




	instructions, commands, forward (fd), left (lt), right (rt), move, turn, clear screen (cs), variable.		
Internet research 	<ul style="list-style-type: none"> Think of search terms to use linked with questions they wish to answer. Talk about the reliability of information on the Internet, e.g. the difference between fact and opinion. 	Using My Maths website Using safe search engines eg Kiddle Topic research	
E-safety 	<ul style="list-style-type: none"> Download and save files from an email. Question the 'validity' of what they see on the internet. Recognise online behaviour that would be unfair. Make judgments to stay safe, whilst communicating with others online. Tell an adult if anything worries them online. Identify dangers when presented with scenarios. Log into an email account, open, create, add attachments and send an email. Think before sending and comment on the consequences of sending/posting. <p>Vocab: internet, world wide web, communicate, message, social media, email, password, cyberbullying/bullying, plagiarism, profiles, account, private, public</p>	Online Safety Year 4 Unit Pack on Twinkl email teachers and peers via Google Classroom	
Handling Data 	<ul style="list-style-type: none"> choose information to put into a data table. design a questionnaire to collect information search a ready-made database to answer questions. Create a database from information selected for them. <p>Vocab: Google Docs, insert</p>		

Key Stage 2 pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts;
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output;
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs;
- 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.