Year 4	Computing					
KS2 Objectives	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Focus	Scratch: Questions and Quizzes	Programming Turtle Logo	Online Safety	Word Processing	Animation	Using and Applying
To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Create content that accomplish given goals and solve problems by decomposing them into smaller parts by analysing the difference between paper and online quizzes.

Write and debug programs that accomplish specific goals by creating a quiz question.

Write and debug programs that accomplish specific goals in the context of creating a quiz question.

Write and debug programs that accomplish specific goals by creating visual effects as part of a quiz

Write and debug programs that accomplish specific goals in the context of adding sound effects and changing backdrops.

Write programs that accomplish specific goals in the context of creating a scoring system.

Design, write and debug programs that | Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts in the context of using Turtle Logo to create and debug a procedure.

In the context of using Turtle Logo to create and debug an algorithm that uses stepos.

In the context of using Turtle Logo to create and debug an algorithm with different colours.

In the context of using Turtle Logo to create and debug an algorithm to fill areas with colour.

In the context of using Turtle Logo to create and debug an algorithm to write text.

In the context of using Turtle Logo to create and debug an algorithm to draw arcs. | | | | |

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	accomplish specific goals by creating a quiz on a topic of their choice.					
To use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Use sequence and selection in programs by creating a sequence of commands and using the 'if...then...else' command. Use sequence and repetition in programs by sequencing commands that run and using repetition to create effects Work with variables by changing the colour, shape, size and adding extra features to the sprites used in the quiz. Use sequence in programs by adding blocks to existing programs and ensuring they run all the effects Work with variables by changing the backdrop to the quiz. Work with variables by creating a scoring system for a quiz. Use sequence, selection, and repetition in	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output in the context of using Turtle Logo to create and debug a procedure. In the context of using Turtle Logo to create and debug an algorithm that uses stepos. In the context of using Turtle Logo to create and debug an algorithm with different colours. In the context of using Turtle Logo to create and debug an algorithm to fill areas with colour. In the context of using Turtle Logo to create and debug an algorithm to write text. In the context of using Turtle Logo to create and debug an algorithm to draw arcs.				

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KS2 Objectives	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
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	programs by creating a sequence of blocks and using the 'if...then...else' and 'repeat' commands. Work with variables by creating effects in their own quiz.					
To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs		Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs in the context of using Turtle Logo to create and debug a procedure. In the context of using Turtle Logo to create and debug an algorithm that uses stepos. In the context of using Turtle Logo to create and debug an algorithm with different colours. In the context of using Turtle Logo to create and debug an algorithm to fill areas with colour. In the context of using Turtle Logo to create and debug an algorithm to write text. In the context of using Turtle Logo to create and				

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		debug an algorithm to draw arcs.				
To 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						
To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content			Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content in the context of using search engines accurately.			
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				Select, use and combine a variety of software on a range of digital devices to design a range of programs, systems and content that accomplish specific goals , specifically creating a poster for a purpose. Select, use and combine a variety of software on a range of digital devices to design a range of programs, systems and content that accomplish specific goals in the context of creating a suitable layout for a poster Select, use and combine a variety of software on a	Analyse, evaluate and present data and information in the context of understanding the history of animation Use a variety of software to design and create content that accomplish given goals in the context of a computer animation of a stick figure. Use a variety of software to design and create content that accomplish given goals in the context of an animation recording with a number of moving characters.	Children choose from a variety of software to design and create a new cartoon character, adding a story or description along with other elements before deciding how to present their work.

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				range of digital devices to design a range of programs, systems and content that accomplish specific goals in the context of using spellcheck to edit spellings in a letter to parents Select, use and combine a variety of software on a range of digital devices to design a range of programs, systems and content that accomplish specific goals in the context of creating rotas for a cake sale. Select, use and combine a variety of software on a range of digital devices to design a range of programs, systems and content that accomplish specific goals in the context of creating simple cake recipe cards. Select, use and combine a variety of software on a range of digital devices to design a range of programs, systems and content that accomplish specific goals in the context of creating an e-voucher	Use a variety of software to design and create content that accomplish given goals in the context of structuring the timing of animation effects to create a short story. Use a variety of software, on a range of digital devices, to design and create content that accomplish given goals in the context of stop-motion animation using a webcam or digital camera and associated software. Select, use and combine a variety of software including analysing, evaluating and presenting data and information in the context of evaluating and comparing different animation software or techniques.	

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To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.			Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of thinking about how online messages can be hurtful. Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of finding out about online plagiarism. Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating their own sample online game account, highlighting information which is acceptable to include. Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range			

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			of ways to report concerns about content and contact in the context of giving examples of how to be a good digital citizen. Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating an online safety character.			
HC Confidence /Aspiration /Resilience / Spirituality						