

The logo for Purple Mash, featuring the word "purple" in a purple font and "mash" in a white font, both on a black rectangular background with a torn top edge.

**purple  
mash**

# **Declarative and Procedural Knowledge**

## **Year 6**

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# Introduction

It is important to note that for simplicity and to demonstrate strand coverage, units have been put into their 'best fit' strand as per the Scheme of Work Overview document.

## Key Stage 1

- In many units, children will be furthering online understanding and concepts of technology (DL) through making digital content (IT and CS)

## Key Stage 2

- Children will be understanding of the capabilities of the World Wide web (CS) while searching online (IT).
- They will be developing their understanding of appropriate behaviour online (DL) skills while learning about searching the Internet (IT).

**Both Key Stages** • At all times children will be learning about using technology safely and respectfully (DL).

- In most units for all strands, children will be developing their general information technology skills (IT).
- This overlap, repetition and reinforcement helps to give children a deeper understanding of the knowledge and skills across all strands and of their integrated nature in the real-world.



\*For more detailed information to assess pupils, see the assessment statements at the end of each unit and repeated in the Assessment document for each year group.

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## Unit 6.1 – Coding

### NATIONAL CURRICULUM LINKS

#### Dominant strand for this unit: Computer Science

- 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.

There will be elements from the other two strands due to the nature of the computing curriculum.

#### Declarative - By the end of the unit the students will know that:

- Number elements combined with a number variable and an **if/else** statement can be used to create an onscreen countdown timer. Selection can be achieved through the use of **if/else** statements.

#### Procedural – By the end of the unit the students will know how to:

- Create a number element within design view of 2Code and name it.
- Create a **number variable** command, name it and give it a value e.g. 30 to represent 30 seconds.
- Use a **timer every** command set at 1 second with an **if/else** statement nested within it.
- Create a sequence of code within the **if/else** statement that subtracts the number variable value by 1 each time.
- Ensure **else** is selected if the condition reaches 0 seconds.
- Use an **alert** command within **else** that gives an onscreen message.
- Incorporate a **restart** command at the end of the **if/else** statement.



<ul style="list-style-type: none"> <li>The coordinates of objects can be used in code such as moving the position of them. The position of an object on the screen in 2Code is referenced using x and y coordinates.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the coordinates of any given object within 2Code by referencing the attributes table when an object is clicked on within design view.</li> <li>Set an object's x and y coordinates.</li> <li>Set an object's x and y coordinates to equal those of another object e.g. within a game when a bug is clicked on it is set to hide and a splat image appears at the same coordinates.</li> </ul>
<ul style="list-style-type: none"> <li>The <b>launch command</b> can be used within 2Code to open another Purple Mash file or an external website when it is called in a program.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the <b>launch</b> command as part of the control group of commands within 2Code.</li> <li>Incorporate the <b>launch</b> command within a program such as nested within an event.</li> <li>Assign an activity or choose a webpage for the <b>launch</b> command.</li> </ul>
<ul style="list-style-type: none"> <li>2Code contains tabs in the coding view. Tabs can be used to help organise code.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise tabs in the code view of 2Code. Label tabs in the code view of 2Code.</li> <li>Organise key parts of code into their relevant tabs.</li> <li>Recognise how tabs are useful when creating programs and during the debugging process.</li> </ul>



<ul style="list-style-type: none"> <li>Using functions helps with making programs more efficient. Instead of writing the same sequence of code repeatedly when needed, a function can be created and called when required. Procedures are an independent piece of code. In 2Code, a procedure might be coded as a function.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the <b>create function</b> command as part of the create and change variable group of blocks.</li> <li>Recognise that a code within a function such as code that intends to draw a square is known as a procedure as it is independent of the main body of code.</li> <li>Create a function within 2Code that makes an onscreen turtle draw regular shapes when called x number of times, extending beyond creating a square from Year 5.</li> <li>Create multiple functions within a program and call them.</li> </ul>
<ul style="list-style-type: none"> <li>Flowcharts can represent procedures within a program. Flowcharts can be referenced when a program is executed to test whether a program is running as expected according to the flowchart.</li> </ul>	<ul style="list-style-type: none"> <li>Interpret flowcharts which show procedures for a simulation. From interpreting flowcharts which show procedures, predict how a program will run when specific events are met.</li> <li>Run a program that represents the procedures shown in flowcharts.</li> <li>Test a program alongside procedures on a flowchart to see whether the program is running as expected.</li> </ul>
<ul style="list-style-type: none"> <li>Input is defined by information going into a computer. Inputs could consist of pressing a key, swiping a screen, clicking an object on the screen with a mouse or typing using the keyboard. All of these can be used to increase user interaction within a program. <b>Prompt for input</b> and <b>get input</b> are both defined as user input.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the command blocks used for obtaining input in 2Code.</li> <li>Explore the <b>prompt for input</b> and <b>get input</b> commands including knowing their difference and how they could be used within a program.</li> <li>Use the <b>prompt for input</b> command within a program as part of joining strings together. Remember that when strings are combined it is referred to a concatenation.</li> </ul>



