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| **Year 3** | **Computing Unit** | **Computing Focus:** | **Programmes of Study** | **Suggested Software** |
| **Autumn 1 Scrumdiddlyumptious** | 3.5 I AM A COMMUNICATORIn this unit pupils will be expected to understand the importance of being safe when using communication software/hardware. The children must be warned about the dangers of supplying personal details and pictures. Drama and role play should be used to highlight dangers and areas of concern. Safe or closed communication environments must be designed for the children to respond and add to. Links to PSHE, RE and PE can be used here. | * Text
* Email
* Forums/Chat
* Video Conferencing
 | * 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 technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
 | * School Pupil Emails
* Our website blogs
* Face time – iPads
* Skype
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| **Autumn 2** **Gods & Mortals** | 3.1 I AM A RESEARCHERIn this unit pupils will be taught to use research to produce presentations, quizzes and games. They will build upon and develop text and graphics skills and use them to demonstrate their learning. Diagrams or maps can be made to show the links between pages if developing non-linier documents. Topic and literacy links can be made but maths games could be made from research also. | * Research
* Presentation
 | * use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
* 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.
 | * Keynote
* Ideament
* Prezi
* Book Creator App
* Poplet
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| **Spring 1** **Predator** | 3.2 I AM A COMIC WRITERIn this unit children will learn to import pictures into programs and use them to create comic strips. Pupils will edit pictures and use standard program tools to add text and graphics to their work. Links to topic and literacy learning are important in this unit. | * Digital photography
* Image editing
* text
 | * be discerning in evaluating digital content
* use technology safely and respectfully,
* 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,
 | * Comic Life
* Keynote
* Book creator App
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| **Spring 2** **Flow** | 3.4 I CAN TAKE YOUR OPINIONIn this unit pupils will be expected to collect data based upon given or own hypothesises. Pupils will use a range of forms (paper, iPads/Pods, and microphones) to collect the data and represent in charts and tables. This unit has strong links to maths (data handling) but can also be used in other curriculum areas such as PSHE and RE. | * Research
* Survey creation
* Data analysis
* Charting
 | * 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
* opportunities they offer for communication and collaboration
 | * Easychart HD
* Sheets
* Drive
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| **Summer 1****Urban Pioneers** | 3.3 I AM AN ANIMATORIn this unit pupils will use programming software to make things move. Children will experiment with variables to investigate how they change the movement of the objects on screen. There are strong opportunities to make simple games in this unit. | * Programming
* Graphics
 | * design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems
* solve problems by decomposing them into smaller parts
* use sequence, selection, and repetition in programs
* work with variables
* use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
 | * Scratch
* Daisy the Dino
* Hopscotch
* Kodable
* Big seed
* Bee-bot
* Tynker
* Lightbot
* Move the turtle
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| **Summer 2****Tribal Tales** | 3.6 I AM A PRESENTERIn this unit pupils will use video capture and editing to create short planned films about a given subject. Various roles will need to assigned (cameraman, presented director etc) to produce the overall content. After capturing post production of the footage will need to be carried out to add text, music and visual effects. There are a wide range of links to this unit depending on the subject matter or boundaries set. | * Video recording
* Video editing
 | * be discerning in evaluating digital content
* use technology safely and respectfully
* 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
 | * iMovie
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