



**Year 3 Computing Framework**



**Coverage**   **New Learning**   **Recall of prior learning**   **CH – Computing Hierarchy**

Terms	Autumn		Spring		Summer	
	E-Safety / Programming		Communicate / Data		Digital Creativity	
	E-Safety	Programming with Scratch	Communicate	Data	Stop Motion Animation	Video creation and editing.
Weeks					This is a short unit	
1	- Understand and agree to use the internet safely and use the Google Pledge <i>-Use Q and A to discuss experiences of using the internet</i>	Explain how the interface works in Scratch, Understand what the tools are and how they work. Explain the stage, the script options and the coding	Understand how to use several Apps on an iPads Use app to present information in a number of ways.	Understand what data is and how data is collected.	Understand what stop motion animation is. <i>Discuss/show clips of Stop Motion Animations.</i>	Understand digital creativity through image manipulation (change a photo) <i>Discuss how photos can be changed and why.</i>
2	- Understand that some information should not be shared online and more importantly some shouldn't. <i>-Discuss how they can get on the internet and what they do at home.</i>  <i>C27: Understand online risks and the age rules for sites.</i>	Use Specified screen co-ordinates to control movements. CH Use specified screen co-ordinates. This sets the Sprite in the centre – Important for movement.	Using iPads apps to find a number of images about dinosaurs and copy them to the iPad. <i>-Discuss how they can get on the internet and what they do at home.</i> <i>C27: Understand online risks and the age rules for sites.</i>	Understand how data is collected about us all, e.g. shopping. Pupils need to understand what data is and how data is shared around the internet.	Understand how to create resources for Stop Motion with a dinosaur theme. <i>Discuss/show clips of Stop Motion Animations.</i>	Understand the tools and interface in iMovie
3	- How to use a browser safely and find specific images using google. <i>-Demonstrate how to use the iPad and search for specific images and save them.</i>	Understand how to set the appearance of an object (Sprite) and create sequences of changes CH: set the Appearance of objects and create sequences of change. <i>C1: Use specified screen co-ordinates to control movement.</i> <i>Recap on the terminology and if they can use less moves than before to reach the goal.</i>	Using iPads apps to find a number of images about a set topic, e.g. dinosaurs and copy them to the iPad. Understand how to insert the images into different categories e.g. herbivores, carnivores etc. Start of Database.	Understand Different categories of data. Pupils understand categorisation for data purposes and how it is used.	Understand how Stop Motion App interface works.  Select use and combine a variety of software o present information. Use technology safely.	Understand how to take small pieces of video and store them.  Select use and combine a variety of software o present information. Use technology safely.
4	Understand that the information we share builds up a 'profile' of a user. Remember what personal information is and why it private and personal.  <i>Discuss/recap on the first lesson about playing games with others online.</i> <i>C26 Participate in class social media accounts</i>	Understand how to set when a sound is heard, the volume, duration and test. CH Control when a sound is heard, the volume, duration and rest. <i>Recap on the terminology and if they can use less moves than before to reach the goal.</i> <i>C2: set the Appearance of objects and create sequences of change</i> <i>C3: Create and edit sounds in Scratch</i> <i>C4 Control when a sound is heard, the volume, duration and rest.</i> <i>C5 Control the shade of pens ( change Sprite colours)</i>	On laptop or iPad understand how to communicate using online services, e.g. blogs. <i>C12: Contribute to Blogs that are moderated by teachers.</i> <i>C16: Understand how online services work.</i>	Understand what does data help us to find out  Understand that data is stored in social media platforms and that data may be shared with other online services.	Understand how to create an animation using the resources and the app from the last session. <i>C17: Use some advanced features of applications.</i>  Select use and combine a variety of software o present information. Use technology safely.	Understand how to insert video into iMovie.  Select use and combine a variety of software o present information. Use technology safely.
