Year 6: Computing

Key Facts & Skills	
Digital Citizenship and Online Safety	I can describe ways in which media can shape ideas about gender I can identify messages about gender roles and make judgements based on them 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 show I understand my responsibilities for the well-being of others in my online social group I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming) I can explain how I am developing an online reputation, which will allow other people to form an opinion of me I can describe some simple ways that help build a positive online reputation I can describe how to capture bullying content as evidence (e.g. **screen-grab, URL, profile**)to share with others who can help me (e.g. Childline, CEOP) I can describe common systems that regulate age-related content (e.g. **PEGI, BBFC**, parental warnings) and describe their purpose I can assess and action different strategies to limit the impact of technology on my health (e.g. **night-shift mode**, regular breaks, posture, sleep, diet and exercise) I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online
Digital Literacy	I can enter data and formulae into a spreadsheet I can order and present data based on calculations I can add, edit and calculate data I can use a spreadsheet to solve problems I can plan and calculate a spending budget I can design a spreadsheet for a specific purpose I can continue to apply my digital literacy skills across multiple application programs.
Computer Science	I can confidently use events, repeats, selection and variables. I know and can explain what a variable is. I can use a variable in a variety of programming software I can confidently break a problem down and methodically create a program to solve it, testing and adapting as I go I can evaluate the effectiveness of my programming and suggest improvements I know that there are many other programming languages (C+, Java, Python, Ruby…) .

Information Technology	I can use search technologies effectively
	I can explain how search engines work and how results are selected and ranked
	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
	I can define the terms **influence, manipulation** and **persuasion** and explain how I might encounter these online (e.g. advertising and ad targeting)
	I can identify and flag inappropriate content
	I can describe effective strategies for managing passwords (e.g. **password managers**, acronyms, stories) and I know what to do if my password is lost or stolen
	I can explain what app permissions are and can give some examples from the technology or services I use
	I can describe simple ways to increase privacy settings in apps and services
	I can describe ways in which some online content targets people to gain money or information illegally (e.g. **scams, phishing**) and I can describe strategies to help me identify such content
	I can explain what the internet is
	I can explain the difference between the internet and the world wide web
	I can explain how the internet provides access to the world wide web

Vocabulary	
Screen Grab	An image that you create by capturing and copying part or all of a computer display at a particular moment.
URL	Uniform Resource Locator - The address of a world wide web page
Profile	A short article giving information about a person or organisation
PEGI	Pan European Game Information – Video Game Content Rating
BBFC	British Board of Film Classification – An organisation that classified films, videos and games
Night-shift Mode	A setting which adjusts screens to warmer hues during night time
Influence	To have an affect on someone – e.g. encourage them to buy something
Manipulation	Controlling someone to your advantage – often unfairly or dishonestly
Persuasion	A process by which someone's views can be changed
Password Managers	Used to store and manage a person's passwords.

Scams	An illegal plan for making money by tricking people
Phishing	The fraudulent practice of sending emails purporting to be from reputable companies to encourage individuals to reveal personal information such as password and credit card numbers

Useful Websites and Other Resources

Childnet:
www.childnet.com

Education for a Connected World (GOV):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759003/Education_for_a_connected_world_PDF.PDF

BBC Bitesize KS2:
https://www.bbc.com/bitesize/subjects/zvnrq6f

Hour of Code:
https://code.org/learn

Child-friendly Visual Search Engine:
https://www.kiddle.co/

Common Sense Education:
https://www.commonsense.org/education/digital-citizenship/curriculum

Movie Soup:
 http://moviesoup.co.uk/

Pivot Animator:
https://pivotanimator.net/Download.php

Turtle Logo:
https://turtleacademy.com/

Childline:
https://www.childline.org.uk/

Child Exploitation and Online Protection Service (CEOP):
https://www.ceop.police.uk/safety-centre/

Scratch:
https://scratch.mit.edu/