- Use the **get input** command as part of an **if/else** statement. For example, if input equals boo the sheep moves right off screen, else the sheep moves left.

- Text adventures are computer games that have been created using text instead of graphics. Players use text commands to control characters and influence the environment.

- Review the code of a pre-made text adventure.
- Recognise why there is selection in the program and what happens when a condition is met or isn't met based on user input.
- Interpret the purpose of variables within the text adventure and when their value is changed from 0 to 1.
- See how functions are used for each room within the program and know when they are called.
- Interpret how the **repeat until** command is used to run the program until a variable attributed to it is set to 1.
- Plan own text adventures and adapt given code to support in creating own text adventure.



## Unit 6.2 – Online Safety

### NATIONAL CURRICULUM LINKS

**Dominant strand for this unit: Digital Literacy**

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

**There will be elements from the other two strands due to the nature of the computing curriculum.**

### Declarative - By the end of the unit the students will know that:

- A game can be created to encourage the player to think about online safety.
- A digital footprint leaves a trail online to show their behaviour and this can have a negative impact.
- It is important to balance game and screen time with other parts of our lives

### Procedural – By the end of the unit the students will know how to:

- Recap their learning from previous years.
- Design a game highlighting safe and unsafe behaviour online.
- Recap learning from previous years about digital footprint.
- Consider whether a digital footprint is positive or negative.
- It may only be negative if what they have posted online may project a negative impression.
- Look at digital footprints of various people and ascertain if the impression left is positive or negative.
- Complete a writing frame about digital footprints.
- Keep a week's diary recording their screen time.
- Contribute their information into a class database.
- Analyse the data as a class.
- Consider the positive and negative impact of technology on their education, well being and the environment.



## Unit 6.3 – Spreadsheets

### NATIONAL CURRICULUM LINKS

#### Dominant strand for this unit: Information Technology

- 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.

There will be elements from the other two strands due to the nature of the computing curriculum.

#### Declarative - By the end of the unit the students will know that:

- A spreadsheet can be used to investigate a problem such as the frequency of a number rolled on a collection of die.

- A formula can be used to work out the new prices in a shop sale.

#### Procedural – By the end of the unit the students will know how to:

- Open the advanced mode.
- Add in extra columns and rows.
- Add dice to the sheet.
- Use the click and drag functionality.
- Use the count tool to count the number rolled on the dice and apply this to a table.
- Create a spreadsheet with formula.
- Use the graphing functionality to display the results on screen.

- Create a table and populate it with given information.
- Format the cell so the number is converted to currency.
- Write a formula to work out the prices using cell references.
- Add in a sale price and format the relevant cells at percentages.
- Write formulas to work out the new prices on the sheet.



<ul style="list-style-type: none"> <li>• A spreadsheet can be used to plan how to spend pocket money.</li> </ul>	<ul style="list-style-type: none"> <li>• Open a sheet in advanced mode.</li> <li>• Create a table to enter data into the sheet.</li> <li>• Format cells containing money accordingly.</li> <li>• Add images to the cells – either premade or drawn.</li> <li>• Calculate totals using appropriate formula.</li> <li>• Work out the difference between income and expenditure.</li> </ul>
<ul style="list-style-type: none"> <li>• A spreadsheet can be used to plan out a school charity day.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the difference between income and expenditure.</li> <li>• Format cells accordingly.</li> <li>• Design a sheet with appropriate formulas to work out costs and income and use the sheet to maximise profit.</li> </ul>

## Unit 6.4 – Blogging

### NATIONAL CURRICULUM LINKS

#### Dominant strand for this unit: Information Technology

- 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.

There will be elements from the other two strands due to the nature of the computing curriculum.