5	Respect others and understand how others see you and you see them. <i>C26 Participate in class social media accounts</i> <i>C27: Understand online risks and the age rules for sites.</i>	Understand 'If' and 'Then' statements. Introduce variables. Specify Triggers, insert variables and 'If' and 'Then' statements. <i>Recap on the terminology and if they can use less moves than before to reach the goal.</i> <i>C6 Specify conditions to trigger events.</i> <i>C7 Use 'If' and 'Then' Statements.</i> <i>C8 Create conditions for actions</i> <i>C9 Use variables</i>	Understand how to add titles into the e-book with categories. <i>C17: Use some advanced features of applications.</i>	Understand the differences between data and information  Pupils will be able to understand that raw data means very little until something is done with it to change it to information.	Understand how to create an animation using the resources and the app from the last session. <i>Demo work from last week and the limitations or successes of it. C17: Use some advanced features of applications.</i>	Understand how to add text in the storyboard that is appropriate to the video.  Select use and combine a variety of software o present information.
6	Understand how to make you online present private and not give to much information away. Simple communication skills on line.  <i>C27: Understand online risks and the age rules for sites.</i>	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. <i>C10 Use functions to define, set, change, show and hide to control variables.</i> <i>C11 Use the reporter operators to perform calculations.</i>	Understand how to add additional text into the e-book with categories. <i>CH Use a range of devices and applications in order to communicate ideas, work and messages.</i>	Amounts of data and storage etc.	Understand how to create an animation using the resources and the app from the last session.  <i>C17: Use some advanced features of applications.</i>	Understand how to share a movie trailer.  <i>C17: Use some advanced features of applications.</i>
Skills check – can children...? This is the aim for the vast majority of the class to achieve this half term to ensure that they are ready to move on to the next piece of learning	CH: Give examples of the risks posed by online communication CH Participate in class social media accounts. CH: Understand online risks and the age rules for sites. (IT) Use technology purposefully to create, organise, store, manipulate and retrieve digital content. (DL) Recognise common use for Information Technology beyond school. (DL) Use technology safely and respectfully, keeping personal information private; Identify where to go for help and support when they have concerns about content of contact on the internet or other online technologies.	CH- Control Motion by specifying the number of steps to travel and, direction and turn. CH. Add text strings, show and hide objects the features of the object. CH Add sounds and control when they are heard CH Specify user inputs (clicks) to control event. CH Specify the nature of events such as a loop. CH: Create conditions for actions (CS) Understand what algorithms are; How they are implemented as programs on digital devices and that programs execute (run) by following precise and un-ambiguous instructions. Create and debug simple programs (create and check them) Use logical reasoning to predict the behaviour of simple programs.	Discuss how they can get on the internet and what they do at home. <i>C27: Understand online risks and the age rules for sites.</i>  CH Use a range of devices and applications in order to communicate ideas, work and messages.  (IT) Use technology purposefully to create, organise, store, manipulate and retrieve digital content. (DL) Recognise common use for Information Technology beyond school. (DL) Use technology safely and respectfully, keeping personal information private; Identify where to go for help and support when they have concerns about content of contact on the internet or other online technologies.	CH Use simple databases to record information in areas across the curriculum. CH Use a range of devices and applications in order to communicate ideas, work and messages. (IT) Use technology purposefully to create, organise, store, manipulate and retrieve digital content. (DL) Recognise common use for Information Technology beyond school.	CH Use a range of devices and applications in order to communicate ideas, work and messages. (IT) Use technology purposefully to create, organise, store, manipulate and retrieve digital content. (DL) Use technology safely and respectfully, keeping personal information private; Identify where to go for help and support when they have concerns about content of contact on the internet or other online technologies.	CH Use a range of devices and applications in order to communicate ideas, work and messages. (IT) Use technology purposefully to create, organise, store, manipulate and retrieve digital content. (DL) Use technology safely and respectfully, keeping personal information private; Identify where to go for help and support when they have concerns about content of contact on the internet or other online technologies.
Terminology check	Online, private, Browser, Stay safe.	Control, Algorithms, Basic programming.	Databases, Categorisation, Communicating ideas.	Databases, Data and Information,	Stop Motion Animation, clips, frames, apps, themes, titles.	Movie, Sound, edit, frame,