



# Computing Curriculum Overview Year 4



<b>Concepts</b>	<b>Safety</b>	<b>Understand</b> their responsibilities as a digital citizen. <b>Recognise</b> risk by thinking critically about the information they read on line	
	<b>Creation</b>	<b>Select</b> and create digital media from pre-selected sources (by the teacher) to create a representation of a concept or data set	
	<b>Coding</b>	<b>Combine</b> algorithms to complete more complex tasks.	
<b>Context</b>	<p>Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level.</p> <p>Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software such as 2Connect and 2Publish+. Children share digital content within their community, i.e. using Virtual Display Boards.</p>		

## Coding

<b>Knowledge / Skills</b>	Children engage in the process of translating real-life scenarios into algorithms. Their designs reflect their thoughtful consideration of the task's requirements and the strategies to execute it through coding, incorporating selection and repetition structures. Moreover, in this coding journey, children display a growing knack for intuitively identifying and addressing issues in their programs, taking proactive steps to debug and refine their code independently..	
<b>Vocabulary</b>	Refer to linked separate vocabulary document	

## Creating Media - Making Music

<b>Knowledge / Skills</b>	Children's use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. They understand 'if statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. As well as understanding how variables can be used to store information while a program is executing, they are able to use and manipulate the value of variables. Children can make use of user inputs and outputs such as 'print to screen'. e.g. 2Code.	
<b>Vocabulary</b>	Refer to linked separate vocabulary document	

## Data and Information: Spreadsheets

Knowledge / Skills	Pupils embark on an exploration of data management and analysis. They learn how to create and work with spreadsheets, gaining an understanding of how to organize and manipulate data effectively. Through this module, children grasp the essentials of data input, formatting, and simple calculations. They also develop skills in visualizing data through charts and graphs. Furthermore, Year 4 students learn the importance of data accuracy and the value of drawing insights from structured information. Throughout the unit, they engage in hands-on activities and collaborative tasks, becoming proficient in using spreadsheet software to handle and analyse data, a valuable skill for their digital toolbox.	
Vocabulary	Refer to linked separate vocabulary document	
<b>Online Safety</b>		
Knowledge / Skills	Children can explore key concepts relating to online safety using concept mapping such as 2Connect. They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact.	
Vocabulary	Refer to linked separate vocabulary document	
Skills application	Coding - logical problem solving linked to reasoning in maths Music - composing music Science - sorting and classifying information PSHE - Online safety	
Recap	3.1 Coding, 2.1 Coding, 1.5 Coding and 1.4 Coding 3.4 Spreadsheets, 3.6 Branching Databases, 2.4 Questioning, 1.8 Spreadsheets 3.5 Email, 2.2 Online Safety, 1.1 Online Safety and Exploring Purple Mash	