Declarative - By the end of the unit the students will know that:	Procedural – By the end of the unit the students will know how to:
<ul style="list-style-type: none"> <li>• A blog is an online vehicle for displaying thoughts and ideas in an informal style.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the difference between a blog and vlog.</li> <li>• Talk about the key features of a blog home page.</li> <li>• Talk about what makes a good blog post.</li> </ul>
<ul style="list-style-type: none"> <li>• It is important to plan out the theme and content of a blog before writing it.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan out a blog post on a given theme using a concept map.</li> </ul>
<ul style="list-style-type: none"> <li>• People can contribute to blogs by adding their own posts.</li> </ul>	<ul style="list-style-type: none"> <li>• Open the blogging tool.</li> <li>• Create their own blog.</li> <li>• Use the planning from the last lesson to write a blog post.</li> <li>• Publish the post.</li> </ul>
<ul style="list-style-type: none"> <li>• Blog posts written by others can be commented on.</li> </ul>	<ul style="list-style-type: none"> <li>• Wait for their blog post to be approved by the teacher.</li> <li>• Add a comment to a blog post written by another student.</li> </ul>



## Unit 6.5 – Text Adventures

### NATIONAL CURRICULUM LINKS

#### Dominant strand for this unit: Computer Science

- 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.

There will be elements from the other two strands due to the nature of the computing curriculum.

#### Declarative - By the end of the unit the students will know that:

- A text adventure is a computer game that uses text instead of graphics.
- Concept map plans for a story adventure can be used to plan the text-based adventure game.

#### Procedural – By the end of the unit the students will know how to:

- Play a simple text-based adventure game on their device.
- Plan out a text adventure game using a concept mapping tool.
- Print out the concept map ready for the next lesson.
- Use 2Create a Story to create an e-book text-based adventure.
- Use the overview button to see how the pages link together.
- Evaluate and then share their game with their peers.



<ul style="list-style-type: none"> <li>• It is important to have a good level of coding comprehension in order to understand how a text adventure works.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the flow of a program on screen and follow it on a paper alternative.</li> <li>• Identify when commands are executed.</li> <li>• Identify variables in a program and what their function is in a text adventure program.</li> <li>• Identify all instances <b>if</b> commands.</li> <li>• Explain the purpose of a control loop including what selections it is checking for and which function is called.</li> </ul>
<ul style="list-style-type: none"> <li>• Debugging is a key part of coding and essential if code is to run properly.</li> </ul>	<ul style="list-style-type: none"> <li>• Debug a piece of code for a text-based adventure game. Use the information from the debugging process to improve the code and add extra functionality.</li> </ul>

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## Unit 6.6 – Networks

<b>NATIONAL CURRICULUM LINKS</b>	<p><b>Dominant strand for this unit: Computer Science</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>There will be elements from the other two strands due to the nature of the computing curriculum.</b></p>
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Declarative - By the end of the unit the students will know that:	Procedural – By the end of the unit the students will know how to:
<ul style="list-style-type: none"> <li>The difference between the World Wide Web and the Internet.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out a survey with people over the age of 25 about the Internet and communication.</li> <li>Recall the different ways they use the Internet at home and school.</li> <li>Recall the difference between the Internet and World Wide Web.</li> <li>Answer a quiz to test their knowledge.</li> </ul>
<ul style="list-style-type: none"> <li>LAN and WAN are different kinds of networks,</li> </ul>	<ul style="list-style-type: none"> <li>Talk about all the connected devices they use in school and at home.</li> <li>Talk about wired and wireless networks and the key hardware needed for this.</li> <li>Explain the difference between LAN and WAN. .</li> </ul>



- The Internet has changed our lives in many ways.

- Give examples of well-known search engines.
- Explain what an ip address is.
- Write about the history of the Internet and Tim Berners-Lee
- Consider how the Internet has changed things on their lifetime.

