

Units highlighted in GREY do NOT need to be taught
 Units highlighted in BLUE will be assessed

Year	Unit	Unit Title	Key Skills	New Programme of Study link	Suggested Hardware/Software	Possible CCC/Topic link	Assessment KPIs
1	1.1	We are treasure hunters Summer	Programming	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs 	Programmable toys	Travel – Where Shall We Go?	Working Towards Expectations: - follow instructions to move around a large space - record a set of instructions for a toy - program a toy by giving one instruction at a time - program a toy by giving a set of instructions Meeting Expectations: - give one another instructions to move around a large space - understand input, program and output in the context of a robotic toy [BeeBot] - create a program to move a toy to a particular location - debug a program Exceeding Expectations: - predict where a set of instructions will take a pupil moving in a large space - predict where a toy will end up from a set of instructions - understand input, program and output in more general contexts - look for ways in which a program could be more efficient
	1.2	We are TV chefs Autumn	Computational thinking, filming, research	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school 	Paint, MovieMaker, iMovie [app], 2Paint a Picture	Animals and Humans	Working Towards Expectations: - create a recipe with correctly ordered steps - record video Meeting Expectations: - create a recipe with clear steps predict what will happen when someone follows their steps record video, keeping camera still and steady join video clips together [simple editing] Exceeding Expectations: - create a recipe with unambiguous steps - correct their algorithms - record a variety of shots - use more advanced editing, e.g. adding narration or transitions
	1.3	We are painters	Creativity	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	2Paint a picture, Brushes [app], Word, PowerPoint	Marvellous Me?	
	1.4	We are collectors Summer	Searching for and manipulating images, eSafety	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	Explain Everything [app], Keynote [app], PowerPoint, Notebook.	Animals and Humans	
	1.5	We are storytellers Spring	Producing a talking book, image and text manipulation, planning	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	Explain Everything [app], Keynote [app], PowerPoint, Notebook, 2Create a Story	Beegu	
	1.6	We are celebrating	Creating a card digitally, typing, image manipulation	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	Explain Everything [app], Keynote [app], PowerPoint, Notebook	Marvellous Me	

Units highlighted in GREY do NOT need to be taught
 Units highlighted in BLUE will be assessed

Year	Unit	Unit Title	Key Skills	New Programme of Study link	Suggested Hardware/ Software	Possible CCC/Topic link	Assessment KPIs
2	2.1	We are astronauts Spring	Programming, prediction	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs 	Scratch, Espresso Coding. If using Scratch, please set up online accounts so chn can save work.	Man on the Moon	
	2.2	We are games testers Spring	Logical reasoning, testing, evaluating.	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions use logical reasoning to predict the behaviour of simple programs recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	Scratch, Espresso Coding. If using Scratch, please set up online accounts so chn can save work.	Man on the Moon, Traction Man	Working Towards Expectations: <ul style="list-style-type: none"> understand that computer games follow sets of instructions written by a programmer use logical reasoning to make predictions about what happens next suggest ways in which simple computer games could be improved be aware of and observe age restrictions on commercial games know that they should tell parents/carers if they are concerned about something in a computer game Meeting Expectations: <ul style="list-style-type: none"> describe clearly what happens in a computer game conduct tests to check their predictions notice common features in several game algorithms understand that playing computer games should be balanced with other activities Exceeding Expectations: <ul style="list-style-type: none"> explore the Scratch source code for simple computer games make changes to the Scratch source code for simple computer games reflect on what makes games enjoyable and sometimes addictive
	2.3	We are photographers Autumn	Taking, selecting and manipulating photos	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	Picasa, Pixlr, iPhoto [app]	Science topics?	
	2.4	We are researchers	Research	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	FreeMind, Bitly, Google Chrome, Safari [app]	Polar Explorers, Toys, Great Fire of London	
	2.5	We are detectives	Using email	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	School email system, Excel, Numbers [app]	Polar Explorers	
	2.6	We are zoologists Summer	Collecting data, photography	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	Excel, Picasa, Google Maps, Google Earth	Living things	Working Towards Expectations: <ul style="list-style-type: none"> take digital photos of bugs import photos to a computer or network/cloud storage create charts to show data they collected explore Google Maps or Earth to find a familiar location Create a presentation summarising their data Meeting Expectations: <ul style="list-style-type: none"> use classification keys to identify a class of things edit and enhance photos, including cropping add titles to photos add titles to charts and labels to axes add information about the location of bugs to Google Maps Engine or Google Earth present research to their classmates Exceeding Expectations: <ul style="list-style-type: none"> take focussed, well-composed photos of bugs use GPS to identify the location of bugs explore options in charting software add photos to Google Earth

