

Year 6 – Term 6

Does maturity bring greater freedoms or more challenges? COMPUTING



Progression in Skill:

Use online tools to plan and carry out a collaborative project.
Form an opinion about the effectiveness of digital content.
Make use of a range of search engines appropriate to finding information that is required.
Appreciate that search engines rank pages based on the number and quality of in-bound links.
Select, use and combine a range of programs on multiple devices.

Long-term Memory Knowledge:

Know how to use online tools to plan and carry out a project with others.
Decide whether the content is suitable for your purposes or not and explain how you know.
Use search engines to find the information that you need.
Know how a search engine ranks the results of the search.
Know how to select, use and combine a range of programs on multiple devices to achieve the result you want.

Key Vocabulary

camerawork	the way in which the camera is used in filming
final cut	the finished piece of film
footage	a part of the film
light intensity	the amount of light – the brightness
platform	a service available online, e.g. search engines, social media
processor	controls other parts of the electronic device
promotion	spreading information about a particular product or service
raw material	the unedited film
rough cut	the first stages in editing a film

Progression in Resources:

- iPads
- iMovie

Relevance

Now	Children can see how adverts are used to persuade people to purchase or use a product, service or event; they begin to question the reliability of some of the claims made.
Future	Children are discerning in which products, services and events they use, having identified the techniques used in the adverts; they can use technology to create presentations for personal use, e.g. holiday or special occasion mementos.
Aspiration	Children make a career in advertising, persuading people to purchase services, products and events.

National Curriculum Links:

Use search technologies effectively, appreciate how results are ranked and be discerning in evaluating digital content.
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Essential Prior Learning:

Children should know:

Individuals and groups (companies) advertise products and services in an attempt to get others to purchase, use or acquire them.

It's beneficial to plan before starting a project.

Children should be able to:

Collaborate with peers – being able to take turns to speak and listen and compromise.

Use an iPad or similar to take photographs and videos.