Programming **(Algorithms, Sequencing and testing code)** **Beebot / Roamer / Probot**		
Computer Science		**Scratch Questions and Quizzes.** *Design, write and debug programs that accomplish specific goals.* *Use sequence, selection, and repetition in programs.* *Work with variables.* This unit follows up the earlier units on programming Scratch on a computer/tablet. In this unit the children write quizzes by combining questions. While specific skills in Scratch are taught, the unit aims to teach children the wider programming skills of solving problems, testing, debugging, improving and evaluating.
Communication Publishing and collaborating **(Multimedia Word Processing)**		
IT Skills	**Word Processing Skills** *Select, use and combine a variety of software on a range of digital devices to design a range of programs, systems and content that accomplish specific goals.* This is the fourth word processing unit, following the units in year 1, 2 and 3 aimed at teaching basic and word processing and text formatting skills. In this unit children will learn about formatting images and organising content into and effective layout. The first lesson focuses on formatting images and making them suitable for a poster advertising a cake sale. Throughout the rest of the unit, children will learn new skills and techniques and apply them to creating a range of different word documents (posters, letters to parents, job rotas, recipe cards and e-vouchers) which they will use during the cake sale project.	**Animation** *Analyse, evaluate and present data and information.* *Use a variety of software to design and create content that accomplish given goals.* *Select, use and combine a variety of software including analysing, evaluating and presenting data and information* This unit is aimed at developing children's graphic and presentation skills by introducing drawing as opposed to painting. It also goes on to further children's understanding of layouts using a desktop publishing application. Children will learn to draw, order, group and manipulate objects to make a picture. They will also learn to evaluate and create effective layouts, combining text and images.

Online Safety	*Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact* *Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content* In this unit, children learn about preventing and dealing with cyberbullying; how to use search engines efficiently; how to avoid plagiarism online; and how to be a good digital citizen. The unit ends with children applying their new knowledge to design a character to be displayed around school to promote online safety.	