



Castercliff Primary Academy – Year 4 Computing Progression.



Yr 4		
Computing systems and networks	Computing Science Understanding that computer networks provide multiple services, such as the World Wide Web, and opportunities for communication and collaboration	Sticky Knowledge (inc. Online Safety) To understand that software can be used collaboratively online to work as a team. To know what type of comments and suggestions on a collaborative document can be helpful. To know that you can use images, text, transitions and animation in presentation slides
	Information Technology Use online software for documents, presentations, forms and spreadsheets. Using software to work collaboratively with others. Understanding that software can be used collaboratively online to work as a team.	
	Digital Literacy Recognising what appropriate behaviour is when collaborating with others online.	
Programming 1	Computing Science Using decomposition to solve a problem by finding out what code was used. Using decomposition to understand the purpose of a script of code. Creating algorithms for a specific purpose Coding a simple game. Incorporating variables to make code more efficient. Remixing existing code.	Sticky Knowledge (inc. Online Safety) To understand that a variable is a value that can change (depending on conditions) and know that you can create them in Scratch. To know what a conditional statement is in programming.
	Information Technology	
	Digital Literacy	
Creating media	Computing Science	Sticky Knowledge (inc. Online Safety) To know that a website is a collection of pages that are all connected. To know that websites usually have a homepage and subpages as well as
	Information Technology Building a web page and creating content for it. Designing and creating a webpage for a given purpose. Using software to work collaboratively with others.	



Castercliff Primary Academy – Year 4 Computing Progression.



	<p>Digital Literacy</p>	<p>Online Safety To understand that technology can be a distraction and identify when someone might need to limit the amount of time spent using technology.</p>	<p>clickable links to new pages, called hyperlinks. To know that websites should be informative and interactive.</p>
<p style="text-align: center;">Skills showcase</p>	<p>Computing Science Remixing existing code.</p>	<p>Sticky Knowledge (inc. Online Safety) To understand and identify examples of HTML tags. To understand what changing the HTML and CSS does to alter the appearance of an object on the web . To understand that copyright means that those images are protected and to understand that we should do a "creative commons" image search if we wish to use images from the internet. To know what "fake news" is and ways to spot websites that carry this type of misinformation. To know what the "inspect" elements tool is and ways of using it to explore and alter text and images.</p>	
	<p>Information Technology Building a web page and creating content for it. Understanding that information found by searching the internet is not all grounded in fact.</p>		
<p style="text-align: center;">Programming 2</p>	<p>Computing Science Using decomposition to solve a problem by finding out what code was used. Using decomposition to understand the purpose of a script of code. Identifying patterns through unplugged activities. Using past experiences to help solve new problems.</p>		<p>Sticky Knowledge (inc. Online Safety) To know that combining computational thinking skills can help you to solve a problem.</p>



Castercliff Primary Academy – Year 4 Computing Progression.



Data handling	<p>Using abstraction to identify the important parts when completing both plugged and unplugged activities. Creating algorithms for a specific purpose. Using abstraction and pattern recognition to modify code.</p>		<p>To understand that pattern recognition means identifying patterns to help them work out how the code works. To understand that algorithms can be used for a number of purposes e.g. animation, games design etc.</p>
	<p>Information Technology</p>		
	<p>Digital Literacy</p>	<p>Online Safety To understand that technology can be a distraction and identify when someone might need to limit the amount of time spent using technology.</p>	
Data handling	<p>Computing Science Using tablets or digital cameras to film a weather forecast. Understanding that weather stations use sensors to gather and record data which predicts the weather</p>		<p>Sticky Knowledge (inc. Online Safety) To know that computers can use different forms of input to sense the world around them so that they can record and respond to data ('sensor data'). To know that a weather machine is an automated machine that respond to sensor data. To understand that weather forecasters use specific language, expression and pre-prepared scripts to help create weather forecast films.</p>
	<p>Information Technology Using keywords to effectively search for information on the internet. Searching the internet for data. Designing a device which gathers and records sensor data. Recording data in a spreadsheet independently. Sorting data in a spreadsheet to compare using the 'sort by...' option. Understanding that data is used to forecast weather.</p>		
	<p>Digital Literacy</p>	<p>Online Safety Recapping on-line safety – Year 4</p>	