

ICT and Computing Year Three MTP

Term	Overview	National Curriculum Objectives	Target Tracker Statements	Recommended programs/software
Autumn 1	<u>Health, Well-being and Lifestyle</u> Teaching children to become responsible users of the internet and other online technologies. Children will be able to tell you the impact that technology has on health, well-being and lifestyle including understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.	<ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (DL) 	<ul style="list-style-type: none"> Use technology safely and respectfully, keeping personal information private (E-Safety) Use technology safely and recognise acceptable and unacceptable behaviour (E-Safety) 	<ul style="list-style-type: none"> Project Evolve > Year Three > Health, Well-being and Lifestyle
	<u>Connecting Computers</u> Learners will develop their understanding of digital devices, with an initial focus on inputs, processes and outputs. They will also compare digital and non-digital devices. Next, learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network.	<ul style="list-style-type: none"> Understand the opportunities [networks] offer for communication and collaboration (DL) Use technology safely, respectfully and responsibly (DL) 	<ul style="list-style-type: none"> Recognise familiar forms of input and output devices and how they are used (Computers) Make efficient use of familiar forms of input and output devices (Computers) Understand that computer networks enable the sharing of data and information (Networks) Understand that the internet is a large network of computers and that information can be shared between computers (Networks) 	<ul style="list-style-type: none"> National Centre for Computing Education Year 3 Any painting program Seesaw
Autumn 2	<u>Online Relationships</u> Teaching children to become responsible users of the internet and other online technologies. Children will learn about relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.	<ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (DL) 	<ul style="list-style-type: none"> Use technology safely and respectfully, keeping personal information private (E-Safety) Use technology safely and recognise acceptable and unacceptable behaviour (E-Safety) 	<ul style="list-style-type: none"> Project Evolve > Year Three > Online Relationships

	<p><u>Stop-frame Animation</u></p> <p>Learners will use a range of techniques to create a stop-frame animation using digital devices. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p>	<ul style="list-style-type: none"> • 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 (IT) 	<ul style="list-style-type: none"> • With support, select and use a variety of software to accomplish goals (Using Computer) 	<ul style="list-style-type: none"> • National Centre for Computing Education Year 3 • i-Pads (i-Motion) • Purple Mash 2Animate
Spring 1	<p><u>Online Bullying</u></p> <p>Teaching children to become responsible users of the internet and other online technologies. Children will learn strategies for effective reporting and intervention and how bullying and other aggressive behaviour relates to legislation.</p>	<ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (DL) 	<ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information private (E-Safety) • Use technology safely and recognise acceptable and unacceptable behaviour (E-Safety) 	<ul style="list-style-type: none"> • Project Evolve > Year Three > Online Bullying
	<p><u>Sequence and Animation</u></p> <p>In Level 3 Discovery Education Coding, learner's will program sequences to create simple animations and simulations. They will decide what should happen first, what happens last, and the order of everything in between! Children will code a sequence of commands, create an animated scene by coding more than one sequence, use a timer event to control the sequence and combine timer events.</p>	<ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems (CS) • Use sequence, selection, and repetition in programs (CS) • Use logical reasoning to explain how some algorithms work and to detect and correct errors in algorithms and programs (CS) 	<ul style="list-style-type: none"> • Design, write and debug programs that control or simulate virtual events (Coding) • Use logical reasoning to explain how some simple algorithms work (Coding) 	<ul style="list-style-type: none"> • Discovery Education – Level Three (Sequence and Animation)

Spring 2	<u>Self-image and Identity</u> Teaching children to become responsible users of the internet and other online technologies. Children will recognise that there may be people online who could make someone feel sad, embarrassed or upset. If this was to happen, children will know when and how to speak to an adult that they trust and how they can help. Shaping online identities and how media impacts on gender and stereotypes.	<ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (DL) 	<ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information private (E-Safety) • Use technology safely and recognise acceptable and unacceptable behaviour (E-Safety) 	<ul style="list-style-type: none"> • Project Evolve > Year Three > Self-image and Identity
	<u>Conditional events (selection)</u> Children will learn that sometimes they need the computer to make a decision about whether or not to carry out an instruction. They will do this by executing 'if' codes, or 'when' a certain condition is met known as selection.	<ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems (CS) • Use sequence, selection, and repetition in programs (CS) • Use logical reasoning to explain how some algorithms work and to detect and correct errors in algorithms and programs (CS) 	<ul style="list-style-type: none"> • Design, write and debug programs that control or simulate virtual events (Coding) • Use logical reasoning to explain how some simple algorithms work (Coding) 	<ul style="list-style-type: none"> • Discovery Education – Level Three (Conditional events)
Summer 1	<u>Managing Online Information</u> Teaching children to become responsible users of the internet and other online technologies. Children will learn strategies for effective searching, critical evaluation and ethical publishing.	<ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (DL) • Be discerning in evaluating digital content (DL) • Appreciate how [search] results are selected and ranked (CS) 	<ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information private (E-Safety) • Use technology safely and recognise acceptable and unacceptable behaviour (E-Safety) 	<ul style="list-style-type: none"> • Project Evolve > Year Three > Managing Online Information

	<p><u>Desktop Publishing</u> Learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how they can support them in making their own template. They will start to add text and images to create their own pieces of work. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.</p>	<ul style="list-style-type: none"> • Use search technologies effectively (IT) • 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 (IT) • Be discerning in evaluating digital content (DL) 	<ul style="list-style-type: none"> • With support, select and use a variety of software to accomplish goals (Using Computer) • Use simple search technologies (Net Searching) • Use simple search technologies and recognise that some sources are more reliable than others (Net Searching) 	<ul style="list-style-type: none"> • National Centre for Computing Education Year 3 • Adobe Express • Google Docs • Microsoft Word
Summer 2	<p><u>Privacy and Security</u> Teaching children to become responsible users of the internet and other online technologies. Behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.</p>	<ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (DL) 	<ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information private (E-Safety) • Use technology safely and recognise acceptable and unacceptable behaviour (E-Safety) 	<ul style="list-style-type: none"> • Project Evolve > Year Three > Privacy and Security
	<p><u>Branching Databases</u> During this unit, learners will develop their understanding of what a branching database is and how to create one. They will gain an understanding of what attributes are and how to use them to sort groups of objects by using yes/no questions. The learners will create physical and on-screen branching databases. Finally, they will evaluate the effectiveness of branching databases and will decide what types of data should be presented as a branching database.</p>	<ul style="list-style-type: none"> • 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 (IT) 	<ul style="list-style-type: none"> • With support, select and use a variety of software to accomplish goals (Using Computer) 	<ul style="list-style-type: none"> • National Centre for Computing Education Year 3 • j2data Branch • Pictogram • Purple Mash – 2 Question