



St Laurence's CE Primary School
 Computing
 Long Term Plan
 Year 4



Autumn 1 Unit 4.1 Coding Crash Course	Autumn 2 Unit 4.2 Online safety	Spring 1 Unit 4.3 Spreadsheets	Spring 2 Unit 4.5 Logo	Summer 1 Unit 4.7 Effective Search	Summer 2
<p><u>Key Content & Skills</u></p> <ul style="list-style-type: none"> -To review coding vocabulary and knowledge. -To create a simple computer program. -To begin to understand selection in computer programming. -To understand how an IF statement works. -To understand how to use coordinates in computer programming. -To understand how an IF statement works. -To understand the Repeat until command. -To begin to understand selection in computer programming. -To understand what a variable is in programming. -To use a number variable. -To review vocabulary and concepts learnt in Year 4 Coding. 	<p><u>Key Content & Skills</u></p> <ul style="list-style-type: none"> -To understand how children can protect themselves from online identity theft. - To understand that information put online leaves a digital footprint or trail and that this can aid identity theft. -To identify the risks and benefits of installing software including apps. -To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. -To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. -To identify the positive and negative influences of technology on health and the environment. -To understand the importance of balancing game and screen time with other parts of their lives. 	<p><u>Key Content & Skills</u></p> <ul style="list-style-type: none"> -To explore how the numbers entered into cells can be set to either currency or decimal. -To explore the use of the display of decimal places. -To find out how to add formulae to a cell. -To explore the use of the timer, random number and spin button tools. -To interpret a line graph to estimate values between data readings. -To use the currency formatting tool in 2Calculate. -To use 2Calculate to create a model of a real-life situation. To use the functions of allocating value to images in 2Calculate to make a resource to teach place value. 	<p><u>Key Content & Skills</u></p> <ul style="list-style-type: none"> - To learn the structure of the language of 2Logo. -To input simple instructions in 2Logo. -To use 2Logo to create letter shapes. -To use the Repeat command in 2Logo to create shapes. -To use and build procedures in 2Logo. 	<p><u>Key Content & Skills</u></p> <ul style="list-style-type: none"> - To locate information on the search results page. -To use search effectively to find out information. -To assess whether an information source is true and reliable. 	<p><u>Key Content & Skills</u></p>



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<u>Vocabulary</u> Action Alert Algorithm Background Button Code blocks Command Co-ordinates Debug\ Debugging Design Event Execute Flowchart Input	<u>Vocabulary</u> Attachment Citation Collaborative Cookies Copyright Data analysis Digital footprint Phishing Plagiarism Report Smart rules Software Spam Virus Watermark	<u>Vocabulary</u> Average Advance mode Copy and Paste Columns Cells Charts Equals tool Formula Formula Wizard Rows Move cell tool Spreadsheet	<u>Vocabulary</u> LOGO BK FD RT LT REPEAT SETPC SETPS PU PD Procedure LOGO Commands Multiline Mode	<u>Vocabulary</u> Balanced view Easter Egg Key words Internet Internet browser Reliability Search Search Engine Spoof website Website	<u>Vocabulary</u>
<u>Assessment against the National Curriculum</u> <p>To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>	<u>Assessment against the National Curriculum</u> <p>To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<u>Assessment against the National Curriculum</u> <p>To 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.</p>	<u>Assessment against the National Curriculum</u> <p>To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p>	<u>Assessment against the National Curriculum</u> <p>To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<u>Assessment against the National Curriculum</u>



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Pupils should be taught to: ♣ 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 ♣ 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 ♣ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ♣ 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 ♣ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact