

Milestone 2**Computing Year 4**

By the end of Year 4 pupils should have a 'Expected' understanding, whilst some will have a 'Deep' understanding.

	Basic:	Expected:	Deep:
Computer skills (spans across all units)			
Use both the mouse on a laptop and a cable connected mouse			
Access the correct website in an internet browser			
Know the different buttons on the keyboard and their names (for example enter button, space bar, tab, backspace, shift, control and alt)			
Type at a reasonable speed using one hand or both hands			
Information Technology			
Unit 4.3 - Spreadsheets			
Explore how the numbers entered into cells can be set to either currency or decimal.			
Explore the use of the display of decimal places.			
Find out how to add formulae to a cell.			
Explore how tools can be combined to use 2Calculate to make number games.			
Explore the use of the timer, random number and spin button tools.			
Use the line graphing tool in 2Calculate with appropriate data.			
Interpret a line graph to estimate values between data readings.			
Use the currency formatting tool in 2Calculate.			
Use 2Calculate to create a model of a real-life situation.			
Use the functions of allocating value to images in 2Calculate to make a resource to teach place value.			
Unit 4.4 - Writing for different audiences			
Explore how font size and style can affect the impact of a text.			
Use a simulated scenario to produce a news report.			
Use a simulated scenario to write for a community campaign.			
Unit 4.6 - Animation			
Decide what makes a good animated film or cartoon and discuss favourite animations.			
Learn how animations are created by hand.			
Find out how 2Animate animations can be created in a similar way using technology.			
Learn about onion skinning in animation.			
Add backgrounds and sounds to animations.			
Understand what 'stop motion' animation is and create their own.			
Share animation on a class blog.			
Unit 4.7 - Effective Searching			
Locate information on the search results page.			
Use search effectively to find out information.			
Assess whether an information source is true and reliable.			
Unit 5.8 - Microsoft Word			
Know what a word processing tool is for			
Add and edit images to a word document.			

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	Basic:	Expected:	Deep:
Know how to edit images and use word wrap with images and text.			
Change the look of text within a document.			
Add features to a document to enhance its look and usability.			
Use tables within MS Word to present information.			
Introduce children to templates.			
Consider page layout including heading and columns.			
Computer Science			
Unit 4.1 - Coding			
Create a simple computer program.			
Begin to understand selection in computer programming.			
Understand how an IF statement works.			
Understand how to use co-ordinates in computer programming.			
Understand the 'Repeat Until' command.			
Understand how an IF/ELSE statement works.			
Understand what a variable is in programming.			
Use a number variable.			
Create a playable game.			
Unit 4.5 - Logo			
Learn the structure of the language of 2Logo.			
Input simple instructions in 2Logo			
Use 2Logo to create letter shapes.			
Use the Repeat command in 2Logo to create shapes.			
Use and build procedures in 2Logo.			
Unit 4.8 - Hardware Investigators			
Understand the different parts that make up a desktop computer.			
Digital Literacy / Online Safety			
Unit 4.2 - Online Safety			
Understand how to protect themselves from online identity theft.			
Understand that information put online leaves a digital footprint or trail and that this can aid identity theft.			
Identify the risks and benefits of installing software including apps.			
Understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.			
Identify appropriate behaviour when participating or contributing to collaborative online projects for learning.			
Identify the positive and negative influences of technology on health and the environment.			
Understand the importance of balancing game and screen time with other parts of their lives.			