

Computing – Year 3 - Long Term Plan

	National Curriculum Coverage	Assessment
Autumn	<p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <ul style="list-style-type: none"> Learning about online safety: 'fake news', privacy settings, ways to deal with upsetting online content, protecting our personal information on social media <p>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</p> <ul style="list-style-type: none"> Building on the use of the 'ScratchJr' application in Year 2, progress to using the more advanced computer-based application called 'Scratch', learning to use repetition or 'loops' and building upon skills to program; an animation, a story and a game 	<p><u>Online Safety</u></p> <ul style="list-style-type: none"> Confidence in understanding knowing examples of opinions, beliefs and facts. The children understanding that digital devices used can share personal information amongst each other. Confidence in understanding some of the key features of social media platforms and the age restrictions that are required for popular social media platforms. <p><u>Programming: Scratch</u></p> <ul style="list-style-type: none"> Being able to explain what happened when they added certain blocks. Suggesting how the colour differences could help them predict block actions. Suggesting which blocks are used and to create what effect. Suggesting possible additions to an existing program. Choosing blocks to create specific effects. Explaining what an algorithm is. Understanding the purpose of an algorithm. Using a class algorithm when creating a program.
Spring	<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> <ul style="list-style-type: none"> Assuming the role of computer parts and creating paper versions of computers 	<p><u>Journey Inside a Computer</u></p> <ul style="list-style-type: none"> Suggesting what inputs and outputs are and recognising that the computer sends and receives instructions. Recognising some computer parts relating to functions and making some laptop and tablet comparisons.

	<p>helps to consolidate an understanding of how a computer works, as well as identifying similarities and differences between various models</p> <ul style="list-style-type: none"> • Introduction to the concept of networks, learning how devices communicate. From identifying components, learn how information is shared and deepen this understanding by exploring examples of real-world networks 	<p><u>Networks and the Internet</u></p> <ul style="list-style-type: none"> • Recognising that a network is two or more devices connected and showing this information in a poster that combines text and images. • Understanding that networks connect to the internet via a router and explaining parts of the journey a website goes through to reach your computer.
Summer	<p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <ul style="list-style-type: none"> • Using the theme of the popular game, Top Trumps, to understand what a database is by learning the meanings of records, fields and data. Further exploration will lead to the development of the ideas of sorting and filtering <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> <ul style="list-style-type: none"> • Developing filming and editing video skills through the storyboarding and creation of book trailers. • Being able to send an email is a valuable skill. In this unit, learn how to send emails with attachments and how to be a 	<p><u>Top Trumps Databases</u></p> <ul style="list-style-type: none"> • Explaining what is meant by field, record and data and playing Top Trumps by accurately comparing numbers and scanning for relevant information. • Putting values into a spreadsheet, sorting, filtering and interpreting that data and creating questions that can be answered by the data. • Explaining what databases are used for as well as sorting and filtering data for a specific purpose. <p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> • Using digital devices to record video or take photos, framing shots carefully to create the desired effects • importing videos and photos into film editing software, recording sounds and adding these to their videos. • Adding text to their trailer, as well as incorporating different transitions between shots or images.

	responsible digital citizen by thinking about the contents of what is sent	
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