**YEAR 4 COMPUTING - CURRICULUM OVERVIEW 2024 – 2025**

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| **YR4** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **YEAR 4 Content** | **Computing systems and networks – the internet**Recognising the internet as a network of networks including the WWW, and why we should evaluate online content. | **Creating media – Audio production** Capturing and editing audio to produce a podcast, ensuring that copyright is considered. | **Creating media – Photo editing** Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled. | **Data and information – Data logging** Recognising how and why data is collected over time, before using data loggers to carry out an investigation. | **Programming A – Repetition in games**Using Logo & Hour of Code Using a block-based programming language to explore count-controlled and infinite loops when creating a game. | **Programming B – Repetition in shapes**Using a text-based programming language to explore count-controlled loops when drawing shapes. |
| **Key new knowledge** | **The Internet*** Apply knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure.
* Learn that the World Wide Web is part of the internet, and begin to understand who owns content and what can be accessed, added, and created.
* Evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.
 | **Audio Production*** Identify that the input device (microphone) and output devices (speaker or headphones) are required to work with sound digitally.
* Discuss the ownership of digital audio and the copyright implications of duplicating the work of others.
* Record audio to produce a podcast, which will include editing, adding tracks, and opening and saving the audio files.
* Evaluate work and give feedback to peers.
 | **Photo Editing*** Develop understanding of how digital images can be changed and edited, and how they can then be resaved and reused.
* Consider the impact that editing images can have, and evaluate the effectiveness
 | **Data Logging*** Discuss and consider how and why data is collected over time.
* Collect data as well as access data captured over long periods of time.
* Investigate data points, data sets, and logging intervals.
* Develop and pose questions and then use data loggers to automatically collect the data needed to answer those questions.
 | **Programming – repetition in games*** Create programs by planning, modifying, and testing commands to create shapes and patterns (Using Logo, a text-based programming language).
* Explore the concept of repetition in programming using Hour of Code.
* Investigate the difference between count-controlled and infinite loops.
* Design and create a game which uses repetition, applying stages of programming design throughout.
 | **Programming – repetition in shapes*** Identify that accuracy in programming is important.
* Create a program in a text-based language.
* Be able to explain what ‘repeat’ means
* Modify a count-controlled loop to produce a given outcome.
* Decompose a task into small steps.
* Create a program that uses count-controlled loops to produce a given outcome.
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| **Assessments** | Formative questioning and teacher observation.Summative end of unit assessment. | Formative questioning and teacher observation.End of unit assessment rubric in planning. | Formative questioning and teacher observation.End of unit assessment rubric in planning. | Formative questioning and teacher observation.End of unit assessment rubric in planning. | Summative end of unit assessment. | Summative end of unit assessment. |