

Year 3 Computing Planning

Creative Technology (Multimedia)	Programming	Digital Research	E-Safety	Data and Networks
<p>Unit 1: Graphics (<i>PicCollage, Paint</i>) Acquire, store and combine images from cameras or the internet for a purpose.</p> <p>Use the print screen function to capture an image.</p> <p>Select certain areas of an image and resize and rotate an image.</p> <p>Edit pictures using various tools in paint or photo-manipulation software.</p> <p>Unit 2: eBooks (<i>Textease, Word, Book Creator</i>) Create a new eBook with a front cover and add or remove pages.</p> <p>Combine text and images within each page and embed sound clips.</p> <p>Add information about the author and title for publishing.</p> <p>Get quicker at typing using both hands. Align text left, right and centre.</p> <p>Use different font sizes, colours and effects to communicate meaning.</p> <p>Unit 3: Audio (<i>Puppet Pals, 2Simple Music Toolkit, EasiSpeak Mics, iPads, 2Animate</i>) Select and combine a range of media to achieve appropriate audience responses.</p> <p>Make, save and combine own audio to enhance my work.</p>	<p>Unit 1: Daisy Dino/Onscreen Turtle Use the 'repeat' command within a series of instructions.</p> <p>Use the 'if....then' command and predict result.</p> <p>Talk about the similarities and differences between different coding applications. (Daisy Dino, BeeBots, Textease Turtle)</p> <p>Unit 2: Logo Write a simple program in Logo to produce a line drawing.</p> <p>Use more advanced Logo programming, including pen up, pen down etc.</p> <p>Write a program to reproduce a defined problem e.g. geometric shape.</p> <p>Unit 3: Lego We Do</p> <p>Create difference sequences of instructions that can achieve the same/different outcomes.</p> <p>Write efficient programs to complete simple effective tasks.</p> <p>Use the 'repeat' procedure.</p>	<p>Unit 1: Blogging Understand what a blog is and their purpose.</p> <p>Understand they can be updated from a range of devices.</p> <p>Plan, create and add an article to a blog.</p> <p>(Wordpress)</p> <p>Unit 2: Internet research Type in a URL into the browser bar to find a website.</p> <p>Add favourites to websites.</p> <p>Use a search engine to find a range of media - images and text.</p> <p>Think of search terms to use linked to questions they are finding the answers for.</p>	<p>Unit 1: Validity Questions the 'validity' of what they find on the internet.</p> <p>Talk about the reliability of information on the internet, e.g. the difference between fact and opinion.</p> <p>Unit 2: Online Behaviour Think before sending and suggest consequences of sending/posting.</p> <p>Recognise online behaviours that would be unfair.</p> <p>Discuss and describe some of the risks and benefits of the Internet.</p> <p>Know what to do if online content, words or activity makes me feel uncomfortable.</p>	<p>Unit 1: Tables Choose information to put into a data table.</p> <p>Recognise information that is suitable for their topic.</p> <p>Design a questionnaire to collect information.</p> <p>Sort and organise information to use in other ways. (Textease, Excel)</p> <p>Unit 2: Networks Know what a network is and discuss the system we have in school.</p> <p>Be able to log on and access and save items on the network.</p> <p>Recognise that search engines are networks and use a variety of child appropriate ones. (A list of these can be found here.)</p>

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