



# Knowle CE Primary Academy

## Curriculum Map: Year 4 **COMPUTING**



Credibility						
DEEP DIVE	Computing Skills 1:1	Word Processing 1:2	Online Safety 2:1	Scratch: Questions and Quizzes 2:2	Programming Turtle Logo 3:1	Using and Applying 3:2
YEAR 4	<i>What can pupils already know/do/understand?*</i>					
<b>Non-Negotiable lessons</b>	1 to 6	1 to 6	1 to 6 Lesson 1 taught during Anti-Bullying week (Nov)	1 to 6	1 to 6	End of Year project for children to apply new skills
<b>Cross Curricular Opportunities</b> <span style="background-color: #ff0000; color: white; padding: 2px;">Creativity</span>	Link to class text ~ Flavia and the Magpie	Link to History ~ The Romans	Links with Safer Internet Day/ PSHC curriculum.	Link to topic on chocolate	Links to maths - coordinates and properties of a circle.	N/A
<b>Delivery timescale (Suggested)</b>	Block equivalent of 1-2 days for the unit.	Individual lessons or block depending on children's skill level.	1-6 taught individually (discussion and short activity sessions)	1-6 taught individually	Individual lessons or block depending on children's skill level.	Timescale to be decided by teacher.
<b>Problem-solving Approach</b> <span style="background-color: #ff0000; color: white; padding: 2px;">Compassion</span>	What is animation and what can I do with it?	Word processing... Can I use it to create different types of documents?	What is a digital citizen and how can I be a good example of one?	How, Who, what, where, when and why would I use a computer to create a quiz?	Are there other commands that make more exciting things happen?	How can we show our teachers how much <b>more</b> we know, can do and understand about computing?*
<b>Community Opportunities</b> <span style="background-color: #ff0000; color: white; padding: 2px;">Community</span>	Share animations online or through SZapp	N/A	Children's online superheroes to be displayed around school/Knowle Library?	Hold a school quiz for parents. Integrate into Year 4 chocolate evening.	N/A	N/A



Utilise other appropriate opportunities for the application and practice of taught skills/knowledge



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Assessment Criteria	
By the end of each unit all children should be able to:	
<p><b>Computing Skills</b></p> <ul style="list-style-type: none"> <li>- Explain what is meant by animation.</li> <li>- Create a series of linked frames that can be played as a short animation.</li> <li>- Control and adjust a time slider to locate a different point in a film clip</li> <li>- Insert images to create a simple stop-motion animation short film clip.</li> <li>- Evaluate the good and bad points about some animation software.</li> </ul>	<p><b>Word Processing Skills</b></p> <ul style="list-style-type: none"> <li>- Select, edit and manipulate text in different ways</li> <li>- Insert an image into a document</li> <li>- Format an image</li> <li>- Use formatting tools to improve the layout</li> <li>- Use the spellcheck tool</li> <li>- Insert a simple table</li> <li>- Change the size of the page</li> </ul>
<p><b>Online Safety</b></p> <ul style="list-style-type: none"> <li>- Define cyberbullying</li> <li>- Know how to respond to a hurtful message or comment online</li> <li>- Access a trusted search engine</li> <li>- Understand that different search terms give different results</li> <li>- Know what plagiarism is</li> <li>- Identify which information to keep private online</li> <li>- Explain what digital citizenship is</li> <li>- Tell someone else at least one way to stay safe online</li> </ul>	<p><b>Programming - Scratch Questions and Quizzes</b></p> <ul style="list-style-type: none"> <li>- Write a program which accomplishes a specific goal.</li> <li>- Create a program that includes a logical sequence.</li> <li>- Debug a program they have written</li> </ul>
<p><b>Programming with Turtle Logo</b></p> <ul style="list-style-type: none"> <li>- Write procedures using simple algorithms.</li> <li>- Change the colour of the pen.</li> <li>- Write text using the label command</li> </ul>	<p><b>Using and Applying</b></p> <ul style="list-style-type: none"> <li>- I can use appropriate software to design, create and present details of a new cartoon character</li> </ul>

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We follow a problem-solving approach to Computing. We focus on how we often use technology to solve problems and how sometimes, technology creates problems, which in turn, need solving! Themes and topics often start with a scenario or a question and whenever possible this is made 'real' for our pupils to motivate them and to give purpose to their learning.



