|  | **Autumn** | **Spring** | **Summer** |
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| **Generic Skills** | \*Typing Skills - two hands, multiple fingers\*Logging on/off\*Opening/closing programs\*Mouse control: left click, single click=select, click and drag, double click=execute a command (e.g. open)\*Right click (my best friend) Can this help you solve your problem?\*Pointer (on screen arrow)/cursor (flashing line in text documents)\*Keyboard layout: letters, numbers, backspace, delete\*Tab Key\*Shift-key/caps lock, special characters \*Arrow keys(navigating games/moving cursor in text), return/enter key(starting a new line/executing a command e.g. opening a program)\*Highlighting copy/cut and paste, alignment, \*Saving and reopening work from the right location + Difference between SAVE and SAVE AS. \*Understanding the network system: Server location and wifi access\*Viewing open windows: minimise, maximise, close, dual screen view\*Printing Documents to most cost effective and eco-friendly printer   |

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| **Computer Science** | Revise, from Y2, pupils understanding of computers, data and saving by using the following 3 BBC learning packs**What are the main parts of a computer?**<http://www.bbc.co.uk/guides/z9myvcw>**How is data stored?**<http://www.bbc.co.uk/guides/z82v34j> **How do you save your work?**<http://www.bbc.co.uk/guides/zgtgr82> **How does the Internet work?**Note the Classroom ideas that support the video<http://www.bbc.co.uk/education/clips/zsyr9j6>**What is the World Wide Web** <http://www.bbc.co.uk/guides/z2nbgk7>Children to improve their coding skills on known programs, e.g.Apps: Beebot, Cargotbot, Daisy the Dinosaur, Tynker.Websites: Rapid router<https://www.codeforlife.education/rapidrouter/>Scratch Jnr and Scratch  | **Coding Basics**<https://studio.code.org>It is possible to create accounts for children so that they can save their progress.Within studio.code, there are various lessons that build up skills of block coding, i.e. dragging blocks to make codes. This will provide a good foundation for more complex coding programmes like Scratch.**Sensing through Scratch coding**Introduction to Scratch for those not already familiar with it. Provide pupils with an opportunity to apply their knowledge and skills. Ask the pupils to create a game that uses the arrow keys to navigate a sprite around screen. Simple selection is introduced through the ‘sensing’ scripts. See: Racing Car Game on Server>Computing Curriculum 2017>SoW>Y4>Computer Science.Again you may choose to allow pupils to play with a full screen version of the game. Pupils could then work in pairs to decompose the game and write algorithms to support the different parts.If pupils struggle to draw their race track allow them to unload a pre created track from an example on the server. | **Scratch** **Coding** Individual lesson plans for Y3 and Y4 available on the server in Scratch Lesson Plans folder. OR**Squares scheme of work** in Computing Curriculum Folder>SoW>Y4>Computer ScienceAsk the children to write an algorithm for drawing a square. Can pupils simplify their algorithm by including a repeat?The Squares unit of work requires pupils to continue to develop sequencing and encourages the use of repeats. A debugging activity is also included.Consider how this unit could be extended through children adding more repeating sprites creating different repeating shapes. Consider the use of waits to stagger the presentation.  |
| **Information Technology** | **Stop Motion Animation**Stop Motion Animation using iPads.e.g. Taking a character from a story written in literacy and creating a cartoon. | **Images and text formatting**Create a blog on Eschools, e.g. linking to a cross curricular theme or child’s interest. Children to copy and paste images from the internet, formatting images, adding text and formatting texts.**Understanding our Network**Pupils go on a hunt around their school to discover, and map the location of devices connected to their school’s network. Pupils then learn about the role of each device. | **Hyperlinks**Pupils create a document in PowerPoint, Word, Excel, Eschools or similar (e.g. blogs from Spring term). Use of the World Wide Web for information and images. Highlight to pupils how hyperlinks are used in Web pages **Green Screen**Children to make a green screen video using green screen app. Possible links to literacy story or topic work. |
| **Digital Literacy** | **Eschools Introduction**Pupils explore what it means to be responsible to and respectful of their offline and online communities as a way to learn how to be good digital citizens. Use of chat function.**Powerful Passwords**Pupils explore reasons why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords.**Private and Personal Information**How can you protect yourself from online identity theft? Pupils think critically about the information they share online.Individual lesson plans on ServerComputing Curriculum 2017>KS2>SoW>Y3 and Y4 DL folders | **Sending emails via Eschools**Pupils learn how to communicate effectively by email, taking into account the purpose and audience of their message, and the tone they want to convey.**The Power of Words**Pupils consider that they may get online messages from other kids that can make them feel angry, hurt, sad, or fearful. Pupils reflect on use of language and interpretation. Individual lesson plans on Server | **Whose is it Anyway?**Pupils learn that copying the work of others and presenting it as one’s own is called plagiarism. They also learn about when and how it's ok to use the work of others, especially with regards to images. Do you need to put a copyright notice on it?**The Key to Keywords**Internet searches: use of common search engines and Swiggle (child-friendly search engine). Pupils learn strategies to increase the accuracy of their keyword searches and make inferences about the effectiveness of the strategies. Use of website address to gauge reliability.Individual lesson plan on Server |