



Computing
Year 3
Connecting computers

Concepts
Information Technology

Prior Learning	New Learning	Future Learning
To recognise the uses and features of information technology	To explain how digital devices function	To describe how networks physically connect to other networks
To identify the uses of information technology in the school	To identify input and output devices	To recognise how networked devices make up the internet
To identify information technology beyond school	To recognise how digital devices can change the way that we work	To outline how websites can be shared via the World Wide Web (WWW)
To explain how information technology helps us	To explain how a computer network can be used to share information	To describe how content can be added and accessed on the World Wide Web (WWW)
To explain how to use information technology safely	To explore how digital devices can be connected	To recognise how the content of the WWW is created by people
To recognise that choices are made when using information technology	To recognise the physical components of a network	To evaluate the consequences of unreliable content

Sequence of Learning	Current Vocabulary	New Vocabulary
How does a digital device work?	Information technology (IT), computer, barcode, scanner/scan	digital device, input, process, output, program, digital, non-digital, connection, network, switch, server, wireless access point, cables, sockets
What parts make up a digital device?		
How do digital devices help us?		
How am I connected?		
How are computers connected?		
What does our school network look like?		

Trip/Visitor

Other Information	Paint programme Purple Mash 2Paint
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Computing
Year 3
Stop frame animation

Concepts
Digital literacy

Prior Learning	New Learning	Future Learning
To use a digital device to take a photograph	To explain that animation is a sequence of drawings or photographs	To explain that the composition of digital images can be changed
To make choices when taking a photograph	To relate animated movement with a sequence of images	To explain that colours can be changed in digital images
To describe what makes a good photograph	To plan an animation	To explain that images can be combined
To decide how photographs can be improved	To identify the need to work consistently and carefully	To explain how cloning can be used in photo editing
To use tools to change an image	To review and improve an animation	To combine images for a purpose
To recognise that photos can be changed	To evaluate the impact of adding other media to an animation	To evaluate how changes can improve an image

Sequence of Learning	Current Vocabulary	New Vocabulary
Can a picture move? Frame by frame What's the story? Picture perfect Evaluate and make it great! Lights, camera, action!	device, camera, photograph, capture, image, digital, landscape, portrait, framing, subject, compose, light sources, flash, focus, background, editing, filter, format, framing, lighting,	animation, flip book, stopframe, frame, sequence, image, photograph, setting, character, events, onion skinning, consistency, evaluation, delete, media, import, transition.

Trip/Visitor

Other Information	Stop-frame animation Purple Mash 2Animate Lego figure animation Pivot Animator
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Computing	Concepts
Year 3 Desktop publishing	Information technology, digital literacy

Prior Learning	New Learning	Future Learning
To say how music can make us feel	To recognise how text and images convey information	To explain that the composition of digital images can be changed
To identify that there are patterns in music	To recognise that text and layout can be edited	To explain that colours can be changed in digital images
To experiment with sound using a computer	To choose appropriate page settings	To explain how cloning can be used in photo editing
To use a computer to create a musical pattern	To add content to a desktop publishing publication	To explain that images can be combined
To create music for a purpose	To consider how different layouts can suit different purposes	To combine images for a purpose
To review and refine our computer work	To consider the benefits of desktop publishing	To evaluate how changes can improve an image

Sequence of Learning	Current Vocabulary	New Vocabulary
Words and pictures Can you edit it? Great template Can you add content? Lay it out Why desktop publishing?	music, quiet, loud, feelings, emotions, pattern, rhythm, pulse, pitch, tempo, rhythm, notes, create, emotion, beat, instrument, open, edit.	

Trip/Visitor

Other Information	Chrome music lab Untuned percussion instruments
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Computing
Year 3
Branching databases

Concepts
Information technology

Prior Learning	New Learning	Future Learning
To recognise that we can count and compare objects using tally charts	To create questions with yes/no answers	To explain that data gathered over time can be used to answer questions
To recognise that objects can be represented as pictures	To identify the attributes needed to collect data about an object	To use a digital device to collect data automatically
To create a pictogram	To create a branching database	To explain that a data logger collects 'data points' from sensors over time
To select objects by attribute and make comparisons	To explain why it is helpful for a database to be well structured	To recognise how a computer can help us analyse data
To recognise that people can be described by attributes	To plan the structure of a branching database	To identify the data needed to answer questions
To explain that we can present information using a computer	To independently create an identification tool	To use data from sensors to answer questions

Sequence of Learning	Current Vocabulary	New Vocabulary
Yes or no questions	more than, less than, most, least, common, popular, organise, data, object, tally chart, votes, total, pictogram, enter, data, compare, objects, count, explain, attribute, group, same, different, conclusion, block diagram, sharing	attribute, value, questions, table, objects, branching, database, objects, equal, even, separate, structure, compare, order, organise, selecting, information, decision tree.
Making groups		
Creating a branching database		
Structuring a branching database		
Using a branching database		
Two ways of presenting information		

Trip/Visitor

Other Information	J2data Purple Mash 2Question
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Computing
Year 3
Sequencing sounds

Concepts
Computer science

Prior Learning	New Learning	Future Learning
To describe a series of instructions as a sequence	To explore a new programming environment	To identify that accuracy in programming is important
To explain what happens when we change the order of instructions	To identify that commands have an outcome	To create a program in a text-based language
To use logical reasoning to predict the outcome of a program	To explain that a program has a start	To explain what 'repeat' means
To explain that programming projects can have code and artwork	To recognise that a sequence of commands can have an order	To modify a count-controlled loop to produce a given outcome
To design an algorithm	To change the appearance of my project	To decompose a task into small steps
To create and debug a program that I have written	To create a project from a task description	To create a program that uses count-controlled loops to produce a given outcome

Sequence of Learning	Current Vocabulary	New Vocabulary
Introduction to Scratch	instruction, sequence, clear, unambiguous, algorithm, program, order, prediction, artwork, design, route, mat, debugging, decomposition	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.
Programming sprites		
Sequences		
Ordering commands		
Looking good		
Making an instrument		

Trip/Visitor

Other Information	Scratch Purple Mash 2code
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