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## 6.7 Quizzing

<b>NATIONAL CURRICULUM LINKS</b>	<p><b>Dominant strand for this unit: Information Technology</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>There will be elements from the other two strands due to the nature of the computing curriculum.</b></p>
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Declarative - By the end of the unit the students will know that:	Procedural – By the end of the unit the students will know how to:
<ul style="list-style-type: none"> <li>The level, interests and capability of the audience need to be considered when making a game for younger children.</li> </ul>	<ul style="list-style-type: none"> <li>Contribute to a collaborative concept map about what makes a good quiz and the different types of quizzes there are.</li> <li>Make the introduction screen appealing with clear instructions for the user.</li> <li>Add and edit images into the game.</li> <li>Design a quiz to meet a specific brief and then share the game with a wider audience.</li> </ul>
<ul style="list-style-type: none"> <li>A good quiz to appeal to younger students and their peers should have a range of different question types.</li> </ul>	<ul style="list-style-type: none"> <li>Use the range of question types in the software to create a quiz on 10 questions with a diverse range of questions.</li> <li>Add in a front screen with clear instructions and sounds.</li> <li>Share the quiz for others to play.</li> </ul>
<ul style="list-style-type: none"> <li>There are a range of software tools for creating quizzes to improve grammar skills.</li> </ul>	<ul style="list-style-type: none"> <li>Play a range of grammar skill games.</li> <li>Create a quiz for grammar skill consolidation.</li> <li>Evaluate their quiz and quizzes produced by others.</li> </ul>



## Unit –

<ul style="list-style-type: none"><li>• A quiz can be made to teach students how to interrogate a database.</li></ul>	<ul style="list-style-type: none"><li>• Recall what a database is.</li><li>• Complete a ready-made quiz using a ready-made database.</li><li>• Write a quiz of their own that involves searching a database.</li></ul>
<ul style="list-style-type: none"><li>• A range of questions can be used to produce a quiz linked to a curriculum area.</li></ul>	<ul style="list-style-type: none"><li>• Design a curriculum based game show style quiz which is used to challenge the teachers to see if they are smarter than a 10 or 11 year old.</li><li>• Used a range of question types.</li></ul>

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## 6.8 Understanding Binary

### NATIONAL CURRICULUM LINKS.

#### Dominant strand for this unit: Computer Science

- 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.

There will be elements from the other two strands due to the nature of the computing curriculum.

#### Declarative - By the end of the unit the students will know that:

- Binary is a number system using only 1 and 0 and is how data in a computer is saved and used.

#### Procedural – By the end of the unit the students will know how to:

- Recall that anything that puts information into a computer is called an input.
- Recall that the number system we use is based around 10 integers and known as denary.
- Explain that computers use a binary system based around 2 integers - 0 and 1 and 0 refers to off and 1 refers to on.
- Complete a puzzle based around the binary system.



# Unit –

- All denary numbers can be represented in binary. For example counting in binary from zero to 15, or writing a friend's age in binary

- Complete a sentence explaining that for a computer to understand and interpret information everything must be converted to binary.
- Begin representing numbers in binary format.
- Convert simple binary to denary and vice versa.
- Answer a quiz to test their knowledge.
- Use a program to convert their age to binary.

- It is possible to represent the state of an object in a game as active or inactive using the respective binary values of 1 or 0.

- Complete a guided coding activity looking at switching objects on and off.
- Make a simple program where objects are on or off.
- Complete a quiz to test their knowledge of binary.



## 6.9 Spreadsheets with Microsoft Excel

<b>NATIONAL CURRICULUM LINKS</b>	<p><b>Dominant strand for this unit: Information Technology</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>There will be elements from the other two strands due to the nature of the computing curriculum.</b></p>
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Declarative - By the end of the unit the students will know that:	Procedural – By the end of the unit the students will know how to:
<ul style="list-style-type: none"> <li>• There are key features of a spreadsheet, and data can be entered into cells.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about some uses of a spreadsheet.</li> <li>• Navigate around the front screen of their chosen program.</li> <li>• Navigate around a sheet using appropriate cell references.</li> <li>• Enter data into cells of the chosen program.</li> <li>• Recall key vocabulary relating to spreadsheets.</li> </ul>
<ul style="list-style-type: none"> <li>• Formulae can be entered into a spreadsheet, and this can save time and make working more efficient.</li> </ul>	<ul style="list-style-type: none"> <li>• Define what is meant by a formula on a sheet.</li> <li>• Navigate around a sheet by clicking in a cell or typing cell reference.</li> <li>• Write simple formula related to the rules of calculation.</li> <li>• Use the series fill function.</li> <li>• Use formulae to change calculations automatically when data entered is changed.</li> </ul>



