

Autumn	Spring	Summer	
e-Safety- planned within PSHE / Citizenship using Somerset BYTE Awards I am kind and responsible Agree class internet rules based on personal responsibilities. Include cyberbullying messages in Anti-bullying week.	e-Safety- planned within PSHE / Citizenship using Somerset BYTE Awards I am safe 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.	e-Safety – planned within PSHE / Citizenship using Somerset BYTE Awards I am healthy 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.	
Programming 1 - CORE Year 4 My Scratch Games 5 sessions • 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 TIOL 1 - CORE Year 4 Check My Facts 2 sessions • 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 Multimedia 3 – CHOICE Year 4 My Mystery iMovie 3 sessions • Discuss video showing a mystery object and how they could make their own video • Decide on the success criteria for their video • Create own mystery object video, iMovie • Edit, improve and share their video • Create a timelapse film	TIOL 3 - CHOICE Year 4 Blog My Technology 3 sessions • Discuss how technology has changed over time • Talk about their favourite gadget and what it can do • Research information about gadgets • Write a blog post about a gadget for a class technology blog Handling Data 1 – CORE Year 4 Investigating My Sounds 3 sessions • 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 Programming 4 – CHOICE Year 4 'Getting to Know My Micro:Bit 3 sessions • 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	Multimedia 1a and 1b – CORE Year 4 My Comic Book 10 sessions (choose from Comic Life / PowerPoint units) • 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 Handling Data 2 – CHOICE Year 4 My Favourite Games 2 sessions • Collect data about favourite games • Add data to graphing software / apps and use to interrogate data • Create branching database of characters (optional)and interpret graph about animals Open Ended Challenge <u>Identify an appropriate challenge</u> 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	Basic Skills (to support my learning across the curriculum) • 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 Additional unplugged activities to reinforce computational thinking <u>Graph Paper Programming</u> (30 - 40 minutes) • 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? Create a Face (30 - 40 minutes) • Program a 'robot' to show an emotion using templates in resource. • Talk about 'if' and 'then'