

## Year 4- Coding

Lesson	Title	Aims (Objectives)	Success Criteria
<u>1</u>	Design, Code, Test and Debug	<ul style="list-style-type: none"> <li>To review coding vocabulary and knowledge.</li> <li>To create a simple computer program.</li> </ul>	<ul style="list-style-type: none"> <li>Children can explore different object types in 2Code.</li> <li>Children can use a background and objects to create a scene.</li> <li>Children can plan an algorithm for their scene and use 2Code to program it.</li> </ul>
<u>2</u>	IF Statements	<ul style="list-style-type: none"> <li>To begin to understand selection in computer programming.</li> <li>To understand how an IF statement works.</li> </ul>	<ul style="list-style-type: none"> <li>Children can create a program that includes an IF statement.</li> <li>Children can interpret a flowchart that depicts an IF statement.</li> </ul>
<u>3</u>	Co-ordinates	<ul style="list-style-type: none"> <li>To understand how to use co-ordinates in computer programming.</li> <li>To understand how an IF statement works.</li> </ul>	<ul style="list-style-type: none"> <li>Children can make use of the X and Y properties of objects in their coding.</li> <li>Children can create a program that includes an IF statement.</li> </ul>
<u>4</u>	Repeat Until and IF/ELSE Statements	<ul style="list-style-type: none"> <li>To understand the Repeat until command.</li> <li>To begin to understand selection in computer programming.</li> <li>To understand how an IF/ELSE statement works.</li> </ul>	<ul style="list-style-type: none"> <li>Children can read code that includes repeat until and IF/ ELSE and explain how it works.</li> <li>Children can create a program that includes an IF/ ELSE statement.</li> <li>Children can interpret a flowchart that depicts an IF/ ELSE statement.</li> </ul>
<u>5</u>	Number Variables	<ul style="list-style-type: none"> <li>To understand what a variable is in programming.</li> <li>To use a number variable.</li> </ul>	<ul style="list-style-type: none"> <li>Children can explain what a variable is in programming.</li> <li>Children can create and use variables when programming.</li> </ul>
<u>6</u>	Making a Playable Game	<ul style="list-style-type: none"> <li>To review vocabulary and concepts learnt in Year 4 Coding.</li> <li>To create a playable game.</li> </ul>	<ul style="list-style-type: none"> <li>Children can read code that includes repeat until and IF/ ELSE and explain how it works.</li> <li>Children can create a program that includes and IF/ ELSE statement.</li> <li>Children can interpret a flowchart that depicts an IF/ ELSE statement.</li> </ul>

## Year 4- Online Safety

Lesson	Title	Aims (Objectives)	Success Criteria
<u>1</u>	Going Phishing	<ul style="list-style-type: none"> <li>To understand how children can protect themselves from online identity theft.</li> <li>To understand that information put online leaves a digital footprint or trail and that this can aid identity theft.</li> </ul>	<ul style="list-style-type: none"> <li>Children know that security symbols such as a padlock protect their identity online.</li> <li>Children know the meaning of the term 'phishing' and are aware of the existence of scam websites.</li> <li>Children can explain what a digital footprint is and how it relates to identity theft.</li> <li>Children can give examples of things that they would not want to be in their digital footprint.</li> </ul>
<u>2</u>	Beware Malware	<ul style="list-style-type: none"> <li>To identify the risks and benefits of installing software including apps.</li> </ul>	<ul style="list-style-type: none"> <li>Children can identify possible risks of installing free and paid for software.</li> <li>Children know that malware is software that is specifically designed to disrupt, damage, or gain access to a computer.</li> <li>Children know what a computer virus is.</li> </ul>
<u>3</u>	Plagiarism	<ul style="list-style-type: none"> <li>To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.</li> <li>To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.</li> </ul>	<ul style="list-style-type: none"> <li>Children can determine whether activities that they undertake online, infringe another's' copyright. They know the difference between researching and using information and copying it</li> <li>Children know about citing sources that they have used.</li> </ul>
<u>4</u>	Healthy Screen-Time	<ul style="list-style-type: none"> <li>To identify the positive and negative influences of technology on health and the environment.</li> <li>To understand the importance of balancing game and screen time with other parts of their lives.</li> </ul>	<ul style="list-style-type: none"> <li>Children can take more informed ownership of the way that they choose to use their free time. They recognise a need to find a balance between being active and digital activities.</li> <li>Children can give reasons for limiting screen time.</li> </ul>

## Year 4- Effective Searching

Lesson	Title	Aims (Objectives)	Success Criteria
<u>1</u>	Using a Search Engine	<ul style="list-style-type: none"><li>To locate information on the search results page.</li></ul>	<ul style="list-style-type: none"><li>Children can structure search queries to locate specific information.</li></ul>
<u>2</u>	Use Search Effectively to Answer Questions	<ul style="list-style-type: none"><li>To use search effectively to find out information.</li></ul>	<ul style="list-style-type: none"><li>Children have used search to answer a series of questions.</li><li>Children have written search questions for a friend to solve.</li></ul>
<u>3</u>	Reliable Information Sources	<ul style="list-style-type: none"><li>To assess whether an information source is true and reliable.</li></ul>	<ul style="list-style-type: none"><li>Children can analyse the contents of a web page for clues about the credibility of the information.</li></ul>