to work in groups to design a new app, could be the next social media platform or game. Each group has to present their ideas to the class in a Dragon’s Den style pitch. Whilst the groups are pitching, record any ideas relating to keeping users playing. | **Health & Wellbeing****15-25 Minutes**After the class have voted which app they would buy into and develop; discuss how as users, they would counteract the ideas to ensure they keep a healthy balance and minimise an app's impact. |

| Summer 2 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
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| Information TechnologyUnit 6.4 - Blogging | **Prior vocabulary to be reviewed: N/A** **Prior knowledge to be recapped: N/A** |
| **Key vocabulary to be taught:** Audience, Blog, Blog Page, Blog Post, Collaborative, Icon**Core Knowledge to be taught:** To identify the purpose of writing a blog.To identify the features of a successful blog.To plan the theme and content for a blog.To understand how to write a blog and a blog post.To consider the effect upon the audience of changing the visual properties of the blog.To understand how to contribute to an existing blog. |
| **Useful Links:** [**Overview**](https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year6_unit_6_4/Unit%206.4%20Blogging.pdf)**,** [**Key Vocabulary**](https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year6_computing_vocabulary/Computing_Vocabulary_Year_6%2001%202022.pdf)**,** [**Knowledge Organiser**](https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/knowledge_organiser_unit_6_4/Year%206-%206.4%2001%202022.pdf) |
| **LI: To identify the purpose of writing a blog****SEE** [**OVERVIEW**](https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year6_unit_6_4/Unit%206.4%20Blogging.pdf) **FOR DETAILED STEP BY STEP****Preparation**Create a blog in preparation for this lesson [(SEE EXAMPLE HOW)](https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year6_unit_6_4/Unit%206.4%20Blogging.pdf#page=10&zoom=100,72,114)Create a collaborative [2Write](https://www.purplemash.com/#app/jsapps/write) file called “Blog Page Success CriteriaChildren understand how a blog can be used as an informative textChildren understand the key features of a blog | **LI: To plan a theme and the content for a blog****SEE** [**OVERVIEW**](https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year6_unit_6_4/Unit%206.4%20Blogging.pdf) **FOR DETAILED STEP BY STEP****Preparation** Set [2Connect](https://www.purplemash.com/#app/tools/2Connect) as a 2Do.Groups of children can work collaboratively to plan a blog and some children can individually create their own blogs. | **Weeks 3 & 4 are linked****LI: To understand how to write a blog and a blog post****SEE** [**OVERVIEW**](https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year6_unit_6_4/Unit%206.4%20Blogging.pdf) **FOR DETAILED STEP BY STEP****Preparation** Set [2Blog](https://www.purplemash.com/app/link/2blogchildren#/app/admin/home) as a 2Do.See the [2Blog User Guide](https://www.purplemash.com/site#app/guides/2Blog_pdf_Guide) as support for how to create individual/collaborative blogs.Children can create a blog or post with a specific purpose.Children understand that the way in which information is presented has an impact upon the audience. | **LI: To peer-assess blogs** **SEE** [**OVERVIEW**](https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year6_unit_6_4/Unit%206.4%20Blogging.pdf) **FOR DETAILED STEP BY STEP****Preparation**Using the blog created in the first lesson, approve appropriate pupil posts following on from the previous session so children will be able to see them on the class blog. 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 assess the effectiveness and impact of a blog. | . |  |

| Summer 2 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
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| Online safety  | **Prior vocabulary to be reviewed: N/A** **Prior knowledge to be recapped: N/A** |
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