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| **Year 4** | **Computing Unit** | **Computing Focus:** | **Programmes of Study** | **Suggested Software** |
| **Autumn 1**  **Road Trip USA** | 4.1 I AM A CO-AUTHOR In this unit pupils will create a digital encyclopaedia using wikis that can be edited, added to and be deleted by others in collaboration. Children will work in groups to choose words, research their meanings and write definitions. This can be used for children to explore new vocabulary in science, history, geography or art as well as maths and literacy. | * Text creation * Collaborative editing * research | * Communication and collaboration * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour | * School Blog * Wikipedia |
| **Autumn 2**  **Misty Mountain Sierra** | 4.2 I AM A METEOROLOGIST In this unit pupils will collect real data about *the weather over a set time*, record the data on spreadsheets and present their findings in their own weather report. Pupils must decide what they would like to measure and how to do it. Then once they have their data recorded they can have a go at being part of weather presenting team which can include script writers, cameramen, presenters and directors. Geography links can be made here but the data collection allows for maths links for data handling and measures. | * Data logging and analysis * Presentation * Video recording | * 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 | * Sheets * Docs * Drive * Keynote   Decibel 10th (sound meter) |
| **Spring 1**  **I am Warrior** | 4.4 I AM A HISTORIAN This unit provides an opportunity for children to delve into the history of the area by looking at census data. Then they get the chance to create their own census style database of the class and compare that data. Pupils must choose their own criteria to collect data about and how they will do it. The focus is on data collect from surveys which are then inputted into a database. Children must then be asked to comprehend what the data is showing through questioning and analysis. Data collection and input can be done in a time to suit but the analysis could possibly be completed in maths or topic lesson. | * Survey creation * Databases * Presentation of analysis | * use search technologies effectively * collecting, analysing, evaluating and presenting data and information | * Sheets * Excel |
| **Spring 2**  **Playlist** | 4.3 I AM A DIGITAL MUSICIAN In this unit pupils will manipulate, interact with and make digital music. Through manipulation of beat, tempo and pitch, children will investigate how music can alter or represent a mood. Then children can start to compose as individuals or as a group using computer based music programs. They can also record the use of non-digital instruments and manipulate the sounds. PSHE is a great link here as music can be used to show mood and reach a community. | * Audio recording * Music composition * Sequencing | * 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 * be discerning in evaluating digital content | * Garage Band * R-Tap Drums |
| **Summer 1**  **Traders & Raiders** | 4.6 I AM A TRAVEL PRESENTER In this unit pupils will make a photo slideshow video with annotations, sounds, music and text to show the highlights of a trip or visit. Pupils must take photos and select the most appropriate for the task and then add them together with factual statements added in text. Music and sounds must be added as separate tracks. These videos could then be posted onto a blog. Any previous trip can be used or one can be arranged to use in the unit, but look out for writing and art opportunities through it also. | * Research * Digital photography * Video editing and recording | * use search technologies effectively * be discerning in evaluating digital content * use technology safely, respectfully and responsibly * 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, | * iMovie |
| **Summer 2**  **Blue Abyss** | 4.5 I AM A DIGITAL ARTIST In this unit pupils will use vector and turtle graphics to explore forms of art using geometry. *Looking at art by Escher and Bridget Riley, as well as symmetry and Islamic patterns*, pupils will create their own art. Children can program screen turtles to create algorithms that produce geometric shapes but can also use vector art to trace existing art or create their own form influenced by another. | * Vector graphics * Programming | * be discerning in evaluating digital content * 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 | * Scratch * Hopscotch * Tynker |