

## Computing – Year 3

### Content

NC objectives - areas of study	End point of area of study	Vocabulary		
		Basic	Adventurous	Technical
<p>1. Use technology safely, respectfully and responsibly. -identities/safe emails.</p> <p>Be discerning in evaluating digital content-belief/fat/opinion</p> <p>2. Design, write and debug programs that accomplish specific goals. Solve problems by decomposing them into smaller parts. -Scratch</p> <p>3. Design and create content on a range of programs that accomplish given goals including presenting data and information. -desktop publishing.</p>	<p>1. Children will understand that some people change their identities when online. They will know that we cannot believe everything that we read online. Children will explore different ways of communicating and know how to email safely as a form of communication. <b>(connect and communicate)</b></p> <p>2. Children will be able to design their own program on Scratch to create a musical instrument. <b>(code)</b></p> <p>3. Children will be able to use desktop publishing software to represent information successfully. <b>(create)</b></p>	<p><u>Connect and communicate</u> e-safety, difference, true, false, reply,</p> <p><u>code</u> tools, debug, sequence, design, code,</p> <p><u>create</u> copy, paste, text, image, page</p>	<p><u>Connect and communicate</u> Identity, belief, opinion, fact, explain, communicate, forward</p> <p><u>code</u> motion, backdrop, algorithm,</p> <p><u>create</u> layout, edit</p>	<p><u>Connect and communicate</u> Attachments,</p> <p><u>code</u> sprite, project, blocks</p> <p><u>create</u> function, template, orientation, placeholder, desktop publishing</p>

### Knowledge

Substantive Knowledge	Disciplinary Knowledge
<p>e-safety and e-mails-concepts- <b>Communicate and Connect</b></p> <p><b>Can we believe everything we read?</b></p> <p><b><u>Lesson 1</u></b></p> <p><b><u>L.O: To know what is meant by the term 'identity'.</u></b></p> <p>Vocab: identity, avatar</p> <p>-Define identity- who a person is or the qualities of a person that makes them different from others</p> <p>- explain avatar- an image that represents you online</p>	<p><b>Working as a junior safeguarding officer e-safety</b>-At the beginning of the lesson tell the children that we are learning how to keep ourselves safe within the context of the online world.</p> <p><b>Reflect</b>-reflect on how identities can be changed online.</p> <p><b>Evaluate</b>- evaluate online content-true/untrue</p>

-children to record all information that make up their identity- name, address, family, age hobbies etc.

-colour code the parts of their identity that are safe to share online.

The awareness that the growing development of a personal identity is an important part of being human.

### Lesson 2

**L.O: To understand how other people can present alternative identities online.**

Vocab: true, false

-Know that identities might not be who they really portray themselves to be and why they might do that.

-know what people do not always tell the truth when creating an online identity/avatar.

### Lesson 3

**L.O To understand the difference between a belief, opinion and a fact.**

Vocab: belief, opinion, fact

-share definitions and examples of belief, opinion and fact.

-Give examples of how and where they might be shared online. E.g. videos, new stories, posts etc.

-discuss why people would rather share their opinions and beliefs online rather than offline.

-how do you know if something you read online is a fact? (reliable website/source).

### Lesson 4

**L.O: To understand different ways of communicating online.**

Vocab: communicate, e-safety

-Discuss different ways of communicating. E.g. letter, phone, text, email etc.

-Talk about pros and cons of each method of communicating

What is right and what is wrong?

### Lesson 5

**L.O: To understand how to send and receive emails safely.**

Vocab: email, reply

**Analyse**-look at websites/online information. Is the information fact/belief/opinion?

**Create**-create emails safely to communicate with others effectively.

- what is an email. Why do we use it?
- Model sending an email including what an email address looks like, a clear subject, and where to type the email.
- children to then practise sending and receiving their own email.

**Lesson 6**

**L.O: To how to use different tools when sending an email.**

Vocab: forward, attachment

- Explain and be able to use different tools-reply, forwards, sending an attachment.

Programming-Scratch-concepts-code

**Do the order of instructions and sequences matter?**

**Lesson 1**

**L.O: To know that commands in Scratch are represented as blocks.**

Vocab: blocks, commands, code

- introduce scratch.
- look at 3 motion blocks –move, turn and point in direction.
- explore making different code and running each block. Explain that each block is controlling the sprite (scratch the cat).

