**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. |
| **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. |