

YEAR 3 New National Curriculum 2015 at West Park School

Year 3		Computing		Provision Audit across the Year/Key Stage
Autumn	Spring	Summer	Computing	
<p><u>Autumn 1</u> Create an algorithm for an animated scene in the form of a storyboard Write a program in Scratch to create the animation Correct mistakes in their animation programs</p> <p>Design, write and debug programs that accomplish specific goals including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p><u>Autumn 2</u> Plan a video to shoot 2&3 Shoot a video 4&5 Edit a video, including adding narration and editing clips 6. Evaluate the qualities of an effective video Select, use and combine a variety of software on a range of digital devices to design and create a range of programs</p> <p>Work with various forms of input and output Use technology safely, respectfully and responsibly.</p>	<p><u>Spring 1</u> To find out about digital footprints</p> <p>2, 3 & 4 To produce a poster/powerpoint/video/blog about how to stay safe on the internet.</p> <p>5&6 To know what is safe and unsafe on the internet. To develop a class system to report any concerns</p> <p>1. Understand computer networks, including the internet.</p> <p>2, 3 & 4 Understand how to use the internet safely</p> <p>5&6 Understand a range of ways to report concerns about content.</p> <p><u>Spring 2</u> Explore different methods of data collection using a range of software</p> <p>Collect data ready to input into a range of software</p> <p>Input and present data visually using different software</p> <p>Analyse data collection software</p> <p>Decide which data collection software is best suited to the data</p> <p>Select, use and combine a variety of software on a range of digital devices to collect, analyse, evaluate and present data and information.</p>	<p><u>Spring 1 and 2</u> We are the presenters!</p> <p>Produce a powerpoint/storyboard/poster/photostory about Australia</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 	<p>Purpose of study A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.</p> <p>Aims The national curriculum for computing aims to ensure that all pupils:</p> <ul style="list-style-type: none"> can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems are responsible, competent, confident and creative users of information and communication technology <p>Key stage 2 Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 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 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 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 <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable</p>	

				behaviour; identify a range of ways to report concerns about content and contact.
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