Year 4	Overview	Knowledge	Vocabulary	Cross-curricular links
Collaborative learning (5 lessons) Learning to work collaboratively in a responsible way using tools including Google Docs and Sheets Go to unit	**Digital Literacy and Online Safety** Selecting using and combining a variety of software to design and create a range of programs, systems and content that accomplish given goals. Understanding opportunities offered by the World Wide Web for communication and collaboration.	Collaborative online documents Presentation skills	• collaborate • comment • e-Document • edit • email • icon • insert (file) • link • presentation software • presentation • reply • reviewing comments • share • spreadsheet • transition	
Further coding with Scratch (5 lessons) The coding program Scratch is explored further by revisiting key features and introducing the children to the crucial concept and execution of using 'variables' in code scripts. Go to unit	**Computational Thinking** Using logical reasoning to explain how simple algorithms work. Designing, writing and debugging programs that accomplish specific goals, including controlling or simulating physical systems. Solving problems by decomposing them into smaller parts. Using sequence, selection and repetition in programs. Working with variables and various forms of input and output.	Scratch coding blocks – motion, sound, looks, events, control, operators, sensing, variables, my blocks Scratch sprites	• code • code block • conditional statement • decompose • direction • feature • icon • orientation • position • program • project • stage • tinker • variable	
Website design (5 lessons) Pupils design and create their own websites, considering content and style, as well as understanding the importance of working collaboratively Go to unit	**Digital Literacy and Online Safety** Selecting using and combining a variety of software to design and create a range of programs, systems and content that accomplish given goals. Understanding opportunities offered by the World Wide Web for communication and collaboration.	Websites – making a new site, building a new page, add text boxes, inserting files, changing themes, embedding links	• collaboration • content • create • design • edit • embed • feature • header • hyperlink • insert (file) • online • plan • tab • website • WWW	

Year 4 *continued.*	Overview	Knowledge	Vocabulary	Cross-curricular links
HTML **(5 lessons)** Pupils explore the language behind well-known websites, while developing their understanding of how to change the core characteristics of a website using HTML and CSS Go to unit	**Digital Literacy and Online Safety** Recognising that information on the internet might not be true or correct. Using technology safely, by recognising acceptable/unacceptable behaviour. Knowing what to do when they have concerns about content or contact online. **Computational Thinking** Understanding that websites can be altered by exploring the code beneath the site. Designing, writing and debugging programs that accomplish specific goals. Solving problems by decomposing them into smaller parts.	HTML code CSS code HTML tags – head, body, ordered lists, list items, image, line break	• code • content • copyright • CSS • hacker • hex code • internet browser • permission • script • URL • web page	
Investigating weather (5 lessons) Children investigate the role of computers in forecasting and recording weather as well as how technology is used to present forecasts Go to unit	**Digital Literacy and Online Safety** Understanding why some sources are more trustworthy than others. **Computational Thinking** Understanding the role of inputs and outputs in computerised devices.	Weather station – sensors, anemometer, probes, data recording, solar panel, rain gauge Weather satellites – altimeter, GPS, solar array, data transmission Green screen – how a subject can placed in a different background (chroma key)	• algorithm • automated machine • calculate • climate • device • forecast • log data • predict • record • sensor • source • spreadsheet • temperature • weather	Science Geography
Computational thinking (5 lessons) Through developing their understanding of the four pillars of computational thinking, children learn to identify them in different contexts Go to unit	**Computational Thinking** Understand what decomposition is and how it facilitates problem solving. Designing, writing and debugging programs that accomplish specific goals. Understand abstraction and patterns recognition.	Decomposition - data without any identification, order or sequence Sequencing and pattern recognition	• abstraction • algorithm • design • code • code blocks • computer • decompose • problem	

Year 4 *continued*	Overview	Knowledge	Vocabulary	Cross-curricular links
Online safety **(6 lessons)** Pupils develop their understanding of how to identify trustworthy information online and consider the implications of technology. [Go to unit](#)	**Digital Literacy and Online Safety** Be discerning in evaluating content by learning about the techniques that companies use to advertise online. Use technology safely and responsibly by considering the risks of screen-time and technology. Using search technologies effectively, appreciating how results are selected and ranked.	Chat bots Advertising- snippets, pop-ups, influencers The difference between facts, opinions and beliefs online	- ad/ advertisement - accuracy - alter - belief - bot - chatbot - fact - fake - gaming - in-app purchases - influencer - implication - judgement - live streaming - opinion - pop ups - reliable - respectful - search engine - social media - snippet - sponsored	RSE