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<b>Credibility</b>						
<b>DEEP DIVE</b>	<b>Computing Skills</b> 1:1	<b>Word Processing</b> 1:2	<b>Online Safety</b> 2:1	<b>Recovery Curriculum</b> Computing Science 2:2	<b>Scratch: Questions and Quizzes</b> 3:1	<b>Programming Turtle Logo</b> 3:2
<b>YEAR 4</b>	<i>What can pupils already know/do/understand?*</i>					
<b>Non-Negotiable lessons</b>	1 to 6	1 to 6	1 to 6 Lesson 1 taught during Anti-Bullying week (Nov)	<b>Key Skills</b> - Logging On - Typing - Using a trackpad - Following given pathways - Formatting text - Opening documents - Saving Documents	1 to 6	1 to 6
<b>Cross Curricular Opportunities</b> <span style="background-color: red; color: white; padding: 2px;">Creativity</span>	Link to class text ~ Flavia and the Magpie	Link to History ~ The Romans	Links with Safer Internet Day/ PSHE curriculum.		Link to topic on chocolate	Links to maths - coordinates and properties of a circle.
<b>Delivery timescale (Suggested)</b>	Block equivalent of 1-2 days for the unit.	Individual lessons or block depending on children's skill level.	1-6 taught individually (discussion and short activity sessions)		1-6 taught individually	Individual lessons or block depending on children's skill level.
<b>Problem-solving Approach</b> <span style="background-color: red; color: white; padding: 2px;">Compassion</span>	What is animation and what can I do with it?	Word processing... Can I use it to create different types of documents?	What is a digital citizen and how can I be a good example of one?	<b>British Science Week</b> <b>Cross Curricular Link</b> Insert photos into Word/PP. Write method or conclusion in a text box.	How, Who, what, where, when and why would I use a computer to create a quiz?	Are there other commands that make more exciting things happen?
<b>Community Opportunities</b> <span style="background-color: red; color: white; padding: 2px;">Community</span>	Share animations online or through SZapp	N/A	Children's online superheroes to be displayed around school/Knowle Library?		Hold a school quiz for parents. Integrate into Year 4 chocolate evening.	N/A
<b>Utilise other appropriate opportunities for the application and practice of taught skills/knowledge</b>						





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<p><b>Online Safety</b></p> <ul style="list-style-type: none"> <li>- Define cyberbullying</li> <li>- Know how to respond to a hurtful message or comment online</li> <li>- Access a trusted search engine</li> <li>- Understand that different search terms give different results</li> <li>- Know what plagiarism is</li> <li>- Identify which information to keep private online</li> <li>- Explain what digital citizenship is</li> <li>- Tell someone else at least one way to stay safe online</li> </ul>	<p><b>Recovery Curriculum</b></p> <ul style="list-style-type: none"> <li>- I can log on using my personal username and password.</li> <li>- I can use the keyboard to type.</li> <li>- I can use a trackpad to manipulate the cursor.</li> <li>- I can follow a given pathway to a program or area of the school network.</li> <li>- I can change the presentation of text using simple tools.</li> <li>- I can save a document I have created.</li> <li>- I can open a document I have created.</li> </ul>
<p><b>Programming - Scratch Questions and Quizzes</b></p> <ul style="list-style-type: none"> <li>- Write a program which accomplishes a specific goal.</li> <li>- Create a program that includes a logical sequence.</li> <li>- Debug a program they have written</li> </ul>	<p><b>Programming with Turtle Logo</b></p> <ul style="list-style-type: none"> <li>- Write procedures using simple algorithms.</li> <li>- Change the colour of the pen.</li> <li>- Write text using the label command</li> </ul>

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