

Coding

I can use good planning skills. to design programs using my choice of objects, attributing specific actions to each using my programming knowledge.

I can use variables within a game to keep track of the properties of objects.

I can explain what functions are and how they can be created and labelled.

I can explain how to move code from one tab to another.

I can explain how I organised code in a program into functions to make it easier to read.

I can explore the options for getting text input from the user.

I know how to include interactivity in programming, I can use flowcharts to test and debug a program.

I can create a simulation of a room in which devices can be controlled.

I can explore how 2Code can be used to make a text-based adventure game.

I can adapt an existing text adventure to make it unique to my requirements.

Text Adventures

I can describe what a text adventure is.

I can map out a story-based text adventure.

I can split my adventure-game design into appropriate sections to facilitate coding it.

I can code, test and debug the sections.

I can use the 'launch' command to bring all the sections of their game together into a playable adventure game.

I can map out an existing text adventure.

I can contrast a map-based game with a sequential story-based game.

I can create my own text-based adventure based upon a map.

I can use coding concepts of functions, two-way selection (if/else statements) and repetition in conjunction with one another to code my game.

I can make logical attempts to debug my code when it does not work correctly.

Spreadsheets

I can create a spreadsheet to answer a mathematical question relating to probability.

I can use spreadsheets in 'real life' situations.

I can use a spreadsheet to plan a budget.

I can use a spreadsheet to model a real-life situation – a school event- and come up with solutions that can be applied to real life.

Networks

I know the difference between the World Wide Web and the internet.

To find out what a LAN and a WAN are. To find out how we access the internet in school.

I know about the school network.

I can research and find out about the age of the internet.

I can think about what the future of technology might hold.



End of Year Expectations Computer Studies Year 6

Quizzing

I can make a picture quiz for young children.

I can consider the use of different question types to make and share a science quiz, considering the audience's ability level and interests when setting the quiz.

I can try out the different types of grammar games and use this knowledge to make my own grammar game.

I can make a quiz that requires the player to search a database.

I can make a quiz show based quiz to test a teacher or parent based on a curriculum area.

Blogging

I can identify the purpose of writing a blog.

I can identify the features of successful blog writing.

I can plan the theme and content for a blog.

I can write a blog, considering the effect upon the audience of changing the visual properties of the blog.

I understand the importance of regularly updating the content of a blog.

I can post comments and blog posts to an existing class blog.

I understand the approval process that our posts go through and I understand the issues surrounding inappropriate posts and cyberbullying.

I understand the importance of commenting on blogs.

I can peer-assess blogs against an agreed success criteria.

Online Safety

I can identify the benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location.

I can identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon.

I can identify the benefits and risks of giving personal information and device access to different software.

I know the meaning of a digital footprint and understand how and why people use information and online presence to create a virtual image of themselves as a user.

I have a clear idea of appropriate online behaviour and how this can protect myself and others from possible online dangers, bullying and inappropriate behaviour.

I understand how information online can persist and give away details of those who share or modify it.

I understand the importance of balancing game and screen time with other parts of my life, e.g. explore the reasons why I may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on my health.

I can identify the positive and negative influences of technology on health and the environment.