Units highlighted in GREY do NOT need to be taught

Units highlighted in BLUE will be assessed

Year	Unit	Unit Title	Key Skills	New Programme of Study link	Suggested Hardware/ Software	Possible CCC/Topic link	Assessment KPIs
3	3.1	We are programmers Autumn	Programming	<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 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 	Scratch Set up online Scratch accounts so chn can save work.	Literacy - storytelling	Working Towards Expectations: - create an algorithm for an animated scene in the form a storyboard - break the scenes down into small sections of action and dialogue - write a program in Scratch to create the animation - put the blocks of their Scratch script in order Meeting Expectations: - correct mistakes in their animation programs - create their own sound and graphics for the sprites and the backdrop - explain the connection between their storyboard and the scene they're animating Exceeding Expectations: - use a REPEAT block to switch between costumes to create the illusion of movement - thing logically to detect and correct errors in their animation - publish their animations online - glean ideas from others' work [online and in class]
	3.2	We are bug fixers	Programming, problem solving	<ul style="list-style-type: none"> debug programs that accomplish specific goals, use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	Scratch, Espresso Coding	Literacy - storytelling	*Combine with unit 3.1
	3.3	We are presenters Spring	Video – filming and editing	<ul style="list-style-type: none"> 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 work with various forms of input and output use technology safely, respectfully and responsibly 	Movie Maker or iMovie [app]	Literacy – news reports? tour of school? local issue?	Working Towards Expectations: - record useable video footage - import and edit their footage - record an audio commentary for their footage Meeting Expectations: - analyse existing news coverage to learn how it is shot - record high quality footage - record a detailed, informative commentary - critically review their footage Exceeding Expectations: - record creative footage - make use of data in their commentary - use more advanced video editing tools such as transitions, captions or credits
	3.4	We are network engineers	Understanding basic computer hardware	<ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	Command prompt access – need to see Camden IT for advice	DT, Science?	
	3.5	We are communicators Summer	Using email	<ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration 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. 	Email software – needs to be set up via Google Classroom	Making links with scientists/ archaeologist s/museums ?	
	3.6	We are opinion pollsters Summer	Collecting and analysing data	<ul style="list-style-type: none"> 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 understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration 	Web browser, Google Forms, Google Sheets, Google Slides, Word, Excel Use Google Sheets etc on Google Apps for Education accounts.	Animals and Humans, Pompeii?	

Units highlighted in GREY do NOT need to be taught
 Units highlighted in BLUE will be assessed

Year	Unit	Unit Title	Key Skills	New Programme of Study link	Suggested Hardware/Software	Possible CCC/Topic link	Assessment KPIs
4	4.1	We are software developers Autumn	Programming and debugging	<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	Scratch Set up online Scratch accounts so chn can save work.	Probably standalone	Working Towards Expectations: <ul style="list-style-type: none"> design an interactive educational game develop an interactive educational game put Scratch blocks into the right order for their game use the IF/THEN/ELSE block correctly use the keyboard for input and the screen for output Meeting Expectations: <ul style="list-style-type: none"> use a REPEAT block correctly keep track of random numbers and the score integrate sound into their game correct mistakes in their game Exceeding Expectations: <ul style="list-style-type: none"> plan their own approach to developing a game use a countdown timer use the mouse to control the game explain how the algorithm that underlies their game works use logical reasoning to detect and correct bugs in their games
	4.2	We are toy designers Spring	Designing, evaluating	<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	Scratch	DT, Inventions and machines	
	4.3	We are musicians	Create and develop a composition	<ul style="list-style-type: none"> use sequence, selection, and repetition in programs; work with variables and various forms of input and output understand computer networks including the internet; how they can provide multiple services, such as the world wide web, and the opportunities they offer for communication and collaboration 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 	GarageBand [app]	Inventions and machines, oracy/performance in literacy?	
	4.4	We are HTML editors Summer	Understand and develop a simple web page	<ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour 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 	Firefox, Chrome?, Brackets?, Safari [app], Koder? [app]	Inventions and Machines, Being British?	Working Towards Expectations: <ul style="list-style-type: none"> understand the difference between the web and the internet understand that web pages are written and transmitted in html know and use some simple html tags edit the html for a web page create web pages that do not reveal pupils' personal information Meeting Expectations: <ul style="list-style-type: none"> explain the parts of a URL recognise the importance of links for the web use the ... tag correctly to insert a link create a webpage by writing html create web pages that show due regard for safety and responsibility Exceeding Expectations: <ul style="list-style-type: none"> show some understanding of HTTP be aware of the history of the web use and <iframe>...</iframe> tags effectively
	4.5	We are co-authors Spring?	Working collaboratively	<ul style="list-style-type: none"> solve problems by decomposing them into smaller parts understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively 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. 	Google Sites, or collaborating on e.g. a Slides presentation, via Google Apps for Education.	Inventions and machines	
	4.6	We are meteorologists Summer	Measuring weather, using spreadsheets	<ul style="list-style-type: none"> work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work use search technologies effectively, appreciate how results are selected and 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 	Excel, PowerPoint, Weather Station by Netatmo [app]	The Water Cycle	

