KFJS Computing Curriculum Map						
In each unit children will: gain knowledge of different computing devices and apps.						
Year 3						
Units	**1**	**2**	**3**	**4**	**5**	**6**
Key Question	**How can I use Microsoft Word to present information?**	**How can I create an algorithm to play a sequence of music?**	**What is a computer network?**	**How do I fix a problem in an algorithm?**	**How can I inform an audience?**	**How is the internet useful?**
Essential understanding	Successfully log in to laptop using personal login details. Be able to open a new document. Be able to save a document in a specific folder using 'save as' Be able to find and open a saved document in different locations/folders on the laptop. Have a basic knowledge of using a keyboard including how to delete and use the enter button. To explain that an animation is made up of a sequence of images. Be able to use the iPad, in a steady position to capture a series of images.	Know the definition of the word algorithm and how to create a simple algorithm. Know that a sequence is a set of actions or events that must be carried out in the same order every time.	Be able to identify and explain what an input and output device is. Be able to explain that a computer system accepts an input and processes it to produce an output. Know that a computer network can be used to share information. Be able to identify network devices around them.	Know the definition of the word algorithm and how to create a simple algorithm. Find a bug in their simple algorithm and know how to debug. Know what an input and output are when creating a program.	To explain that an animation is made up of a sequence of images. Be able to use the iPad, in a steady position to capture a series of images. Know how to remove frames to improve an animation.	Be able to open an internet page and go to a search engine of their choice. Have a simple understanding of what search engines are and why we use them. Use the word 'kids' or 'ks2' in a search engine to provide more child friendly results.

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	Know how to remove frames to improve an animation.					
Esafety objectives	Smart crew clips – create SMART safety poster (2 sessions)	Protect personal information when doing different things online. Private and public – 1 session http://code-it.co.uk/privatepublic	Explain what a secure password is and why they are important. Give the children a bit of paper with 10 squares on. Ask the children to write down all sorts of things they like on different squares of paper, just one on each square, anything from their favourite colour, the name of their favourite teddy, favourite food, film, book etc. Ask them to cut them up and put them all inside their envelope and then get them to	Use safety features of websites as well as reporting concerns to an adult. Post positive comments online. Cyberbullying twinkle lesson. https://www.twinkl.co.uk/resource/tp2-i-920-computing-online-safety-year-3-unit-pack And play band runner game in pairs.	I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. https://projectevolve.co.uk/toolkit/resources/content/online-relationships/7-11/i-can-explain-what-it-means-to-know-someone-online-and-why-this-might-be-different-from-knowing-someone-offline/?from=years	Recognise websites and games appropriate for age. Look at a selection of game covers that are both suitable and unsuitable for their age. Sort and discuss.

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			take the pieces out at random and lay them out in sets of three.			
Computer science, digital literacy and information technology objectives and skills	**Digital literacy -Laptop** Successfully log on to the laptop using own login. Save and retrieve work on own device. How to log on to laptop. Microsoft word skills: (See year 3 progress of skills in word) Create something linked to project but must focus on the above skills. Finished product not the focus. Animal fact file?	**Computer Science - Laptop** Describe the algorithm needed for a simple task. Put programming commands into a sequence to achieve a specific outcome. Describe the algorithm needed for a simple task. Scratch NCC – Programming A – Sequence in music	**Information and technology - Laptop** Explain that a computer system accepts an input and processes it to produce an output. Know that a computer network can be used to share information. NCC SYSTEMS AND NETWORKS	**Computer Science - Laptop** Describe the algorithm needed for a simple task. Detect a problem in an algorithm which could result in unsuccessful programming. Keep testing own program and recognise when it is necessary to debug it. Scratch NCC – Programming B – Events and actions in programs	**Digital literacy- Ipads** Combine a mixture of text, graphics and sound to share ideas and learning. Save and retrieve work on own device. Evaluate work and improve its effectiveness. Create a stop gap animation showing the life cycle of a plant in pairs.	**Digital literacy- Laptop** Use search tools to find and use an appropriate website. Use the word 'kids' in a search engine to provide more child friendly results. Copy text from an internet page to a Microsoft document. Copy images from an internet page to a word document. Research and present something of their choice using PowerPoint.
Assessment	Can I use year 3 Microsoft Word skills to	Can I create a programme that has effective algorithms to	Can I explain what a digital device is and explain the concept of	Can I put programming commands into a	Can I use the stop gap animation app to	Can I use search tools to find and use an appropriate website

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	create an animal information page? Login to laptop – Microsoft word skills	play sounds and change appearances? Scratch NCCE Programming A - a sequence in music Create a programme that has effective algorithms to play sounds and change appearances.	input, process and output? NCC Networks and systems. Summative assessment to be completed by each child – from there a judgment of 1,2 or 3 can be made. Score out of 10. 0-3 wts 4-7 exp 8-10 gds	sequence to achieve a specific outcome? Scratch NCCE Programming B	create a short animation? Stop gap animation of life cycle of a plant. Plan, film and edit a stop gap animation.	usng the word 'kids' or 'ks2' to refine my search results? Use PowerPoint to present something of their choice that they will research.
WTS	Need support to login to laptop Can save and open a document with support Can type a few words at a slow pace Not confident in using spell checker or making a letter a capital	Describe the genre of the project, e.g. musical instrument Rename a sprite Choose a backdrop and costumes An algorithm that associates a sound with an event Translate their design into code for an	Be able to identify and name a few digital devices.	Be able to move sprite using blocks but not always in the direction they planned for.	Contains pictures and notes related to the animation Several frames are used to create movement Learners have made some changes if needed	Be able to explain that the internet can be used to find information. Be able to add some key facts on to their PowerPoint.

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		individual sprite Runs successfully, meeting elements of the task Identify which elements of the task have been achieved				
EXS	Login to the laptop without support Open a new document Save a document Open a saved document Make a letter a capital Know how to delete a word/letter Know the function of the enter/return button Use spellchecker Know how to print their work COLOUR STYLE AND SIZE	Describe the purpose of the project, e.g. to create sounds when keys are pressed Choose a name which describes the action of the sprite Choose relevant backdrops and costumes An algorithm for each sprite Adapt their code for additional named sprites Run their code and identify if it meets the requirements of the	Be able to identify if a device is digital or not. Be able to explain what input, output and process means. Know what a network is and how it works.	Use event blocks to successfully move sprite up, down, left and right.	Has a clear beginning, middle, and end Movement is smooth Labels/information is clear and on the screen long enough to be read Follows the storyboard Learners have made some improvements	Use 'kids' or 'ks2' in their search in order to refine their results. Use tabs to open multiple sites at once. Import pictures to their PowerPoint from the internet using copy and paste.

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		task Evaluate how successfully they met the task				
GDS	Login to laptop and support those who are struggling Save a file to a given location and be able to open it from different locations Know how to print their work and send to different locations	Describe the needs of the audience of the project, e.g. the keys will show which one you pressed to help you remember Identify the attributes of the sprite e.g. code, costume, and sound Change the appearance of the sprite and backdrop in response to user input Identify aspects of the algorithm that can be reused for subsequent sprites Include additional code which enhances the function of the program, reflecting	Be able to explain what a network is and how it works.	Be able to spot bugs in their algorithm and debug.	Indicates what is needed to create the animation Movement is consistent throughout Learners have identified improvements and made those changes Speed of animation is edited if needed No table/other background is visible in shot	Use a number of different websites to complete their research – being able to compare the information they found.

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		design choices Run their code and explain how it meets the requirements of the task Identify how their project could be improved				