

Autumn	Spring	Summer	
<p><b>TIOL 1 - CORE</b> Year 3 My Safe Searching 3 sessions</p> <ul style="list-style-type: none"> <li>• Search for information online and discuss the best ways to find answers</li> <li>• Learn about the World Wide Web as part of the internet</li> <li>• Search for copyright safe picture and edit</li> </ul> <p><b>Programming 1 - CORE</b> Year 3 Making My Program in Scratch 6 sessions</p> <ul style="list-style-type: none"> <li>• Explore sprites</li> <li>• Make things happen with individual blocks</li> <li>• Create sequences</li> <li>• Think through algorithm and program a dance</li> <li>• Consider algorithm and program a knock knock joke</li> <li>• Create animated story</li> </ul>	<p><b>Programming 2 – CHOICE</b> Year 3 Making My Kodu Move 4 sessions</p> <ul style="list-style-type: none"> <li>• Create algorithm and program to move a character in Kodu</li> <li>• Add objects to Kodu</li> <li>• Create simple game and give feedback to others</li> </ul> <p><b>TIOL 3 - CHOICE</b> Year 3 Send My eMail 3 sessions</p> <ul style="list-style-type: none"> <li>• Discuss how we use emails to communicate online</li> <li>• Create and send a class email to a class character</li> <li>• Open and reply to an email</li> <li>• Use Tocomail to send an email to a class partner</li> </ul>	<p><b>Programming 4 – CHOICE</b> Year 3 Bounce My Scratch Jr Basketball 3/4 sessions</p> <ul style="list-style-type: none"> <li>• Make a car move across the city</li> <li>• Create a race across the city</li> <li>• Teach the cat to dribble a basketball</li> <li>• Create a basketball 'training video'</li> </ul>	<p><b>Basic Skills</b> (to support my learning across the curriculum)</p> <ul style="list-style-type: none"> <li>• Navigate public drive to save and retrieve files</li> <li>• Connect peripheral devices using USB lead</li> <li>• Use images saved to camera roll within a variety of Apps</li> <li>• Use Save and Save As on laptops and PCs</li> <li>• Copy and rename files to edit on tablets</li> <li>• Use safe search engine eg Primary ICT / Swiggle</li> <li>• Use individual fingers to input text and use SHIFT key to type characters.</li> <li>• Amend text by highlighting and using SELECT/DELETE and COPY/PASTE</li> <li>• Swap between letters and symbol input on a tablet</li> <li>• Add shapes and word art to documents and presentations</li> </ul>
<p>e-Safety- planned within PSHE / Citizenship using Somerset BYTE Awards</p> <p><b>I am kind and responsible</b></p> <p>Agree class internet rules based on personal responsibilities. Include cyberbullying messages in Anti-bullying week.</p> <p><b>Multimedia 1 – CORE</b> Year 3 Make My eBook 2 sessions</p> <ul style="list-style-type: none"> <li>• Look at a selection of eBooks</li> <li>• Learn how to create own eBook adding text, images, sound and hyperlinks</li> <li>• Add a narration to eBook</li> <li>• Share eBook with classmates and others</li> </ul>	<p>e-Safety- planned within PSHE / Citizenship using Somerset BYTE Awards</p> <p><b>I am safe</b></p> <p>Keep personal details private, consider who you are talking to online and make sure a trusted adult knows what you are doing online. Use Safer Internet Day to focus on use of the internet and different technologies.</p> <p><b>Handling Data 1 – CORE</b> Year 3 Showing My Device Time 3 sessions</p> <ul style="list-style-type: none"> <li>• Collect and show data on time spent playing games with 2Simple 2Graph or Easychart</li> </ul>	<p>e-Safety – planned within PSHE / Citizenship using Somerset BYTE Awards</p> <p><b>I am healthy</b></p> <p>Consider age-appropriate and healthy use of technology. Include consideration of time spent using technology and recognition of appropriate websites and games in Health week.</p> <p><b>Handling Data 3 – CHOICE</b> Year 3 Helping My Plants Grow 2 sessions</p> <ul style="list-style-type: none"> <li>• Use datalogger or app to test amount of light in different parts of the school</li> <li>• Take photographs and measurements of plants</li> <li>• Present data to others</li> </ul>	<p><b>Additional unplugged activities to reinforce computational thinking</b></p> <p><b>Marvellous Machines</b> (30 - 40 minutes)</p> <ul style="list-style-type: none"> <li>• Use <a href="#">machine parts</a> to build a machine. What is it called?</li> <li>• What does it do?</li> <li>• How does it do it? What is the algorithm?</li> </ul> <p><b>Instruction Stations</b> <a href="https://www.scratchjr.org">https://www.scratchjr.org</a> (30 - 40 minutes)</p> <ul style="list-style-type: none"> <li>• Set up 4 – 6 'stations' each with a different exercise (e.g. clap hands, stomp feet, jump up and down).</li> <li>• Raise green flag card, children follow the instruction at their station.</li> <li>• Raise red stop sign card. Children stop and rotate to a different station.</li> <li>• Repeat until children have moved through each station.</li> <li>• Children work in groups to combine instructions to make their own sequence.</li> </ul>

### Open Ended Challenge

[Identify an appropriate challenge](#) to allow children to

- Use computational thinking to plan, develop and evaluate their use of technology
- Have a differentiated learning experience including developing mastery
- Demonstrate attainment in computing