

MBK Year 4 Computing Long term progression plan

Multi-media	Programming	Data	Digital Literacy	Information Technology	Knowledge	Skills
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit/focus	To create digital images	How to use email/Teams. Overview of e-safety issues	Using repetition in LOGO to create shapes	Creating a podcast	How the internet works and how to assess info for reliability	Using repetition to create a game in Scratch
Planning resources	Vector drawing Medium term plan (note this is a Y5 plan)	To be created – Communicating on the internet <ul style="list-style-type: none"> Clickbait Password Power up ThinkUKnow 8-10 online safety toolkit 	Programming A Repetition in shapes medium term plan	Audio editing medium term plan	The internet medium term plan All about Explorers.com_ - to assess website reliability	Programming B- Repetition in games
	<ul style="list-style-type: none"> Symmetrical pixel puzzles Kriss Kross puzzles-year 4 spellings Non-verbal reasoning matrices problems 					
Physical resources	<ul style="list-style-type: none"> Laptops/chrome books Sumopaint or Google drawings 	Laptops/chrome books	<ul style="list-style-type: none"> Laptops J2e logo or Logo – turtle academy 	<ul style="list-style-type: none"> Chrome books/laptops Headphones & microphones Audacity download 	Laptops/chrome books/i-pads	Laptops/chrome books Scratch

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Key learning objectives	I can explain that each element added to a vector drawing is an object	I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.	Explain when to use forever loops and count-controlled loops, and use them in programs.	Explain the benefits of using technology to present information.	I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.	Recognise that we can decompose a problem into smaller parts to help solve it.
	I can identify the shapes used to make a vector drawing	I can describe strategies for keeping personal information private, depending on context.	I can explain the effect of changing a value of a command	Appreciate that you need to use specific software to work with video, images, audio etc.	I can demonstrate how information is shared across the internet and describe the internet as a network of networks	Design a program for a purpose. Decompose into parts and create an algorithm for each one.
	I can explain how alignment grids and resize handles can be used to improve consistency	I can explain that internet use is never fully private and is monitored, e.g. adult supervision.	Recognise common mistakes in programs and how to correct them.	I can open and save a digital recording from a file	I can recognise that the World Wide Web is the part of the internet that contains websites and web pages	Recognise common mistakes in programs and how to correct them.

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	Design and create digital content for a specific purpose, e.g. poster, animation.	I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.	I can program a computer by typing commands	I can discuss ways in which audio recordings can be altered	I can recognise that the World Wide Web is the part of the internet that contains websites and web pages	I can recognise that some programming languages enable more than one process to be run at once
	Identify the features of a good piece of digital content and apply these in own design.	I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.	I can test my algorithm in a text-based language	I can explain that digital recordings need to be exported to share them	I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).	I can re-use existing code snippets on new sprites
	I can move, resize, and rotate objects I have duplicated	I can explain what a strong password is and demonstrate how to create one.	- I can use a template to create a design for my program - I can write an algorithm to produce a given outcome	I can use a device to record audio and play back sound	I can assess whether information I find on the internet is honest, accurate, or legal.	Application of skills learned in LOGO to Scratch

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	I can modify objects to create different effects	I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.	I can choose which values to change in a loop	I can plan and write the content for a podcast		
	I can use the zoom tool to help me add detail to my drawings	I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).	I can identify the effect of changing the number of times a task is repeated	I can edit sections of an audio recording		
	I can change the order of layers in a vector drawing	I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming , gaming platforms).	I can predict the outcome of a program containing a count-controlled loop	I can use editing tools to arrange sections of audio		

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	I can identify that each added object creates a new layer in the drawing	I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.				
	I can identify which objects are in the front layer or in the back layer of a drawing	I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.				
	To group objects to make them easier to work with	I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.				
		I can create an email with a suitable heading and appropriate structure.				

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		I can send messages to others on Teams and I know what is private and what can be seen by all members of the Team				
		I can identify scam emails and report them.				
Ongoing skills	<ul style="list-style-type: none"> - Recognise that you can organise files using folders. - Explain what a good file name would look like. - Delete and move files. - Use key parts of a keyboard effectively (e.g. shift, arrow keys, delete). - Know how to copy and paste text or images in a document. - Crop an image and apply simple filters. - Use a search engine to find specific information. 					