Units highlighted in GREY do NOT need to be taught
 Units highlighted in BLUE will be assessed

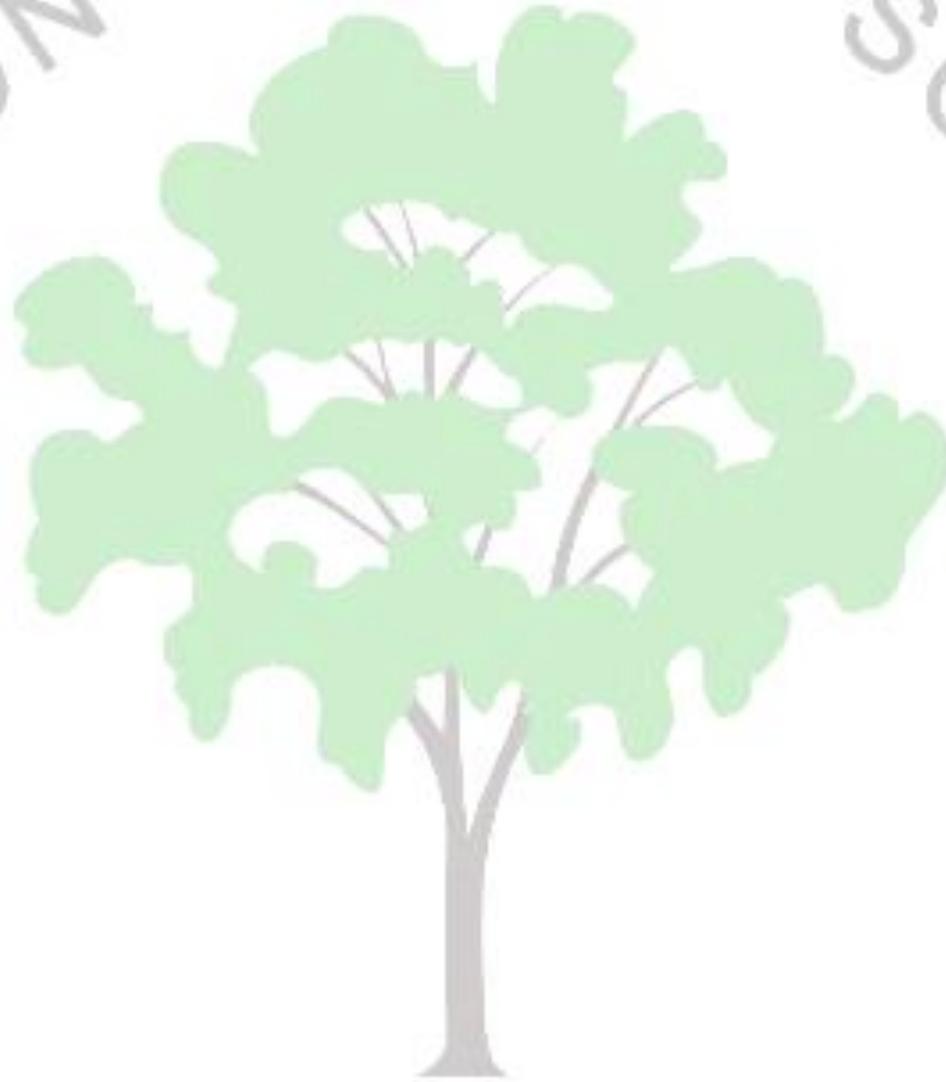
Year	Unit	Unit Title	Key Skills	New Programme of Study link	Suggested Hardware/ Software	Possible CCC/Topic link
5	5.1 Autumn [STEM Week?]	We are game developers	Designing a game, programming, error correction	<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 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 	Scratch	Space?
	5.2	We are cryptographers	Understand passwords and encryption	<ul style="list-style-type: none"> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	Scratch 2.0, The Black Chamber [website]	Stormbreaker, WW2
	5.3	We are artists	Geometry, art, use art software	<ul style="list-style-type: none"> use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 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 	Inkscape?, Scratch	/
	5.4 Spring	We are web developers	eSafety, web design	<ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and 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. 	Google, WordPress, J2E Blog?	PSHE
	5.5 Summer	We are bloggers	Sharing experiences online	<ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration 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. ... be discerning in evaluating digital content 	WordPress or similar blogging platform	Stormbreaker – reviews of book/film?
	5.6 Autumn	We are architects	Using a simple CAD tool	<ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and 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 	Tinkercad.com SketchUp	Space – space station design?

