Computing

Key Stage 2 Y4 Autumn		National Curriculum reference
	Vocabulary: Return key, shift key, cursor, font, copy, paste, information sharing, save, edit, cut, undo, bold, import, scroll, justify, align, validity/reliability, fact/opinion, portrait/landscape, table, toolbar	Pupils should be taught to:

Resources and links

kiddle.co

https://www.j2e.com/j2data/

www.code.org

What we want children to know:

Computing Curriculum Coverage	Software-based knowledge	Text
Generic **E-safety** **Text** **Research** Creating Coding **Data**	• Choose a program with support • Use Print Preview • Understand that files can be saved in different places • Plan own learning using computing and evaluate the results • Talk about choices made using computing	• Import pictures and use the Picture Toolbar to choose the text wrapping • Use spellcheck • Choose Page Setup to select portrait or landscape options • Insert a table • Use the zoom menu to view the whole page • Use Wordart

Data Handling	Research	E-Safety **(Course D lesson 17)**
• Begin to identify statistics/data-handling opportunities • Create a branching database using information collected https://www.j2e.com/jit5#branch • Create line graphs using information collected https://www.j2e.com/jit5#chart • Use a database to carry out an investigation • Present data in different ways, e.g. graphs, tables • Begin to amend errors independently • Use a spreadsheet to record data and produce graphs with support • Enter data in a spreadsheet independently	• Think of search terms to use linked to questions • Talk about difference between fact and opinion, and the reliability of information found online	• Make judgements in order to stay safe during communications online • Tell adults if anything is concerning online • Identify dangers when presented with scenarios • Articulate examples of good and bad online behaviour

National Curriculum reference

Pupils should be taught to:

• 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 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

• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.