

Autumn	Spring	Summer	
<p>TIOL 1 - CORE</p> <p>Year 4 Check My Facts</p> <p>2 sessions</p> <ul style="list-style-type: none"> • Use an online tool (Padlet) to share ideas. • Discuss what is 'true' online and how we can check for reliable information • Research a topic and begin to consider plagiarism 	<p>Programming 3 – CHOICE</p> <p>Year 4 Knowing My Times Tables with Kodu</p> <p>4 sessions</p> <ul style="list-style-type: none"> • Create a terrain in Kodu and program an object to move on the terrain • Talk through the algorithm needed to make an object move around their terrain • Program an object to solve multiplication questions and collect points • Create a game for others 	<p>Programming 4 – CHOICE</p> <p>Year 4 'Getting to Know My Micro:Bit</p> <p>3 sessions</p> <ul style="list-style-type: none"> • Discover basic blocks in micro:bit block editor • Create short sequences to solve simple challenges • Download programs to micro:bit • Think through the algorithm required to solve simple challenges • Discover some of the input, loop and logic blocks • Create a feelings badge 	<p>Basic Skills (to support my learning across the curriculum)</p> <ul style="list-style-type: none"> • Securely log on to tablet, laptop and PC devices • Rename documents and other files • Browse to a specified website • Create hyperlink to a website • Recognise appropriate online sources for clipart and images • Acknowledge source of information / images • Use a keyboard effectively, including the use of numbers • Know how to use a spellcheck • Be aware of keyboard shortcuts on laptops and PCs. • Change font sizes and colour of text • Use appropriate screen capture and insert in document or presentation
<p>Programming 1 - CORE</p> <p>Year 4 My Scratch Games</p> <p>5 sessions</p> <ul style="list-style-type: none"> • Make the Scratch cat move and change • Use Scratch to program keys and use them to 'draw' • Create a car racing game using their knowledge of 'if...then' commands in Scratch • Create their own game 	<p>Multimedia 2 – CHOICE</p> <p>Year 4 Advertising My Game 4 sessions</p> <ul style="list-style-type: none"> • Look at how computer games are advertised • Promote a game they have programmed, using screen capture and music creation software • Add a narration to their advert • Consider who owns online content 		
<p>e-Safety- planned within PSHE / Citizenship using Somerset BYTE Awards</p> <p>I am kind and responsible</p> <p>Agree class internet rules based on personal responsibilities. Include cyberbullying messages in Anti-bullying week.</p>	<p>e-Safety- planned within PSHE / Citizenship using Somerset BYTE Awards</p> <p>I am safe</p> <p>Keep personal details private, consider who you are talking to online and make sure a trusted adult knows what you are doing online. Use Safer Internet Day to focus on use of the internet and different technologies.</p>	<p>e-Safety – planned within PSHE / Citizenship using Somerset BYTE Awards</p> <p>I am healthy</p> <p>Consider age-appropriate and healthy use of technology. Include consideration of time spent using technology and recognition of appropriate websites and games in Health week.</p>	<p>Additional unplugged activities to reinforce computational thinking</p> <p>Graph Paper Programming (30 - 40 minutes)</p> <ul style="list-style-type: none"> • 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 image? <p>Create a Face (30 - 40 minutes)</p> <ul style="list-style-type: none"> • Program a 'robot' to show an emotion using templates in resource. • Talk about 'if' and 'then'
<p>Multimedia 1 – CORE</p> <p>Year 4 My Comic Book</p> <p>5 sessions (choose from Comic Life / PowerPoint units)</p> <ul style="list-style-type: none"> • Explore the conventions of comic books • Create their own comic book about their school • Share their comic books with classmates and provide feedback • Create a comic book to support Science learning 	<p>Handling Data 1 – CORE</p> <p>Year 4 Investigating My Sounds</p> <p>3 sessions</p> <ul style="list-style-type: none"> • Consider difference between data and information • Measure sound levels in the classroom using a datalogger (discrete data) • Record outside noise and create a line graph to show the changing levels (continuous data) • Investigate insulators of sound 	<p>Handling Data 3 – CHOICE</p> <p>Year 4 My Detective Work</p> <p>4 sessions</p> <ul style="list-style-type: none"> • Use Naace Whodunnit database to ask and answer questions • Use 2Investigate to interrogate an existing database • Make a database to sort information to solve a crime 	

Open Ended Challenge

[Identify an appropriate challenge](#) to allow children to

- Use computational thinking to plan, develop and evaluate their use of technology
- Have a differentiated learning experience including developing mastery
- Demonstrate attainment in computing