

Autumn	Spring	Summer	
<p>e-Safety- planned within PSHE / Citizenship using Somerset BYTE Awards</p> <p>I am kind and responsible</p> <p>Agree class internet rules based on personal responsibilities. Include cyberbullying messages in Anti-bullying week.</p>	<p>e-Safety- planned within PSHE / Citizenship using Somerset BYTE Awards</p> <p>I am safe</p> <p>Keep personal details private, consider who you are talking to online and make sure a trusted adult knows what you are doing online. Use Safer Internet Day to focus on use of the internet and different technologies.</p>	<p>e-Safety – planned within PSHE / Citizenship using Somerset BYTE Awards</p> <p>I am healthy</p> <p>Consider age-appropriate and healthy use of technology. Include consideration of time spent using technology and recognition of appropriate websites and games in Health week.</p>	<p>Basic Skills (to support my learning across the curriculum)</p>
<p>Programming 1 - CORE</p> <p>Year 6 Test My Topic with Scratch 8 sessions</p> <ul style="list-style-type: none"> • Create a Times Table quiz • Plan a game adapting Times Table quiz for a quiz game • Collect/create sound and image files to use Plan an algorithm for a game • Program the game in Scratch using variables to add a score • Continue to test game while making it 	<p>TIOL 2 – CORE</p> <p>Year 6 Using My Information 4 sessions</p> <ul style="list-style-type: none"> • Use resources to build children’s understanding of search engines • Search the internet to find information • Children discover how to check reliability • Make sure sources of information are acknowledged 	<p>Multimedia 2 – CHOICE</p> <p>Year 6 My Non-Linear Presentation 4 sessions</p> <ul style="list-style-type: none"> • Complete a basic skills checklist of skills • Discuss non-linear presentations Plan a non-linear presentation based on a class topic • Choose images for a topic and apply to a master slide • Add internal hyperlinks, weblinks, animation, sound and transitions 	<ul style="list-style-type: none"> • Securely access a variety of devices and online resources • Store documents and videos online where they can be accessed by themselves and shared with others • Use knowledge of software and apps to combine technologies to support my learning • Recognise file types for text, image and video files • Use a range of search filters e.g. +, -, or, info: advanced searching, file type • Effectively use right click menu within documents and presentations • Save as a particular file type • Select menu options within a variety of apps • Create tables • Use find and replace when editing documents
<p>Multimedia 1 – CORE</p> <p>Year 6 Sell My School 2 sessions</p> <ul style="list-style-type: none"> • Look another school’s promotional video to attract parents, children and staff • Discuss how they can promote their own school • Form a production team to create a promotional video for their school • Use a range of multimedia techniques in their video 	<p>Programming 2 – CHOICE</p> <p>Year 6 Discovery Coding 4 sessions</p>	<p>TIOL 3 - CHOICE</p> <p>Year 6 Sharing My Knowledge 3 sessions</p> <ul style="list-style-type: none"> • Talk about the online tools they could use to achieve a variety of tasks • Describe the risks they may need to consider when using the tools • Help teachers to know about the online resources they could use to support different types of learning 	<p>Additional unplugged activities to reinforce computational thinking</p> <p>Prinigma Machine (2 x 45 minutes)</p> <ul style="list-style-type: none"> • Make a Prinigma machine • Decipher and send a message • Understand how the Enigma machine worked
<p>Handling Data 1 – CORE</p> <p>Year 6 Answer My Questions 4 sessions</p> <ul style="list-style-type: none"> • Consider data and information • Identify data about Olympics • Explore online databases • Plan an investigation using the databases • Present the outcomes of their investigation to others 	<p>Handling Data 2 – CHOICE</p> <p>Year 6 Checking Out My Websites 3 sessions</p> <ul style="list-style-type: none"> • Plan an investigation • Collect data based on their learning about websites • Present findings to others 	<p>Programming 6 - Choice</p> <p>Year 6 My Branching Scratch 4 sessions</p> <ul style="list-style-type: none"> • Design branching database • Deconstruct requirements for younger learners • Plan an algorithm for each part of the solution • Implement the algorithm to achieve branch database • Trial and improve • Provide resource to support learning of younger children 	<p>Logical Number Sequences (45 minutes)</p> <ul style="list-style-type: none"> • Explain the rule for a number sequence and predict which number(s) comes next • Use logical reasoning as they work out and explain their algorithms. <p>Sign up free to Barefoot Computing.</p> <p>Intelligent Piece of Paper (30 - 40 minutes)</p> <ul style="list-style-type: none"> • Can a human being beat a piece of paper at noughts and crosses? • Think about ‘What is a program?’