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| **Term**  | **Autumn 1**  | **Autumn 2**  |
| **Week**  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| **Topic/****Unit**  | Online safety  | Coding  |  | Online Safety | Online Safety  | Spreadsheets  |
| **Sware**  | RS/PM | 2Code / Compare to Scratch (depending on timing)  | RS | PM (VARIOUS) | 2CALCULATE |
| **Focus Outcome**  | **We are Y4 rule writers** | Chn apply knowledge of coding, variables,if statements, use blocks, repeat and explain, explain timings, compare  | Compare a range of coding software, vocabulary (e.g sprite, blocks), create basic codes following instructions, debug in order to get coding to work and reach target, include actions, text, if statements, detailed explanations, answer what if questions, code independently using learnt knowledge of blocks and debugging to be successful.  | **We are standing up to peer pressure**  | Aware of security symbols, vocabulary (e.g phishing), digital footprint in reference to identity theft, risks of installing, malware, infringing of copyright, take ownership of digital activities, reasons for screen time limits. | Use of formatting tools, use a variety of data to create line graphs, read digital line graphs effectively, compare data and presentation, collect data, use spreadsheet to plan and investigate, use currency formatting, allocate images with values, apply mathematical knowledge to concepts.  |

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| **Term** | **Spring 1**  | **Spring 2** |
| **Week** | **1** | **2** | **3** | **4** | **5** | **1** | **2** | **3** | **4** | **5** |
| **Topic/****Unit** | Online Safety  | Writing for Different Audiences  | Online Safety  |  Logo |
| **Sware**  | RS | 2TYPE | RS | Logo |
| **Focus Outcome** | **We are aware that our online content lasts forever**  | Compare texts and discuss properties, vocab (font, size, etc), purpose of audience and job role, technology in the real world, communications, mind map, share, collab, | **We are online risk managers**  |  Create designs, shapes, images, follow instructions and independently later apply knowledge, draw letters, increase complexity, predict, repeat functions, evaluate, build |

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| **Term** | **Summer 1** | **Summer 2**  |
| **Week** | **1** | **2** | **3** | **4** | **5** | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| **Topic/****Unit** | Online Safety | Animation  | Online Safety  | Effective Search  | Hardware Investigator  |
| **Sware**  | RS/PM | 2Animate  | RS | BROWSER | VARIOUS |
| **Focus Outcome** | **We are respectful of digital rights and responsibilities**  | Animation flick book, create, use language (e.g frames), show understanding, animate,variety of tool (e.g onion skin), new images, backgrounds/sound for complexity, explain/share.  | **We are careful when talking to digital friends**  | Search queries, answer, analyse content, use knowledge of online safety linking to credibility.  | Name equipment and technology, functions, compare, use technical vocabulary.  |