Year 3 Computing

Multi-media	Programming	Data	Digital Literacy	Information Technology	Knowledge	Skills

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit/focus	Consolidate laptop skills and solid introduction to Word and Powerpoint	Sorting data by creating branching database	Using sequencing in Scratch to make simple games	Creating an animation	How computers might be networked and the advantages of this.	Consolidation of earlier learning in Scratch – making a maze
Planning resources	Desktop publishing – using Word and PowerPoint – teacher created resource	Data and Information – branching databases medium term plan	Programming A – Sequencing in music medium term plan	Creating media – animation medium term plan	Connecting Computers medium term plan	Programming B – Events and Actions
	Smart Crew – teacher guidance Chapter 1 - accept	Smart Crew Ch 3 Safe	Smart Crew Ch 2 Reliable	Smart Crew Ch 5 Meet		Smart crew Ch 4 Tell
	The 4 aces magic trick Non-verbal reasoning puzzles or similar					
Physical resources	Laptop with full version of Word/PowerPoint	i-Pad/tablet Laptop/chrome book with internet J2branch	Laptops/chrome books Scratch (internet) Scratch logins Links to Scratch games to remix	i-pads or tablets iMotion or Stop Motion Studio (android)	i-pads or tablets paint app	Laptops/chrome books Scratch (internet) Scratch logins

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Key learning objectives	Know where to save and open files (e.g. in shared folder).	Identify an object using a branching database	Know what objects and commands are in scratch and the names of the different work areas within the program.	To relate animated movement with a sequence of images	To identify input and output devices	I can explain the relationship between an event and an action
	Present ideas and information by combining media independently, e.g. text and images.	Identify the features of a good question in a branching database.	That a sequence of events can be applied to each sprite.	To know how other media can be added to an animation to make improvements	To explain how a computer network can be used to share information	Recognise that we can create an algorithm to help plan out a program.
	I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.	I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.	I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.	I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.	To explain how a computer network can be used to share information	I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.

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	Recognise why we use different types of media to convey information, e.g. text, image, audio, video.	I can explain that questions need to be ordered carefully to split objects into similarly sized groups	I can use sound in a sequence of commands	I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an **avatar**; social media) and why.	I can demonstrate how information can be passed between devices	Successfully modify an existing program, e.g. change background, number of times things happen.
	I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).	I can plan which objects I will need in an animation and what they will do.	I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.	I can explain the role of a switch, server, and wireless access point in a network	To identify and fix bugs in a program
	Design and create simple digital content for a purpose/audience, e.g. poster	I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need		I can break down a story into settings, characters and events	I can recognise that a computer network is made up of a number of devices	To create a program to move a sprite in four directions

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		to be careful before sharing anything personal.				
	Save files with appropriate names.	I can describe simple strategies for creating and keeping passwords private.		I can create a storyboard	I can describe how connected devices can collect and share anyone's information with others.	
	Use a keyboard effectively to type in text.	I can explain how someone's feelings can be hurt by what is said or written online.		I can describe an animation that is achievable on screen		
	Use left-, right- and double-click on the mouse.	Evaluate a given branching database and suggest improvements.		I can evaluate the quality of my animation		
	Add an image to a document from the internet.	Recognise an error in a branching database.		I can use onion skinning to help me make small changes between frames		

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	Resize and move an image in a document.	Create a branching database using pre-prepared images and questions				
		Independently plan out and create a branching database.				
Ongoing skills	- I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain what **autocomplete** is and how to choose the best suggestion.					