# Unit –

<ul style="list-style-type: none"> <li>• A spreadsheet can be used to model a situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Define what is meant by a computational model.</li> <li>• Use the sum feature when typing a formula.</li> <li>• Format cells as currency.</li> <li>• Use a computational model in a real-life situation.</li> </ul>
<ul style="list-style-type: none"> <li>• Excel can make complex data clear by manipulating the way it is presented.</li> </ul>	<ul style="list-style-type: none"> <li>• How to change the height and width of a cell and row. Enter header titles into a sheet.</li> <li>• How to use flash fill to speed up data entry.</li> <li>• Define a delimiter and be aware of the different delimiter options.</li> <li>• Split cells for ease.</li> <li>• Sort data in a sheet using the appropriate feature.</li> </ul>
<ul style="list-style-type: none"> <li>• Formulae can be used for percentages, averages, max and min in spreadsheets.</li> </ul>	<ul style="list-style-type: none"> <li>• Add data to a table format.</li> <li>• Create formulae using cell references.</li> <li>• Use more advanced formula other than SUM</li> </ul>
<ul style="list-style-type: none"> <li>• A spreadsheet program can display a variety of graphs and charts.</li> </ul>	<ul style="list-style-type: none"> <li>• Recap the knowledge of the different axis in a graph based on learning in other subjects.</li> <li>• Create a range of graphs and charts depending upon the version being used.</li> </ul>
<ul style="list-style-type: none"> <li>• A spreadsheet can be created to model a real-life situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the advantages of using formulae when data is liable to change.</li> <li>• Plan an event using a spreadsheet.</li> </ul>
<ul style="list-style-type: none"> <li>• Spreadsheets can be used to solve a given problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the skills gathered over the unit to solve a series of problems.</li> <li>• Look at how to print a spreadsheet or a selection of the data.</li> </ul>



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## Unit 6.9 Spreadsheets with Google Sheets

### NATIONAL CURRICULUM LINKS

#### Dominant strand for this unit: Information Technology

- 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.

There will be elements from the other two strands due to the nature of the computing curriculum.

#### Declarative - By the end of the unit the students will know that:

- There are key features of a spreadsheet, and they can enter data into cells.
- Formulae can be entered into a spreadsheet, and this can save time and make working more efficient.
- A spreadsheet can be used to model a situation.

#### Procedural – By the end of the unit the students will know how to:

- Talk about some uses of a spreadsheet.
- Navigate around the front screen of their chosen program.
- Navigate around a sheet using appropriate cell references.
- Enter data into cells of the chosen program.
- Recall key vocabulary relating to spreadsheets.
- Define what is meant by a formula on a sheet.
- Navigate around a sheet by clicking in a cell or typing cell reference.
- Write simple formula related to the rules of calculation.
- Use the series fill function.
- Use formulae to change calculations automatically when data entered is changed.
- Define what is meant by a computational model.
- Use the sum feature when typing a formula.
- Format cells as currency.
- Use a computational model in a real-life situation.



<ul style="list-style-type: none"> <li>• Sheets can make complex data clear by manipulating the way it is presented.</li> </ul>	<ul style="list-style-type: none"> <li>• How to change the height and width of a cell and row. Enter header titles into a sheet.</li> <li>• How to use flash fill to speed up data entry.</li> <li>• Define a delimiter and be aware of the different delimiter options.</li> <li>• Split cells for ease.</li> <li>• Sort data in a sheet using the appropriate feature.</li> </ul>
<ul style="list-style-type: none"> <li>• Formulae can be used for percentages, averages, max and min in spreadsheets.</li> </ul>	<ul style="list-style-type: none"> <li>• Add data to a table format.</li> <li>• Create formulae using cell references.</li> <li>• Use more advanced formula other than SUM</li> </ul>
<ul style="list-style-type: none"> <li>• A spreadsheet program can display a variety of graphs and charts.</li> </ul>	<ul style="list-style-type: none"> <li>• Recap the knowledge of the different axis in a graph based on learning in other subjects.</li> <li>• Create a range of graphs and charts depending upon the version being used.</li> </ul>
<ul style="list-style-type: none"> <li>• They can use a spreadsheet to model a real-life situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the advantages of using formulae when data is liable to change.</li> <li>• Plan an event using a spreadsheet.</li> </ul>
<ul style="list-style-type: none"> <li>• Their spreadsheet skills can be used to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the skills gathered over the unit to solve a series of problems.</li> <li>• Look at how to print a spreadsheet or a selection of the data.</li> </ul>

