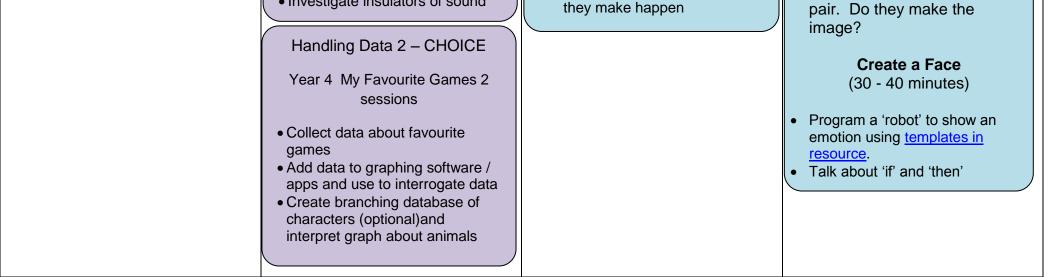
## **Computing Curriculum Planner: Year 4**



Autumn	Spring	Summer	
e-Safety- planned within PSHE / Citizenship using Somerset BYTE Awards I am kind and responsible Agree class internet rules based on personal responsibilities. Include cyberbullying messages in Anti-bullying week.	e-Safety- planned within PSHE / Citizenship using Somerset BYTE Awards <b>I am safe</b> Keep personal details private, consider who you are talking to online and make sure a trusted adult knows what you are doing online.	e-Safety – planned within PSHE / Citizenship using Somerset BYTE Awards <b>I am healthy</b> Consider age-appropriate and healthy use of technology.	<ul> <li>Basic Skills <ul> <li>(to support my learning across the curriculum)</li> </ul> </li> <li>Securely log on to tablet, laptop and PC devices</li> <li>Rename documents and other files</li> <li>Browse to a specified website</li> <li>Create hyperlink to a website</li> </ul>
Programming 1 - CORE Year 4 My Scratch Games 5 sessions	Use Safer Internet Day to focus on use of the internet and different technologies TIOL 2 – CORE	Include consideration of time spent using technology and recognition of appropriate websites and games in Health week.	<ul> <li>Recognise appropriate online sources for clipart and images</li> <li>Acknowledge source of information / images</li> </ul>
<ul> <li>Make the Scratch cat move and change</li> <li>Use Scratch to program keys and use them to 'draw'</li> <li>Create a car racing game using their knowledge of 'ifthen' commands in Scratch</li> <li>Create their own game</li> </ul>	<ul> <li>Year 4 Where is My Information 2 sessions</li> <li><i>Talk about the school network and the different resources they can access,</i></li> <li>Consider a search query based on topic learning and identify the</li> </ul>	Multimedia 2 – CHOICE Year 4 Advertising My Game 4 sessions • Look at how computer games are advertised • Promote a game they have	<ul> <li>Use a keyboard effectively, including the use of numbers</li> <li>Know how to use a spellcheck</li> <li>Be aware of keyboard shortcuts on laptops and PCs.</li> <li>Change font sizes and colour</li> </ul>
Multimedia 1 – CORE Year 4 My Comic Book 5 sessions (choose from Comic Life / PowerPoint units)	key words <ul> <li>Create a learning resource for others using hyperlinks to World Wide Web</li> </ul> Programming 3 – CHOICE	<ul> <li>programmed, using screen capture and music creation software</li> <li>Add a narration to their advert</li> <li>Consider who owns online content</li> </ul>	of text <ul> <li>Use appropriate screen capture and insert in document or presentation</li> </ul> Open Ended Challenge
<ul> <li>Explore the conventions of comic books</li> <li>Create their own comic book about their school</li> <li>Share their comic books with classmates and provide feedback</li> <li>Create a comic book to support Science learning</li> </ul>	<ul> <li>Year 4 Knowing My Times Tables with Kodu 4 sessions</li> <li>Create a terrain in Kodu and program an object to move on the terrain</li> <li>Talk through the algorithm needed to make an object move around their terrain</li> <li>Program an object to solve multiplication questions and collect points</li> <li>Create a game for others</li> </ul>	<ul> <li>TIOL 3 - CHOICE</li> <li>Year 4 Blog My Technology 3 sessions</li> <li>Discuss how technology has changed over time</li> <li>Talk about their favourite gadget and what it can do</li> <li>Research information about gadgets</li> <li>Write a blog post about a gadget for a class technology</li> </ul>	<ul> <li>Identify an appropriate challenge to allow children to</li> <li>Use computational thinking to plan, develop and evaluate their use of technology</li> <li>Have a differentiated learning experience including developing mastery</li> <li>Demonstrate attainment in computing</li> </ul>
<ul> <li>Year 4 Check My Facts 2 sessions</li> <li>Use an online tool (Padlet) to share ideas.</li> <li>Discuss what is 'true' online and how we can check for reliable information</li> <li>Research a topic and begin to consider plagiarism</li> </ul>	<ul> <li>Handling Data 1 – CORE</li> <li>Year 4 Investigating My Sounds 3 sessions</li> <li>Consider difference between data and information</li> <li>Measure sound levels in the classroom using a datalogger (discrete data)</li> <li>Record outside noise and create a line graph to show the changing levels (continuous data)</li> <li>Investigate insulators of sound</li> </ul>	<ul> <li>blod</li> <li>Programming 2 – CHOICE</li> <li>Year 4 Making My Shapes with Hopscotch 6 sessions</li> <li>Explore Hopscotch app</li> <li>Take part in coordinate challenge</li> <li>Use repeat to make something happen again and again</li> <li>Use Hopscotch to create 2d shapes</li> <li>Look at scripts to see what they make happen</li> </ul>	Additional unplugged activities to reinforce computational thinking <u>Graph Paper Programming</u> (30 - 40 minutes) • Guide each other to make images on graph paper • Agree algorithm for different images in a pair • Swap algorithm with another pair. Do they make the

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