

Year 4 Term 3

## Should we trust our first impressions?

### COMPUTING



#### National Curriculum Links:

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.

#### Essential Prior Learning:

Collect data using a tally chart, then create a digital version of both the tally chart and a bar chart to represent the data.

Collaboratively, create and publish a multiple-choice questionnaire. Collaboratively represent the information in a bar chart and analyse the findings

Know when to take a break from screen time.

#### Progression in Skill:

Know how to manage screen time and make healthy choices.

Create and publish a multiple-choice questionnaire. Enter data into a spreadsheet, select it and create a visual representation (bar chart, line graph or pie chart) using the built-in tools in the Charts tab. Analyse the findings in a Word document.

#### Long-term Memory Knowledge:

Know why it is important to spend some time offline and away from devices and talk about ways people manage this balance.

Use Microsoft Forms to create a multiple-choice questionnaire.

Enter data accurately into a spreadsheet using Microsoft Excel.

Create visual representations (bar chart, line graph or pie chart) using Microsoft Excel.

Find patterns in a set of data, particularly when it is represented visually; record what you find in a Microsoft Word document.

Explain why people collect data and look for patterns in it; suggest when people may use it.

#### Key Vocabulary

<b>spreadsheet</b>	A digital tool used for organising, calculating, and analysing data in a table form
<b>word processor</b>	A software application used for creating, editing, formatting, and printing text documents, such as letters and reports
<b>questionnaire</b>	A set of questions designed to gather information from participants
<b>multiple choice</b>	A type of question format where participants select one or more options from a list of provided answers
<b>data entry</b>	The process of inputting information into a digital format, such as a spreadsheet
<b>cell</b>	The individual boxes in a spreadsheet where data is entered

<b>visual representation</b>	A graphical way to represent data, such as charts or graphs
<b>analysis</b>	The process of examining data to draw conclusions or make decisions
<b>report</b>	A document that presents information and findings clearly and systematically

#### Progression in Resources:

Word, Excel, Microsoft forms

#### Relevance

<b>Now</b>	Children continue to see how technology can support people in their daily lives and develop their skills in using Microsoft software.
<b>Future</b>	Children can use Microsoft software (or other appropriate software packages) to support their daily lives: both at home and professionally.
<b>Aspiration</b>	Children choose careers in the computing industry, developing software that can be used to support day-to-day life for people around the world; they start their own companies, developing software and technology that supports others in their work and home life.