



**Computing Long Term Planning
Class 3 - 2019-2020**

Term	Area	National Curriculum Objectives	Key skills	Programs / resources
Autumn 1	To Communicate	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	<ul style="list-style-type: none"> • Change the appearance of text • Create, modify and present documents • Use an appropriate tool to share work. • Give constructive feedback to friends • Explore new media • Create a hyperlink to a resource on the World Wide Web 	<ul style="list-style-type: none"> • Comic Life App • Purple Mash – 2Create A Story, 2Publish, 2Animate, 2Blog • PowerPoint • Microsoft PhotoStory • www.paint.net • www.tinkercad.com • Padlet • Applications: Book Creator • Google Docs
Autumn 2	To Code	<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>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<ul style="list-style-type: none"> • Use a variety of tools to create a program • Recognise an error in a program and debug it. • Recognise that an algorithm will help to sequence more complex programs. • Use logical thinking to solve an open-ended problem by breaking it up into smaller parts. 	<ul style="list-style-type: none"> • Kodu • Scratch • Purple Mash – 2Code



Computing Long Term Planning Class 3 – 2019-2020

		Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs		
Spring 1	To Connect February E-safety month	<p>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</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<ul style="list-style-type: none"> • Explain the functions of different components of a computer. • Consider the benefits and limitations of applications and programs in their lives. • Explain what the Internet is and how it works. • Confidently distinguish between the Internet and the World Wide Web. • Use search engines confidently, including shortcuts to quickly find desired information. • Understand how results are ranked and consider this when searching the World Wide Web. • Distinguish between misinformation and disinformation. • Identify possible risks online and explain how they should conduct themselves, how to protect themselves from inappropriate content, how to deal with unwanted contact and the dangers of online commerce. • Use the safety features of websites as well as reporting concerns to an adult. 	<p>Website reliability:</p> <ul style="list-style-type: none"> • http://www.thedogisland.com/ • https://goggles.webmaker.org/ <p>Computer Science:</p> <ul style="list-style-type: none"> • Code.org • Barefoot Computing • www.codeit.co.uk • Quickstart Computing • BBC Bitesize – How does the Internet work? <p>Copyright:</p> <ul style="list-style-type: none"> • http://www.historyonthenet.com/terms_and_conditions.htm • http://www.moshimonsters.com/tc • http://scoobydoo.kidswb.com <p>E-Safety</p> <ul style="list-style-type: none"> • CEOP video - https://www.youtube.com/watch?v=o8auwnJtqE • http://www.teachertube.com/viewVideo.php?video_id=147297 • www.123people.co.uk • UKCCIS – Education for a Connected World • www.net-aware.org.uk • www.internetmatters.org • www.bbc.com/ownit



Computing Long Term Planning Class 3 – 2019-2020

			<ul style="list-style-type: none"> Choose websites and games that are appropriate for age Know how to check who owns photographs, text and clipart 	
Spring 2	To Collect	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	<ul style="list-style-type: none"> Plan the process needed to investigate the world. Select the most effective tool to collect data for an investigation. Tell you why a particular online tool has been selected for a specific purpose. Interpret the data collected. Present the data collected in an appropriate way. Check the data collected for accuracy and plausibility. Use the skills developed to interrogate a database. 	<ul style="list-style-type: none"> Dataloggers Purple Mash – 2graph, 2investigate and 2question Branching Database software Survey Monkey / surveying website
Summer 1	To Code	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	<ul style="list-style-type: none"> Decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program. Use a variable to increase programming possibilities. Change an input to a program to achieve a different output 	<ul style="list-style-type: none"> Scratch Kodu Purple Mash – 2Code, Logo. 2Code https://slp.somerset.gov.uk/cypd/elim/somersetict/Innovative%20Use%20of%20ICT/Programming/Scratch/Questions/Scratch%2010blocks.pdf http://info.scratch.mit.edu/Support/Scratch_Cards



Computing Long Term Planning Class 3 – 2019-2020

		<p>with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<ul style="list-style-type: none"> • Use logical thinking imagination and creativity to extend a program. • Use logical reasoning to detect and debug mistakes in a program. 	<ul style="list-style-type: none"> • https://slp.somerset.gov.uk/cypd/elim/somersetict/Innovative%20Use%20of%20ICT/Programming/Scratch/scratch%204a%20Maths%20cat.pdf • http://scratch.mit.edu/explore/?date=this_month • https://slp.somerset.gov.uk/cypd/elim/somersetict/Innovative%20Use%20of%20ICT/Programming/Scratch/Scratch%206%20plan%20and%20create%20a%20game.pdf
Summer 2	To Communicate	<p>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</p>	<ul style="list-style-type: none"> • Use photos, video and sound to create an atmosphere when presenting to different audiences • Explore new media • Create, modify and present documents for a specific purpose • Give constructive feedback to friends to help them improve their work and consider own work in the same way. 	<ul style="list-style-type: none"> • http://www.bandicam.com/free-screen-recorder/ • Voiceovers could be created using Windows sound recorder, Easi-Speak or iPad app. • 2Simple Music Toolkit or other music making software • Windows Live Movie Maker • Microsoft Photostory • Applications: DoInk <p>Game adverts:</p> <ul style="list-style-type: none"> • http://www.youtube.com/watch?v=eO8xe2AUY4c