St Anthony's Catholic Primary School

Computing Curriculum

Year 3

Subject Cultural Capital = Using & Applying computing knowledge to solve problems
Differentiation = please see the differentiation for the EXC EM & SEND (Please see SEND pupils IEPs when planning)
Minimum expectations to check for understanding during lessons = targeted questioning / mini whiteboards/ peer talk /thumb signs
Long term memory skill development strategy = LAST, LAST, LAST linked to the WALT
Literacy & Numeracy skills development = ICT vocabulary bank linked to the WALT & include numeracy skills where they are linked to the WALT in the weekly planning

Unit	Expectations WALTS	National Curriculum Programme of Study	Software	Hardware	Vocabulary
3.1 **We are programmers** Programming an animation	Pupils learn to: • Plan and create an algorithm for an animated scene in the form of a storyboard. • Write a program in Scratch to create the animation. • Review their animation and correct mistakes.	Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. Use sequence ... in programs; work with variables and various forms of input and output. Use logical reasoning to detect and correct errors in algorithms and programs.	Scratch	Laptops/Chromebooks Cameras and microphones	Abstraction Algorithm Bug Code Debug Decomposition Event

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3.2 **We are bug fixers** Finding and correcting bugs in programs	Pupils learn to: • Develop a number of strategies for finding errors in programs. • Build up resilience and strategies for problem solving. • Increase their knowledge and understanding of Scratch. • Recognise a number of common types of bug in software.	Debug programs that accomplish specific goals. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Scratch	Laptops/Chromebooks Cameras and microphones	Abstraction Algorithm Bug Code Debug Decomposition Event Input Output Logical reasoning Parallel processing Program Repetition Scratch Sequence Sprite variable
3.3 **We are presenters** Videoing a presentation against a green screen	Pupils learn to: • Develop their web-based research skills • Structure, prepare and deliver a talk about a given topic or subtopic studied in another curriculum area • Record a piece to a camera • Edit a movie using static images and green screen footage • Give constructive, critical feedback on recorded presentations	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly.	Camera app	Ipad Green screen background	Camera roll Colour value Creative commons Green screen “Ken Burns” Pixel Resolution Rushes Search engine

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3.4 **We are who we are** Creating presentations about ourselves	Pupils learn to: • Create a number of structured presentations • Narrate presentations • Consider issues of trust and privacy when sharing information	Select, use and combine a variety of software to create content that accomplish given goals, including presenting information. Use technology safely, respectfully and responsibly	Google slides	Laptops/ computers	comments Creative Commons data centre Outline Personal information
3.5 **We are co-authors** Producing a wiki	Pupils learn to: • Understand the conventions for collaborative online work, particularly wikis • Be aware of their responsibilities when editing other people's work • Become familiar with Wikipedia, including potential problems associated with its use • Practise research skills • Write for a target audience using a wiki tool • Develop collaboration skills • Develop proofreading skills	Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Google slides	Laptops/ computers	Algorithm Creative commons Debug Five pillars Hyperlink Hypertext mark-up language (HTML) Wiki wikipedia

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3.6 **We are opinion pollsters** Collecting and analysing data	Pupils learn to: • Understand some elements of survey design • Understand some ethical and legal aspects of online data collection. • Use the internet to facilitate data collection. • Use charts to analyse data. • Gain skills in interpreting results.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data. Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	Google forms Google sheets Google slides Google drive	Laptops/ computers	data data centre data protection digital footprint filter personal information survey