Year 4: Computing

	Key Facts
Digital Citizenship and Online Safety	I can explain how my online **identity** can be different to the **identity** I present in real life. Knowing this, I can describe the right decisions about how I interact with others and how others perceive me. I can describe strategies for safe and fun experiences in a range of online social environments. I can give examples of how to be respectful to other online. I can describe how others can find out information about me by looking online. I can explain ways that some of the information about me online could have been created, copied or shared by others. I can identify some online technologies where bullying might take place. I can describe ways people can be bullied through a range of media (e.g. image, video, text) I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation)
Digital Literacy	I can format images for a purpose I can use formatting tools to create an effective layout I can use the spell checker tool I can insert and format a table in a word processing document I can change a page layout for a purpose I can create **hyperlinks** within a word document I can continue to apply my digital literacy skills across multiple application programs.
Computer Science	I can use sequence and **loops** (repetition) in programs confidently I can detect and debug errors in algorithms and programs I can independently select and sequence code to make my own program I know that a 'loop' is used to repeat a set of instructions I can transfer my coding skills between software (e.g. scratch, hour of code) I can use logical reasoning to detect and correct errors in an algorithm
Information Technology	I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts' I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites) I can describe some of the methods used to encourage people to buy things online (e.g. in-app purchases, pop-ups) and can recognise some of these when they appear online. I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people.

	I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true. I can explain what a strong password is. I can describe strategies for keeping my personal information private I can explain that others online can pretend to be me or other people, including my friends. I can suggest reasons why they might do this. When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. I can describe what a **URL** is I can explain **domain name** types (e.g. .ac.uk; .gov.uk; .org.uk) I can identify the most relevant results from a **search engine** – not just 'sponsored links' I can discuss what it means to save work locally, to a network or to a 'cloud' based programme

Vocabulary	
Identity	Information about you (the user) that is gathered and stored online
Hyperlink	A link to another location by clicking on a word or image
Loop	repetition of a fragment of code to complete an action multiple times
URL	Uniform Resource Locator - The address of a world wide web page
Domain Name	A sequence of letters an d/ or numbers separated by one or more . that act as a pointer to a unique address on a computer network. A web domain always ends in an extension or 2 or 3 characters (e.g. .uk, .com)
Search Engine	A program that searches for and identifies items in a database that correspond to keywords or characters specified by the user, used especially for finding particular sites on the World Wide Web.

Useful Websites and Other Resources

Childnet:
www.childnet.com

Education for a Connected World (GOV):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759003/Education_for_a_connected_world_PDF.PDF

BBC Bitesize KS2:
https://www.bbc.com/bitesize/subjects/zvnrq6f

Hour of Code:
https://code.org/learn

Child-friendly Visual Search Engine:
https://www.kiddle.co/

Common Sense Education:
https://www.commonsense.org/education/digital-citizenship/curriculum

Movie Soup:
http://moviesoup.co.uk/

Pivot Animator:
https://pivotanimator.net/Download.php

Turtle Logo:
https://turtleacademy.com/

Childline:
https://www.childline.org.uk/

Scratch:
https://scratch.mit.edu/