



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan  
We live with love and compassion, seeking help in times of need

**Curriculum Map: Computing Year 3**

	<b>Autumn 1 Computing systems and networks – Connecting computers</b>	<b>Autumn 2 Creating media – Animation</b>	<b>Spring 1 Creating media – Desktop publishing</b>	<b>Spring 2 Data and information – Branching databases</b>	<b>Summer 1 Programming A – Sequence in music</b>	<b>Summer 2 Programming B – Events and actions</b>
<b>Content</b> Declarative Knowledge 'I know'	<ul style="list-style-type: none"> <li>*Recognise different types of computers used in school</li> <li>*Identify that a computer is a part of IT</li> <li>*Recognise the features of information technology</li> <li><u>*Say how rules for using IT can help us</u></li> <li>*Explain how IT benefits us</li> <li><u>*Recognise choices are made when using IT</u></li> </ul>	<ul style="list-style-type: none"> <li>*recognise that some digital devices can take photographs</li> <li>*know how to take a photograph</li> <li>*know the features of 'good' photos (composition, light, zoom etc)</li> <li>*know how a photo could be improved</li> <li><u>*recognise that some images aren't accurate</u></li> </ul>	<ul style="list-style-type: none"> <li>*recognise how text and images can be combined to convey information</li> <li>*define landscape and portrait</li> <li>*consider layout/font to suit purpose</li> <li>*recognise that DTP pages are structured with placeholders</li> <li>*consider the benefits of using a DTP application</li> </ul>	<ul style="list-style-type: none"> <li>*investigate questions with yes/no answers</li> <li>*identify attributes that you can ask yes/no questions about</li> <li>*select an attribute to separate objects into two similarly sized groups</li> <li>*explain that a branching database is an identification tool</li> <li>*recognise that a data set can be structured using yes/no questions</li> <li>*relate two levels of a branching database using AND</li> </ul>	<ul style="list-style-type: none"> <li>*explain that programs start because of an input</li> <li>*explain what a sequence is</li> <li>*identify that a program includes sequences of commands</li> <li>*identify that a sequence is a program of a process</li> <li>*explain that the order of commands can affect a program's output</li> <li>*identify that different sequences can achieve the same output</li> <li>*identify that different sequences can achieve different outputs</li> </ul>	<ul style="list-style-type: none"> <li>*explain that programs start because of an input</li> <li>*explain what a sequence is</li> <li>*identify that a program includes sequences of commands</li> <li>*identify that the sequence of a program is a process</li> <li>*explain that the order of commands can affect a program's output</li> <li>*identify that difference sequences can achieve the same output</li> <li>*identify that different sequences can achieve different outputs</li> </ul>

<p><b>Skills</b> Procedural Knowledge 'I know how to'</p>	<ul style="list-style-type: none"> <li>*describe uses of some computers</li> <li>*identify IT in school</li> <li>*identify IT beyond school</li> <li><u>*show how to use IT safely</u></li> </ul>	<ul style="list-style-type: none"> <li>*capture a digital image</li> <li>*take photos in landscape and portrait format</li> <li>*view photos on a digital device</li> <li>*decide which photos to keep</li> <li>*consider lighting</li> <li>*use filters to edit the appearance of a photo</li> <li>*hold camera still to take a clear photo</li> </ul>	<ul style="list-style-type: none"> <li>*show that page orientation can be changed</li> <li>*add/edit placeholder text</li> <li>*choose fonts and apply effects to text</li> <li>*review a document</li> <li>*add and remove images to and from placeholders</li> <li>*move resize and rotate images</li> </ul>	<ul style="list-style-type: none"> <li>*create questions with yes/no answers</li> <li>*choose questions that will divide objects into evenly sized subgroups</li> <li>*repeatedly create subgroups of objects</li> <li>*identify an object using a branching database</li> <li>*retrieve information from different levels of the branching database</li> </ul>	<ul style="list-style-type: none"> <li>*build a sequence of commands</li> <li>*combine commands in a program</li> <li>*order commands in a program</li> <li>*create a sequence of commands to produce a given outcome</li> </ul>	<ul style="list-style-type: none"> <li>*build a sequence of commands</li> <li>*combine commands in a program</li> <li>*order commands in a program</li> <li>*create a sequence of commands to produce a given outcome</li> </ul>
<p><b>Vocabulary</b></p>	<p>digital device, input, process, output, program, digital, non-digital, connection, network, switch, server, wireless access point, cables, sockets</p>	<p>text, images, advantages, disadvantages, communicate, font, style, landscape, portrait, orientation, placeholder, template, layout, content, desktop publishing, copy, paste, purpose, benefits.</p>	<p>animation, flip book, stop-frame, frame, sequence, image, photograph, setting, character, events, onion skinning, consistency, evaluation, delete, media, import, transition.</p>	<p>attribute, value, questions, table, objects, branching, database, objects, equal, even, separate, structure, compare, order, organise, selecting, information, decision tree.</p>	<p>Scratch, programming, blocks, commands, code, sprite, costume, stage, backdrop, motion, turn, point in direction, go to, glide, sequence, event, task, design, run the code, order, note, chord, algorithm, bug, debug, code.</p>	<p>motion, event, sprite, algorithm, logic, move, resize, extension block, pen up, set up, pen, design, action, debugging, errors, setup, code, test, debug, actions.</p>
<p><b>Key Questions</b></p>	<p>What is IT? Where have we seen IT in and beyond school? <u>How can we use IT responsibly?</u></p>	<p>How do we create stop-frame animation using tablets? How do we make a story-based animation using this technique? How can we add music and text?</p>	<p>How can text and images be used to communicate messages? How can we use templates, orientation and placeholders to design a magazine front cover?</p>	<p>What is a branching database? How do we create one? How can we create an identification tool using a branching database?</p>	<p>What is Scratch? How can I select motion, sound and event blocks to create programs? How can I make a representation of a piano?</p>	<p>What are the links between events and actions? How can you move a sprite in four directions? Can you make a sprite move through a maze using Pen blocks?</p>

<b>Assessment</b>	Self-assessment in every lesson with success criteria for each lesson Observations by teacher				
<b>Cross Curricular Links/Character Education</b>	E-safety/digital citizenship: online – well-being – understanding importance of rules to keep us safe	English – link stop-motion animation to class book/English unit Digital citizenship: copyright and ownership – use of other people’s images	English – writing and editing non-narrative material Digital citizenship: copyright and ownership - use search engines to find online content that can be reused	Science: classification of animals	Individual liberty: pupils are given freedom to experiment with creating programs Individual liberty: Composition provides opportunity