



'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

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

<p>Skills Procedural Knowledge 'I know how to'</p>	<ul style="list-style-type: none"> *describe uses of some computers *identify IT in school *identify IT beyond school <u>*show how to use IT safely</u> 	<ul style="list-style-type: none"> *capture a digital image *take photos in landscape and portrait format *view photos on a digital device *decide which photos to keep *consider lighting *use filters to edit the appearance of a photo *hold camera still to take a clear photo 	<ul style="list-style-type: none"> *show that page orientation can be changed *add/edit placeholder text *choose fonts and apply effects to text *review a document *add and remove images to and from placeholders *move resize and rotate images 	<ul style="list-style-type: none"> *create questions with yes/no answers *choose questions that will divide objects into evenly sized subgroups *repeatedly create subgroups of objects *identify an object using a branching database *retrieve information from different levels of the branching database 	<ul style="list-style-type: none"> *build a sequence of commands *combine commands in a program *order commands in a program *create a sequence of commands to produce a given outcome 	<ul style="list-style-type: none"> *build a sequence of commands *combine commands in a program *order commands in a program *create a sequence of commands to produce a given outcome
<p>Vocabulary</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>Key Questions</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>

Assessment	Self-assessment in every lesson with success criteria for each lesson Observations by teacher				
Cross Curricular Links/Character Education	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