Computing			
Term	Autumn 1	Autumn 2	Spring 1
Year 4 Topic	Word Processing	STEM focus – BBC Micro:bit	Animation
Programme of Study	• Select, use and combine a variety of software on a range of digital devices to design a range of programs, systems and content that accomplish specific goals	• 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 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	• Analyse, evaluate and present data and information • Use a variety of software, on a range of digital devices, to design and create content that accomplish given goals • Select, use and combine a variety of software including analysing, evaluating and presenting data and information
Topic Content:	• To format images for a purpose • To use formatting tools to create an effective layout • To use the spellcheck tool • To insert and format a table • To change page layout for a purpose • To create hyperlinks within documents	• To identify the output in an electrical circuit • To use selection when describing the output of an electrical circuit • To understand how selection is represented in flowcharts • To understand and use decision boxes • To create flowchart algorithms • To understand what inputs are • To represent selection with inputs using decision boxes • To plan, write, test and debug programs • To write programs that use inputs and output	• To describe early forms of animation before computers and how computers have made a difference. • To create a short computer animation using one or more moving stick figures • To create a recorded animation involving a number of moving characters on a background • To structure specific timing of animations using a time slider • To use a camera to create a short stop-motion animation film • To analyse and evaluate software
Curriculum Links:	English (writing a myth story and publishing the final product. Writing and publishing a history non-chronological report Mathematics (writing multiplication rules) Science (recording results of how far sound can travel)	TBC	To record a short role play using an iPad for Religious Education showing why we celebrate Easter To use the computer to create a short animation for computing lesson as a finished product.

KEY WEBSITES & Cultural Capital	https://www.twinkl.co.uk/resource/t2-i-146-computing-word-processing-year-4-unit-pack	https://microbit.org/	https://www.twinkl.co.uk/resource/tp2-i-129-new-planit-computing-year-4-animation-unit-pack
Term	Spring 2	Summer 1	Summer 2
Year 4 Topic	e-Safety	Scratch Questions and Quizzes	Turtle Logo
Programme of Study	• define cyberbullying; • know how to respond to a hurtful message or comment online; • access a trusted search engine; • understand that different search terms give different results; • know what plagiarism is; • identify which information to keep private online; • explain what digital citizenship is; • tell someone else at least one way to stay safe online.	• Create content that accomplishes given goals. Solve problems by decomposing them into smaller parts • Write and debug programs that accomplish specific goals • Use sequence, selection and repetition in program • Work with variables within programs	• 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.
Topic Content:	• I can identify how a message can hurt someone's feelings. • I can use a search engine accurately. • I understand the term 'plagiarism' and how to avoid it. • To create a safe online profile. • Lesson Pack • Highlighters 5. • To explain how to be a responsible digital citizen • To create an online safety superhero character	• To compare quizzes and decompose a problem into smaller parts • To write and debug a program • To use sequence and selection • To write and debug programs which use sequence and repetition. • To use variables within programs. • To design, write and debug a program by selecting appropriate visual block commands to create a sequence.	• To create and debug an algorithm to construct a procedure • To create and debug an algorithm that uses setpos to draw shapes • To create and debug an algorithm with different colours • To create and debug an algorithm to fill areas with colour • To create and debug an algorithm to produce text • To create and debug an algorithm to draw arcs
Curriculum Links:	Geography- places of interest in Spain. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content in the context of using search engines accurately.	Mathematics – to write a set of quiz questions for 6 times tables. History-To write a set of quiz questions for why people settled in Britain Science to write a set of quiz questions for classification keys of pond animals	Mathematics- to create a set of coordinates to draw 2D geometric shapes on a map. Angles: draw a trapezium, a triangle and a quadrilateral where all of the angles are obtuse, acute or right angled.

KEY WEBSITES & Cultural Capital	https://www.twinkl.co.uk/resource/tp2-i-911-computing-online-safety-year-4-unit-pack	https://partners.disney.com/hour-of-code/ https://www.twinkl.co.uk/resource/tp2-i-018-planit-computing-year-4-scratch-questions-and-quizzes-unit-pack	https://www.twinkl.co.uk/resource/tp2-i-060-planit-computing-year-4-programming-turtle-logo-unit-pack https://www.transum.org/software/Logo/