**Year 6 Computing Curriculum – Spring 1**

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| **Theme: Web-Page Creation** |
| **Curriculum objectives** | **Vocabulary** | **Links across the curriculum** |
| - 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. | **Keyword** | Definition | Breadcrumb trail | A navigational aid on a website | **[English links](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)*** Writing composition: Identifying the audience for and purpose of the writing, selecting the appropriate form, and using other similar writing as models for their own.

[**Education for a Connected World links**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF)Online relationships* I can use the internet with adult support to communicate with people I know. (EY-7)

**Managing information online*** I can navigate online content, websites, or social media feeds using more sophisticated tools to get to the information I want (e.g. menus, sitemaps, breadcrumb-trails, site search functions). (11-14)
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|  | Hypertext Markup Language (HTML) | Markup that defines the structure of the webpage | Hyperlink | A link which takes you to another web page within a website |  |
|  | Logo | The image or branding linked to a company or organisation | Embed | To include something within a web page |  |
|  | Header | Title  | External link | A link which takes you to another web page |  |
|  | Copyright | The legal right to something over a fixed number of years | media | Means of communication |  |
|  | preview | To see something before it is completed |  |  |  |
| **Prior Knowledge:**Year 1 – Digital Painting, Digital Writing; Year 2 – Digital Photography; Year 3 –Desktop Publishing; Year 4 – Photo Editing, Audio Production; Year 5 – Vector Drawing, Video Production; Year 6 – 3D Modelling |  |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1 What makes a good website? | In this lesson, learners will explore and review existing websites and evaluate their content. They will have some understanding that websites are created by using HTML code. | To review an existing website and consider its structure* I can explore a website
* I can discuss the different types of media used on websites
* I know that websites are written in HTML
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| 2 How would you lay out your web page? | Learners will look at the different layout features available in Google Sites and plan their own web page on paper.**Homework:** Learners will look at two of their favourite websites and sketch them on the worksheet provided, detailing the similarities and differences. **Note:** For the homework activity, teachers could provide printed ‘home page’ images for anyone who doesn’t have internet access at home. | To plan the features of a web page* I can recognise the common features of a web page
* I can suggest media to include on my page
* I can draw a web page layout that suits my purpose
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| 3 Copyright or copyWRONG? | During this lesson learners will become familiar with the terms ‘fair use’ and ‘copyright’. They will gain an understanding of why they should only use copyright-free images and will find appropriate images to use in their work from suggested sources. They will understand how to search, reuse and reference images under creative commons to enable them to be respectful and responsible online users.**Homework:** Learners answer a series of questions based on copyright and fair use. | To consider the ownership and use of images (copyright)* I can say why I should use copyright-free images
* I can find copyright-free images
* I can describe what is meant by the term ‘fair use’
* I know how to use technology respectfully and responsibly when online
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| 4 How does it look? | Today learners will revise how to create their own web page in Google Sites. Using their plan from previous lessons, learners will create their own web page/home page. They will preview their web page as it will appear on different devices and suggest or make edits to improve the user experience on each device. | To recognise the need to preview pages* I can add content to my own web page
* I can preview what my web page looks like
* I can evaluate what my web page looks like on different devices and suggest/make edits.
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| 5 Follow the breadcrumbs | During this lesson learners will begin to appreciate the need to plan the structure of a website carefully. They will plan their website, paying attention to the navigation paths (the way that pages are linked together). They will then create multiple web pages for their site and use hyperlinks to link them together as detailed in their planning. | To outline the need for a navigation path* I can explain what a navigation path is
* I can describe why navigation paths are useful
* I can make multiple web pages and link them using hyperlinks
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| 6 Think before you link! | Learners will consider the implications of linking to content owned by other people and create hyperlinks on their own websites that link to other people’s work. They will then evaluate the user experience when using their own website and that of another learner. | To recognise the implications of linking to content owned by other people* I can explain the implication of linking to content owned by others
* I can create hyperlinks to link to other people's work
* I can evaluate the user experience of a website
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| **Themes and links** |
| **Computing themes** | **Where these are covered:** |
| **Technology around us** Autumn 1  | * Scratch links to the real world and computer games the children know.
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| **Digital painting** Autumn 2  | * Understanding the need for coding and algorithms
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| **Programming A** Spring 1  | * Programming the Scratch
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| **Data /information** Spring 2  | * Storing the commands and the effect on language on the outcome of your commands.
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| **Creating media** Summer 1  | * Your own designs of Scratch
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| **Programming B** Summer 2  | * Using Scratch to implement an algorithm as a code
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