**Lesson 2**

**L.O: To understand that commands have an outcome.**

Vocab: sprite, algorithm

- children to create motion for a single sprite.
- explain how to add new sprites and use a block per sprite.
- run code-did it do as you expected?

**Lesson 3**

**L.O: To know that the objects in my project will respond exactly to the code.**

Vocab: sequence, project

- show the children 2 familiar sequences-even numbers, representation of music, traffic lights etc.
- demonstrate how to use event blocks
- children to have 3 sprites to move in 3 different ways, each started with a different event.
- children to run the code.

Wonder at the development of technology and how we can control it.

**Lesson 4**

**Working as a computer programmer-** Why is what we have learned today important to our understanding of using technology?

**Problem solving-** debugging own program and breaking down project into smaller parts.

**Design** –creating own project using coding.

**Sequence-** know where order is an is not important.

**Predict-** predict how a change in a sequence may impact on he outcome to a program.

<p><b><u>L.O: To know that a sequence of commands can have an order.</u></b>  Vocab: tools, sequence  -talk about sequences where the order is important. E.g. tying shoe laces, reading a book.  -children to create a new project using blocks that have musical notes.  -explore what happens when we change the order of the blocks.</p> <p><b><u>Week 5</u></b>  <b><u>L.O: To know how to change the appearance of a project.</u></b>  Vocab: motion, backdrop  -recap 2 blocks-motion and sound  -children change appearance of their sprite by using costumes.  -change appearance of stage by adding backdrops.</p> <p><b><u>Week 6</u></b>  <b><u>L.O: To understand how to create a project.</u></b>  Vocab: design, debug  -children apply all skills to create own project including sequences, sprites with costumes and multiple backdrop.  <a href="#">Enjoy and celebrate personal creativity created using online tools.</a></p>	
<p>Desktop publishing- concepts- <b>create</b>  <b><u>Is desktop publishing useful in the real world?</u></b></p> <ul style="list-style-type: none"> <li>Using adobe spark</li> </ul> <p><b><u>Lesson 1</u></b>  <b><u>L.O:To understand that text and images communicate information.</u></b>  Vocab text, images  -discuss what word text means.  -discuss what word 'images' means  -explain we can communicate using text and images-e.g. road signs, hazards.  -share advantages and disadvantages of using images- you don't need to be able to read, they can be quick to understand, some can be hard to understand etc.  <a href="#">How do people communicate in different ways?</a></p> <p><b><u>Lesson 2</u></b>  <b><u>L.O: To know that text and layout can be edited.</u></b>  Vocab desktop publishing, layout,edit  -introduce adobe spark and desktop publishing.</p>	<p><b>Working as a designer</b>- Why is what we have learned today important to our understanding of using technology to draw and design?</p> <p><b>Design</b>- use a range of appropriate tools for a desired outcome.</p> <p><b>Evaluate</b>- look at benefits of desktop publishing over making by hand.</p>

- model how to change font size, font colour and font style.
- children to practise using.

### **Lesson 3**

#### **L.O: To understand how to choose appropriate page settings.**

Vocab orientation, placeholder

- explain what page orientation is and that you can choose to have the page portrait or landscape.
- look at examples of magazine front covers. What does a good one look like?
- model how to use place holders to hold the place of text and images to design the layout of your page.
- children to create their own magazine template.

### **Lesson 4**

#### **L.O: To know how to add content to a desktop publishing document.**

Vocab-template, layout

- open up template from previous week.
- prepare magazine content information with the children. Children to use information to put on their magazine front cover.
- model how to add images and children to add images to their front cover.

### **Lesson 5**

#### **L.O: To know how different layouts can suit different purposes.**

Vocab-layout, copy, paste

- look at different page layouts and children to identify without reading. E.g. leaflet, newspaper, postcard etc how do you know?
- explain that information is laid out in different ways depending on the purpose and the message you want to communicate.
- children to match layout of information with purpose. E.g. poster eye catching with a brief message.

### **Lesson 6**

#### **L.O: To understand the benefits of desktop publishing.**

Vocab-function, advantages, disadvantages

- compare desktop publishing with handwritten.
- look at advantages and disadvantages.

[Understand the advantages and limitations of technology.](#)

## Concepts

<b>Connect and communicate</b>	<b>Code</b>	<b>Create</b>
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**ASSESSMENT**

**KNOW MORE, REMEMBER MORE, DO MORE...**

In this unit of learning, progress has been made when a learner knows more. This 'distance travelled' from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.