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| **Year 6 Medium term computing planner**  **Data and Information – Introduction to Spreadsheets** | | | |
| **NC link**   * 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   **Education for a Connected World links**   * I can describe the difference between online misinformation and dis-information. * I can explain why information that is on a large number of sites may still be inaccurate or untrue. * I can assess how this might happen (e.g., the sharing of misinformation or disinformation). * I can identify, flag and report inappropriate content. * I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why It is important to challenge and reject inappropriate representations online. * I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened * I know and can give examples of how to get help, both on and offline. * I can explain the importance of asking until I get the help needed. | | **Key Vocabulary:** data, collecting, table, structure, spreadsheet, cell, cell reference, data item, format, formula, calculation, spreadsheet, input, output, operation, range, duplicate, sigma, propose, question, data set, organised, chart, evaluate, results, sum, comparison, software, tools  **Links to other subjects:** Maths | |
| **Concept 1: Collecting data (Lesson 1)** | **Concept 2: Formatting a Spreadsheet (Lesson 2)** | **Concept 3: What’s the formula /Calculate and duplicate (Lesson 3 & 4)** | **Concept 4: Event planning (Lesson 5)** |
| Key Knowledge: To collect data and create a data set in a spreadsheet.  Consider: Learners will collect and organise data in a format of their choice. They will then explore how data can be structured in a table. Finally they will input data into a spreadsheet.  **Computing strand:** Data & Information | Key Knowledge: To build a data set in a spreadsheet and apply an appropriate format for a cell.  Consider: Learners will develop their understanding of the structure of a spreadsheet. They will be introduced to cell references, data items and the concept of formatting cells. Learners will see data items formatted in different ways, they will then choose formats for data items before applying formats in their own spreadsheet.  **Computing strand:** Data & Information | Key Knowledge: To explain that formulas can be used to produce calculated data by applying formulas to a range of cells. Consider: Learners will begin to use formulas to produce calculated data. They will understand that the type of data in a cell is important (e.g. numbers can be used in calculations whereas words cannot). Learners will create formulas to use in a spreadsheet using cell references and identify that changing inputs will change the output of the calculation. Learners will then begin to understand the importance of creating formulas that include a range of cells and the advantage of duplicating in order to apply formulas to multiple cells.  **Computing strand:** Data & Information, Effective Use of Tools, Programming | Key Knowledge: To create a spreadsheet to plan an event and use these to answer questions. Consider: Learners will plan and calculate the cost of an event using a spreadsheet. They will use a predefined list to choose what they would like to include in their event and use their spreadsheet to answer questions on the data they have selected. Learners will be reminded of the importance of organising data and will then create a spreadsheet using formulas to work out costs for their event.  **Computing strand:** Data & Information, Effective Use of Tools |
| **Concept 5: Presenting data (Lesson 6)** | **Online Safety: Managing Online Information/ Self-Image and Identity** | Notes:   * Make sure you are adapting your slides to fit the MTP * Still use the short-term plans as they go into more detail in regard to certain topics * You will need laptops and Google Sheets * Some lessons will need new slides or lessons combining * Make sure that you practise using the concepts you are teaching on Google Sheets before you begin each lesson. * You can also use Excel but will need to adapt the slides. * Please note that there are 2 online safety strands which can be taught in 1 or 2 lessons depending on the class. It may be useful to split the class in half and ask each half to do a task about their strand and teach it to the other half of the class. | |
| Key Knowledge: To use a chart to show the answer to a question and suggest when to use a table or chart.  Consider: Learners will gain skills to create charts in Google Sheets. They will evaluate the results from their charts to answer questions. Finally, learners will show they understand that there are different software tools available within spreadsheet applications to present data.  **Computing strand:** Data & Information, Effective Use of Tools | Key Knowledge: To know the difference between online misinformation and disinformation and why many sites may be inaccurate or untrue.  To identify and critically evaluate online content.  Consider: Can they describe the difference between online misinformation and dis-information and give examples? Can they explain why information that is on a large number of sites may still be inaccurate or untrue and assess how this might happen? Can they identify, flag and report inappropriate content? Can they identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online? Can they describe issues online that could make anyone have negative feelings? Do they know when to and how to get help? |