

Year 3 Scheme of Work – Computing

Unit	Time (Wks)	Activities	Outcomes	Differentiation	Assessment	NC Links	Other Subject Link
Previous learning: Y2 – Search internet safely using one word; find results suitable for children; follow links to another webpage; understand digital footprints; identify kind and unkind behaviour online; use emails safely and responsibly; create content for an email				Next learning: Y4 – Use search engine accurately; message can hurt feelings; how to respond to hurtful message; plagiarism; safe online profile; use online blog safely and responsibly; post positive comments and responses on a blog			
3.1 Internet Research & Communication / E-Safety (IT, DL)	6	<p>E-Safety L1 - Know what cyberbullying is and how to address it. L2 - Understand how websites use advertisements to promote products.</p> <p>Internet Research & Communication L3 - Identify how word order affects search results. L4 - Explain how searches return results. L5 - Save and share webpages.</p> <p>Online Platform: Page Rank extension</p>	<ul style="list-style-type: none"> - Identify which word order gives the better results when searching online and be able to support this with examples. - Share a webpage with others. - Recognise and define cyberbullying; - Identify safe people to report cyberbullying to; - Know how cyberbullying can happen via a range of devices; - Identify a range of targeted online adverts; - Explain how companies use websites to promote products; 	<ul style="list-style-type: none"> - Modelling - Pair work 	<p>Continuous throughout.</p> <p>E-Safety discussions.</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</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>	PSHE, Islamic Studies
Previous learning: See Y3 Ladybug Munch unit				Next learning: Y4 - Nested loops; basic procedures; switch background command; conditions			
3.2 Scratch (CS)	7-10	<p>Exploring Loops L1 - Understand the concept of loops through everyday examples. Extend understanding of loops using role play. L2 - Predict the code from a pre-created shapes program using loops and the pen function. L3 - Run the code checking if predictions were accurate. L4 - Investigate aspects of the code. L5 - Modify parts of the code. L6 - Plan their own shapes program using loops. L7 - Code their program. Test and refine their creations.</p> <p>Software: Scratch 3.0</p>	<ul style="list-style-type: none"> - Understand the concept of loops. - Predict the code from a pre-created shapes program using loops and the pen function - Run the code checking if predictions were accurate. - Investigate aspects of the code. - Modify parts of the code. - Plan their own shapes program using loops 	<ul style="list-style-type: none"> - Example code. - Tinker time - Task instructions. - Pair programming. - Concept before code. - Unplugged activities - PRIMM scaffolding. 	<p>Continuous throughout.</p> <p>Create a shapes program.</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>	Maths

Year 3 Scheme of Work – Computing

Previous learning: Y2 – Organise ideas; create simple presentation with text; add/format image; reorder slides; present presentation				Next learning: N/A			
3.3 Presentation Skills (IT, DL)	6-7	<p>L1 - Plan a branching story. L2 - Create slide templates and organise slides with hyperlinks. L3 - Add theme, transitions and animation to a presentation. L4 - Use action settings. L5 - Insert audio and video. L6 - Evaluate slide layout and make improvements.</p> <p>Software: Microsoft PowerPoint</p>	<ul style="list-style-type: none"> - Create a hyperlink to another slide. - Use slide transitions. - Insert audio and video files. - Record audio onto a slide. - Plan a branching story. - Use themes and animation in slides. - Copy and organise slides as required. 	<ul style="list-style-type: none"> - Pair work - Tinker time - Use-Modify-Create - Step-by-step instructions. - Modelling 	Produce a PowerPoint presentation.	<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>	Literacy
		Previous learning: Y2 – sequence; say and wait command; stage direction/music/background changes				Next learning: See Y3 Exploring loops unit	
3.4 Scratch (CS)	7-9	<p>Ladybug Munch L1 - Understand the concept of sequence and input through everyday examples. Extend the concept of input through role play. L2 - Predict the code from a pre-created game using say command, changing of costumes and setting the size of costumes. L3 - Run the game code checking if predictions were accurate. L4 - Investigate aspects of the game code. L5 - Modify parts of the code. L6 - Plan their own game using sequence and input. L7 - Code their game. Test and refine their creations.</p> <p>Software: Scratch 3.0</p>	<ul style="list-style-type: none"> - Understand the concept of selection and input. - Predict the code from a pre-created game using say command, changing of costumes and setting the size of costumes. - Run the game code checking if predictions were accurate. - Investigate aspects of the game code. - Modify parts of the code. - Plan and create a simple game using selection and input. - Debug and refine code. 	<ul style="list-style-type: none"> - Example code. - Tinker time - Task instructions. - Pair programming. - Concept before code. - Unplugged activities - PRIMM scaffolding. 	<p>Continuous throughout.</p> <p>Create a game.</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>	Maths
		Previous learning: Y2 – Paint – make/edit shapes; create a piece of art; PowerPoint – create a simple presentation with images/text				Next learning: Y5 – Computer aided design – draw/manipulate 3D models; add detail to 3D drawings	

Year 3 Scheme of Work – Computing

<p>3.5 Branching Databases (IT)</p>	<p>6</p>	<p>L1 - Understand what data is and how it can be organised. L2 - Use yes/no questions to sort data. L3 – Sort objects into groups. L4 - Use a branching database. L5 - Create a physical branching database. L6 – Use a branching database to solve problems.</p> <p>Online platform: j2e branch</p>	<ul style="list-style-type: none"> - Recognise an increasing range of data being used in the world around them and begin to understand why data is collected. - Understand that some data is personal and that this should be protected online and can give some examples of how they might do this. - Talk about different types of data organisation including graphs, charts, maps, diagrams and databases. They know that information can be searched and sorted to find specific answers. - Know that the attributes of objects can be used to group them and they can follow database structure to create their own branching databases. - Create and use branching databases on specific topics. 	<ul style="list-style-type: none"> - Pair work - Tinker time - Use-Modify-Create -Step-by-step instructions 	<p>Continuous throughout.</p> <p>Create a publication.</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>	<p>Maths</p>
---	----------	---	--	---	--	--	--------------