

The Year 4 Learner will cover the following units:

	UNIT SUMMARY	LEARNING EXPECTATIONS	THIS UNIT MEETS THESE OBJECTIVES FROM THE NATIONAL CURRICULUM:
Year 4	<p>Developing computer game</p> <p>The pupils start by playing and analysing educational computer games, identifying those features that make a game successful. They then plan and design a game, with a clear target audience in mind. They create a working prototype, and then develop it further to add functionality and improve the user interface. They test their game and make any necessary changes.</p>	<p><i>This unit will enable the children to:</i></p> <ul style="list-style-type: none"> • develop an educational computer game using selection and repetition • understand and use variables • start to debug computer programs • recognise the importance of user interface design, including consideration of input and output. 	<ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals. • 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.
Year 4	<p>Creating digital music</p> <p>How many children in your class play an instrument? How many of them like singing, or simply enjoy listening to music? In this unit, the children produce music suitable for any purpose they choose.</p>	<p><i>This unit will enable the children to:</i></p> <ul style="list-style-type: none"> • use one or more programs to edit music • create and develop a musical composition, refining their ideas through reflection and discussion develop collaboration skills • develop an awareness of how their composition can enhance work in other media. 	<ul style="list-style-type: none"> • Use sequence, selection and repetition in programs; work with variables and various forms of input and output. • Understand computer networks, including the internet; ... and the opportunities they offer for communication and collaboration. • 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 • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.
Year 4	<p>Creating a webpage with HTML</p> <p>In this unit the children learn about the history of the web, before studying HTML (hypertext mark-up language), the language in which web pages are written. They learn to edit and write HTML, and then use this knowledge to create a web page.</p>	<p><i>This unit will enable the children to:</i></p> <ul style="list-style-type: none"> • understand some technical aspects of how the internet makes the web possible • use HTML tags for elementary mark up • use hyperlinks to connect ideas and sources code up a simple web page with useful content understand some of the risks in using the web. 	<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 technology safely, respectfully and responsibly; know a range of ways to report concerns and unacceptable behaviour. • Use and combine a variety of software (including internet services) to accomplish given goals, including presenting information.
Year 4	<p>Creating a digital presentation</p> <p>This unit brings together data measurement, analysis and presentation, as the children take on the role of meteorologists and weather presenters.</p>	<p><i>This unit will enable the children to:</i></p> <ul style="list-style-type: none"> • understand different measurement techniques for weather, both analogue and digital • use computer-based data logging to automate the recording of some weather data • use spreadsheets to create charts • analyse data, explore inconsistencies in data and make predictions • practise using presentation software and, optionally, video. 	<ul style="list-style-type: none"> • Work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work. • 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.

Alongside these units, children in Year 4 will be taught about online safety at an age appropriate level, and given many opportunities to develop what we call their core computing skills (for example, saving, retrieving and organising electronic files, creating and editing different types of files, typing) that allow them to become competent and literate users of technology.