

KS2 - Computing

Year 4

Unit theme	Computing systems and networks	Creating Media	Programming A	Data and information	Creating media	Programming B
Unit title	The internet (4.1)	Photo editing (4.2)	Repetition in shapes (4.3)	Data logging (4.4)	Photo editing (4.5)	Repetition in games (4.6)
I know that/how to...	<ul style="list-style-type: none"> -To describe how networks physically connect to other networks -To recognise how networked devices make up the internet -To outline how websites can be shared via the World Wide Web (WWW) -To describe how content can be added and accessed on the World Wide Web (WWW) -To recognise how the content of the WWW is created by people -To evaluate the consequences of unreliable content 	<ul style="list-style-type: none"> -To identify that sound can be recorded -To explain that audio recordings can be edited -To recognise the different parts of creating a podcast project -To apply audio editing skills independently -To combine audio to enhance my podcast project -To evaluate the effective use of audio 	<ul style="list-style-type: none"> -To identify that accuracy in programming is important -To create a program in a text-based language -To explain what 'repeat' means -To modify a count-controlled loop to produce a given outcome -To decompose a task into small steps -To create a program that uses count-controlled loops to produce a given outcome 	<ul style="list-style-type: none"> -To explain that data gathered over time can be used to answer questions -To use a digital device to collect data automatically -To explain that a data logger collects 'data points' from sensors over time -To recognise how a computer can help us analyse data -To identify the data needed to answer questions -To use data from sensors to answer questions 	<ul style="list-style-type: none"> -To explain that the composition of digital images can be changed -To explain that colours can be changed in digital images -To explain how cloning can be used in photo editing -To explain that images can be combined -To combine images for a purpose -To evaluate how changes can improve an image 	<ul style="list-style-type: none"> -To develop the use of count-controlled loops in a different programming environment -To explain that in programming there are infinite loops and count controlled loops -To develop a design that includes two or more loops which run at the same time -To modify an infinite loop in a given program -To design a project that includes repetition -To create a project that includes repetition
Vocabulary introduced/embedded	<p>Internet, network, router, network security</p> <p>Network switch, server, wireless access point (WAP), router</p> <p>Website, web page, web address, router, routing, web browser</p> <p>World Wide Web, internet, content, website, web page, links, files</p> <p>Website, use, content, download, sharing, ownership, permission</p> <p>Information, sharing, accurate, honest, content, adverts</p>	<p>Audio, microphone, speaker, headphones, input device, output device</p> <p>Audio, sound, podcast, edit, trim, align</p> <p>Audio, sound, layer, import</p> <p>Audio, sound, record, playback, edit, selection</p> <p>Audio, sound, load, import, save, export, MP3</p> <p>Export, MP3, audio, editing, evaluate, feedback</p>	<p>Program, turtle, commands, code snippet</p> <p>Algorithm, Design, debug, logo commands</p> <p>Pattern, repeat, repetition, count-controlled loop, algorithm, value</p> <p>Repeat, repetition, count-controlled loop, trace, value</p> <p>Repeat, count controlled loop, decompose, procedure,</p> <p>Count controlled loop, procedure, debug, program</p>	<p>Data, table, layout</p> <p>Input device, sensor, data logger</p> <p>Data logger, logging, data point, interval</p> <p>Analyse, data set, import, export</p> <p>Data, data logger, logged, collection</p> <p>Analyse, review, conclusion</p>	<p>Image, edit, digital, crop, rotate, undo, save</p> <p>Image, adjustments, effects, colours, hue, saturation, sepia, vignette</p> <p>Image, edit, retouch, clone</p> <p>Image, edit, select, copy, paste, combine</p> <p>Image, made up, real, composite, cut, copy, paste, alter, background, foreground</p> <p>Rotate, crop, zoom, clone, select, copy, paste, undo, font</p>	<p>Scratch, programming, sprite, blocks, code, loop, repeat, value</p> <p>Block, repeat, forever, infinite loop, count-controlled loop, costume</p> <p>Repetition, forever, infinite loop, count-controlled loop, animate, costume, event block, duplicate</p> <p>Block, repeat, forever, infinite loop, modify, design</p> <p>Infinite loop, count-controlled loop, repetition, design, sprite, algorithm</p> <p>Repetition, design, algorithm, duplicate, debug, refine, evaluate</p>

KS2 - E-Safety

Year 4								
Unit theme	Self-image & identity	Online Relationships	Online Reputation	Online Bullying	Managing Online Information	Health, Wellbeing and lifestyle	Privacy and security	Copyright and ownership
I know that/how to...	<p>I can explain how my online identity can be different from my offline identity.</p> <p>I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</p> <p>I can explain that others online can pretend to be someone else, including my friends, and I can suggest reasons why they might do this.</p>	<p>I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).</p> <p>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p> <p>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.</p>	<p>I can describe how to find out information about others by searching online.</p> <p>I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</p>	<p>I can recognise when someone is upset, hurt or angry online.</p> <p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p> <p>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).</p>	<p>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.</p> <p>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).</p> <p>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.</p> <p>I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</p> <p>I can explain that technology can be designed to act like, or impersonate, living things (e.g. bots) and describe what the benefits and the risks might be.</p> <p>I can explain what is meant by fake news; for example, why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.</p>	<p>I can explain how using technology can be a distraction from other things in a positive and negative way.</p> <p>I can identify times or situations when someone may need to limit the amount of time they use technology. For example, I can suggest strategies to help with limiting this time.</p>	<p>I can describe strategies for keeping personal information private, depending on context.</p> <p>I can explain that internet use is never fully private and is monitored.</p> <p>I can describe how some online services may seek consent to store information about me.</p> <p>I know how to respond appropriately and who I can ask if I am not sure.</p> <p>I know what the digital age of consent is and the impact this has on online services asking for consent.</p>	<p>When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.</p> <p>I can give some simple examples of content which I must not use without permission from the owner (e.g. videos, music, images).</p>
Vocabulary	Identity, trusted adult, positive, reputation, perception, identity, identity theft, profile,	Online community, online social environment, healthy, unhealthy, motive, respect, privacy, permission, consent	Websites, information, search, search engine, trustworthy ,source, online profile	Screengrab, screenshot, intimidate, trusted grown up, Upset, Hurt, Angry, Online, Tone, Body language, responsibility, impact, online environment, content, self image, self esteem, misunderstand, misinterpret	Worksheet, powerpoint, advert, advertising, purchase, pop up, fake-news, URL, accurate, online, sync	Healthy, moderation, lifestyle, self regulation,	Passwords, private, personal, convince, personal, information, private, monitored, cookies, digital age of consent, Data, consent,	Copy, permission, original, images, information, creative commons licence, commercial licence, search, usage rights, research, copyright, licences