

# Year

# 4



**Silverdale Primary Academy**

The best in everyone™

Part of United Learning

	Key ideas	Link to NC Students should be taught to:	KPI Pupils can:	Curriculum Context	Useful resources
<b>Autumn A</b>	How networks work; plus research into topic	<p>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</p> <p>use search technologies effectively; appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>explain that computers can be connected using networks</p> <p>draw a simple network map</p> <p>use advance internet search features to compare and evaluate search engine results</p> <p>collect and sort information from a range of data sources</p> <p>compare, analyse and evaluate digital content from two different sources</p>	RHYTHM OF RIVERS - researching mighty mountains and rivers to create a project	<p>Popplet</p> <p>Nearpod</p> <p>Northwest Pacific Tree</p> <p>Octopus site</p>

<p><b>Autumn B</b></p>	<p>use topic as context for research</p>	<p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>use advance internet search features to compare and evaluate search engine results</p> <p>collect and sort information from a range of data sources</p> <p>compare, analyse and evaluate digital content from two different sources</p>	<p>RHYTHM OF RIVERS - present findings to others in a variety of ways</p>	
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<p><b>Spring B</b></p>	<p>Kodu - introducing the terminology of sequence, selection and repetition by creating a story; provide programs with 'errors' that pupils need to solve; predict what will happen if changes are made to the program</p>	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>use sequence, selection and repetition to design and write a simple program using a visual programming language</p> <p>use logical reasoning to predict the outcome of a program and changes to it</p>	<p>Tomb Raiders - create a mummy style game</p>	
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Spring A	Kodu	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>use sequence, selection and repetition to design and write a simple program using a visual programming language</p> <p>use logical reasoning to predict the outcome of a program and changes to it</p>	Tomb Raiders game developed to include point scoring		<p><b>Extension Activities:</b></p> <ul style="list-style-type: none"> <li>- Making a racing game with different levels</li> <li>- Adding Powerups</li> <li>- Adding/losing health</li> </ul>	<p><b>Alternative activity:</b></p> <p>Creating a quest/maze - collect objects around the maze/world; collection triggers information being conveyed about topic</p>

<p><b>Summer A</b></p>	<p>Stop frame animations - creating stop frame animations</p>	<p>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</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>use a range of technology to share digital resources including charts, articles and audio/visual presentations, with a selected audience</p> <p>collaborate with others using digital tools</p> <p>identify a range of online risks</p>	<p>AMERICAN DREAM - using a movie making software to create a Hollywood inspired movie</p>	<p>iMotion, iMovie, Garage Band</p>

<p><b>Summer B</b></p>	<p>Marketing - making trailers and adverts for America</p>	<p>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</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>use a range of technology to share digital resources including charts, articles and audio/visual presentations, with a selected audience</p> <p>collaborate with others using digital tools</p> <p>identify a range of online risks</p>	<p>AMERICAN DREAM - create a travel brochure on America and all it has to offer</p>	<p>iMovie Pic Collage</p>
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