

Year 3 Computing Coverage

<p>As coders we identify how we can make things happen and solve problems when they arise</p> <p>As digital creators we learn how to use and make content to share our ideas safely</p> <p>As online users we learn how to stay safe and act appropriately when using technology.</p>						
	Autumn Term 1 Computing lessons - Code.org - Course C Lesson 4-7, Lesson 9-13	Autumn Term 2 Computing lessons - We are programmers (blue and purple blocks)	Spring Term 1 Computing lessons - We are bug fixers (blue, purple and green blocks + repeat)	Spring Term 2 Computing lessons - We are presenters - video performance - i-movie	Summer Term 1 Computing lessons - We are communicators - email	Summer Term 2 Computing lessons - We are diary writers
National Curriculum	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>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</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>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</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>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</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
Dancemat typing						
Subject Focus in Computing lessons	<p>In this unit children will recap skills from year 2 and continue to develop these further. They will develop debugging, use the repeat/loop function to consider more efficient code. They will also be introduced to events and conditionals (if)</p> <p>Passwords and personal information</p>	<p>In this unit the children create an animated cartoon using characters that they design. They use the paint tool within scratch to create characters and backgrounds. They then create an animation by translating a storyboard into a series of scripted instructions for graphic objects. (broadcasting and movement)</p>	<p>In this unit children with work with example Scratch projects. They explain how the scripts work, finding and debugging errors in them. They explore creative ways of improving them. The children learn to recognise common types of programming error and practise solving problems through logical thinking.</p> <p>Feedback to others - being kind online</p>	<p>In this unit children will make a short narrated video of themselves practising a sport of other skill and use this to help improve their performance.</p> <p>Discuss permission and consent for videoing and that some people may want to approve before it is used.</p>	<p>In this unit children with learn about a number of e-safety matters in a positive way. They will work with a partner in another class/area recapping basic email, adding attachments and learning how to video conference safely.</p> <p>- using email positively risks of email including malware, hacked accounts, spam and spoofed links</p>	<p>In this unit children will write a series of diary entries about how badly treated a whiteboard pen is. They will use the internet to find an image of a pen, import it into paint, add arms, legs, facial features and a speech bubble to show how the pen is feeling. They will then insert the image into word. Experiment with layout options to position the image appropriately to their diary entry.</p>
Top Ten / Fab Five	<ol style="list-style-type: none"> 1 Follow instructions to make something happen on screen 2 Change a sprite's directions using turns 3 Debug errors in script 	<ol style="list-style-type: none"> 1 Create a background using the paint tools built into Scratch 2 Create a sprite using these tools 3 Make a sprite 'say' something 	<ol style="list-style-type: none"> 1 Spot errors in a script 2 Analyse a script 3 Experiment to debug a range of scripts 	<ol style="list-style-type: none"> 1 Take a video 2 Frame a shot 3 Learn how to avoid a wobbly shot 4 Narrate a video 5 Edit a video 	<ol style="list-style-type: none"> 1 Send an email 2 Receive and reply to an email 3 Add an attachment 4 Identify possible unwanted email 	<ol style="list-style-type: none"> 1 Create a word-processed document 2 Add a picture 3 Manipulate the picture to where I want it to be

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	4 Begin to use loop/repeats to develop more efficient codes 5 Add conditional statements to code	4 Broadcast what a character says so that there is interaction between two characters. 5 Create and add a sound			5 Understand what it means to have had email hacked 6 Understand what spoofed emails/links are and how to avoid them 7 Video conference safely	4 Change the font style and colour 5 Develop an image in paint by adding drawings
Unit specific Vocabulary	Script, block, repeat, loop, if, debug, efficient	Scripts, costume, sounds, coordinates, vector, broadcast	Script, debug, experiment, sprite, broadcast	Capture, shot, frame a shot, background, foreground, shadow, edit, crop	email, attachment, malware, spoofed, spam, hacked, video conferencing	
Software Knowledge	Code.org	Scratch	Scratch	Movie Maker/iMovie	Microsoft 365	

	Autumn Term Class Lessons - Application	Spring Term Class Lessons - Application	Summer Term Class Lessons - Application
National Curriculum	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	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	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
	- Research using the internet and then use Comic Life to create an information text - Internet research and use Book Creator to create a book about hill forts.	- Use Comic Life to create a poster about leading healthy lives Discussion: How can people be persuaded to lead healthy/unhealthy lives by what they see?	- Use Book Creator to Explain how to embalm a body

Green highlighting indicates areas linked to online safety.