

Class: Year 4

Unit		
<p>Aut 1 Unit title: Intro to AI/Hardware and Software</p>	<p><u>National Curriculum coverage</u> - 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 - use search technologies effectively, appreciate how results are selected and ranked, and 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</p>	<p><u>Key computing skills</u></p> <ul style="list-style-type: none"> • To understand what Artificial Intelligence is and some of the tasks it can carry out. • To learn to communicate effectively with AI tools by writing clear and precise prompts. • To learn how to be a good digital citizen when using AI. • To think about how AI might develop in the future. • To understand what technology is, where we see it in everyday life, and how it helps us at school, home and beyond. • To identify and describe different pieces of computer hardware and understand their functions. • To understand what software is and how we use it to complete tasks. • To explore how hardware and software interact to complete everyday tasks.
<p>Aut 2 Unit title: Effective Searching/Logo</p>	<p><u>National Curriculum coverage</u> - 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 - use search technologies effectively, appreciate how results are selected and ranked, and 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</p>	<p><u>Key computing skills</u></p> <ul style="list-style-type: none"> • To understand what a search engine is, how it works and how to use simple keywords to find information online. • To understand how search engines collect, sort and rank results, and why some results appear first. • To learn advanced ways to improve searches so we can find the most accurate and useful results quickly. • To develop strategies to judge whether information online is true and if sources can be trusted. • To know key commands and input simple instructions. • To use a variety of commands to create shapes using multi-line mode. • To use the Repeat command. • To change the line thickness and colour. • To use procedures to write instructions.
<p>Spr 1 Unit title: Coding</p>	<p><u>National Curriculum coverage</u> - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p><u>Key computing skills</u></p> <ul style="list-style-type: none"> • To create a simple computer program using coding structures previously encountered. • To know what selection means in computer programming. • To know how to use co-ordinates in computer programming. • To explore methods that introduce loops in coding. • To understand what a variable is in programming. • To create a game that keeps score.
<p>Spr 2 Unit title: Animations</p>	<p><u>National Curriculum coverage</u> - 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><u>Key computing skills</u></p> <ul style="list-style-type: none"> • To understand what animation is. • To understand the term onion skinning and be able to use this technique for 2D computer animations. • To know how to enhance simple animations using animation software. • To plan an animation.

	<ul style="list-style-type: none"> - use search technologies effectively, appreciate how results are selected and ranked, and 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 	<ul style="list-style-type: none"> • To create a narrative through animation. • To evaluate animations.
Sum 1 Unit title: Sound Stories	<u>National Curriculum coverage</u> <ul style="list-style-type: none"> - 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 - use search technologies effectively, appreciate how results are selected and ranked, and 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 	<u>Key computing skills</u> <ul style="list-style-type: none"> • To understand what makes audiobooks effective and identify the key features that make them engaging. • To plan and write a script for an engaging audiobook. • To record clear narration and add sound effects to an audiobook. • To edit, improve and finalise an audiobook using recording and sound design tools.
Term 6 Unit title: Composing Beats	<u>National Curriculum coverage</u> <ul style="list-style-type: none"> - 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 - use search technologies effectively, appreciate how results are selected and ranked, and 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 	<u>Key computing skills</u> <ul style="list-style-type: none"> • To identify and discuss the main elements of music. • To understand and experiment with rhythm and tempo. • To create a melodic phrase using varied notes and pitch. • To compose a piece of electronic music.