Units highlighted in GREY do NOT need to be taught
 Units highlighted in BLUE will be assessed

Year	Unit	Unit Title	Key Skills	New Programme of Study link	Suggested Hardware/ Software	Possible CCC/Topic link	Assessment KPIs
6	6.1 Autumn?	We are app planners [Y6 units follow a progression through the process of creating an app]	Planning, identifying solvable problems	<ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and 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 work with... various forms of input and output 	App Inventor/ TouchDevelop, Prezi, TouchDevelop [app], Codea [app]	As all Y6 units are linked, the initial idea for the app can be linked to a topic if required, but linking individual units to topics may not work.	<p>The children will be making an app about the plants in the garden, similar to the one they made at the CLC when in Y5, but with their own pictures/content/ideas etc.</p> <p>Could include a page for each plant and info about that plant – when to plant, how to care for it, what to do with it when ripe/picked etc.</p> <p>Could also use App Maker on LGFL resources, though the topic will be restricted.</p> <p><i>*As the year 6 unit follows a progression this is an amalgam of the main KPIs from each unit. The units they are linked to are in brackets</i></p> <p>Working Towards Expectations:</p> <ul style="list-style-type: none"> - understand that a smartphone/tablet is a programmable computer [6.1] - identify interesting problems to solve [6.1] - evaluate the quality of a range of computing products [6.1] - identify tasks and tools needed to complete the project [6.2] - evaluate work already undertaken [6.2] - create and carry out an online survey [6.3] - sketch ideas for their app [6.4] - think through elements of interaction and design for their app [6.4] - develop clear written algorithms for their app [6.5] - implement their algorithm as code [6.5] - use trial and improvement to debug their code [6.5] - create a leaflet to promote their app [6.6] <p>Meeting Expectations:</p> <ul style="list-style-type: none"> - describe input and output capabilities of a smart phone [6.1] - identify how a smartphone app might address a problem they identify [6.1] - identify the principal components of their app [6.2] - source external content for their app [6.2] - create, carry out, evaluate and present an online survey [6.3] - sketch ideas for an intuitive and effective app design [6.4] - take into account accessibility in their app design [6.4] - explain how different elements of their app will function [6.4] - use logical reasoning to detect errors in their algorithms [6.5] - use sequence, selection, repetition and variables in their code [6.5] - use logical reasoning to detect errors in their code [6.5] - make changes to their code on the basis of feedback provided [6.5] - create a leaflet and video to promote their app using IT resources [6.6] <p>Exceeding Expectations:</p> <ul style="list-style-type: none"> - understand how smartphones connect to the internet [6.1] - incorporate media into an effective presentation [6.1] - identify how they might further develop their skills and talents [6.2] - find way to optimise the sequence of tasks and their allocation [6.2] - use their survey results to inform decisions about their app [6.3] - make their app visually appealing and accessible [6.4] - use logical reasoning to correct errors in their algorithms [6.5] - use procedures in their code [6.5] - use logical reasoning to correct errors in their code [6.5] - create an effective, targeted video and leaflet using IT resources to promote their app [6.6]
	6.2 Autumn?	We are project managers	Developing project management skills	<ul style="list-style-type: none"> ... solve problems by decomposing them into smaller parts 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. ... be discerning in evaluating digital content use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	Google apps for Education, Web Browser		
	6.3 Spring?	We are market researchers	Create and carry out a survey	<ul style="list-style-type: none"> 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. 	Google Apps, Office, Movie Maker, iMovie [app]		
	6.4 Spring?	We are interface designers	Design/evaluate a prototype	<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 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 ... be discerning in evaluating digital content ... recognise acceptable/unacceptable behaviour 	Power Point, SketchyPad [app – has a cost], iMockups [app – has a cost]		
	6.5 Summer?	We are app developers	Develop a simple mobile phone app – programming, debugging	<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 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 	App Inventor, Touch Develop [software & app], Codea [app]		
	6.6 Summer?	We are marketers	Combine text and images to make an advert for the app	<ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use sequence, selection, and repetition in programs; work with variables and various forms of input and output 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. 	Publisher, 2Publish+, Pages, iMovie [apps]		

Units highlighted in GREY do NOT need to be taught
Units highlighted in BLUE will be assessed

CARLTON PRIMARY SCHOOL



Founded 1883