UNSWORTH PRIMARY SCHOOL
Scheme of Work for Computing
Year 3

National Curriculum 2014

- 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
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- 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
- 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
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Digital Literacy

Skills

Graphics (Doink/IPAD Camera/PicCollage)

- Acquire, store and combine images from cameras or the internet for a purpose.
- Use the print screen function to capture an image.
- Select certain areas of an image and resize, rotate an image.
- Edit pictures using various tools in paint or photo-manipulation software.

BookCreator/idiary/Word/Keynote /Pages/blogging

- Create a new eBook with a front cover and add or remove pages.
- Combine text and images within each page and embed sound clips.
- Add information about the author and title for publishing.
- Get quicker at typing using both hands.
- Use different font sizes, colours and effects to communicate meaning.
- Align text left, right and centre.
- Select, use and combine a variety of software on a range of digital devices to accomplish given goals.
- Use page setup to select different page sizes and orientations.
- Use cut, copy and paste to refine and re-order content.
- Use the commenting facility on the school website to contribute to class blogs.

Programming

Skills

Cargo Bot/2Simple Logo/Minecraft

- Use the 'repeat' command within a series of instructions.
- Use the 'if… then' command and predict the result.
- Talk about the similarities and difference between different coding applications (Move the turtle, Daisy Dino, Bee Bots etc).

Logo-probots/2code Chimp Level/Logi blocks

- Write a simple program in Logo to produce a line drawing.
- Use more advanced Logo programming, including pen up, pen down etc.
- Write a program to reproduce a defined problem, e.g. geometric shape/pattern.
- Create simple flow diagrams or pictorial sequences of commands.
- Refine these sequences of commands to control physical devices using outputs only.

Data

Skills

2graph/Excel

- Choose information to put into a data table.
- Recognise which information is suitable for their topic.
- Design a questionnaire to collect information.
- Sort and organise information to use in other ways.

Online

Skills

Blogging & Computer Networks

- Navigate to view their class/school blog.
- Understand that their class/school blog can be updated from a range of devices.
- Comment on their class/school blog.
- Subscribe with an adult's email to receive updates about their class/school blog.

Internet research

- Type in a URL to find a website.
- Add websites to favorites.
- Use a search engine to find a range of media, e.g. images, text.
- Think of search terms to use linked to questions they are finding the answers for.
- Talk about the reliability of information on the internet, e.g. the difference between fact and opinion (link to E-Safety)

E-safety

Skills

Weaved throughout all aspects

- Question the "validity" of what they see on the internet.
- Use a browser address bar not just search box and shortcuts.
- Think before sending and suggest consequences of sending/posting.
- Recognise online behaviours that would be unfair.

Assessment

Digital Literacy

- Are ch able to use their own images within a publication?
- Can ch use the print screen function?
- Are ch able to edit images/text within a photo manipulation program/app?

Programming

- Can ch explain what coding is?
- Are ch able to use the repeat or if then command within their instructions?
- Are ch able to create a program to produce a geometric shape or control a device?

Online

- Can ch contribute comments to a class blog?
- Are ch able to send and receive emails within school?
- Can ch use a teacher defined search engine to find answers to a specific enquiry?

E-safety

- Can ch talk about unfair behaviour on the Internet both in a written or oral form?
- Do ch understand that information on the Internet is not all true or accurate?

Data

- Can ch collect information and put into a data table within an app or program?
- Are ch able to select an app or program to create a visual representation of their data to insert into a publication?