

## Computing Year 3 medium term plan Autumn 1

Lesson	Title	Success Criteria
<a href="#"><u>1</u></a>	Using Flowcharts	<ul style="list-style-type: none"> <li>• Children can read and explain a <b>flowchart</b></li> <li>• Children can use a <b>flowchart</b> to create a computer program.</li> <li>• Children can create a computer program that uses <b>click events</b> and <b>timers</b>.</li> </ul>
<a href="#"><u>2</u></a>	Using Timers	<ul style="list-style-type: none"> <li>• Children can create a program that uses a <b>timer-after command</b></li> <li>• Children can create a program that uses a <b>timer-every command</b></li> </ul> <p>Children understand there can be different ways to solve a problem.</p>
<a href="#"><u>3</u></a>	Using Repeat	<ul style="list-style-type: none"> <li>• Children understand how the <b>turtle object</b> moves.</li> <li>• Children can use the <b>repeat command</b> with an <b>object</b>.</li> <li>• Children can create a computer program that includes use of the <b>repeat command</b>.</li> </ul>
<a href="#"><u>4</u></a>	Code, Test and Debug	<ul style="list-style-type: none"> <li>• Children can create computer programs using prior knowledge.</li> <li>• Children can <b>run, test</b> and <b>debug</b> their programs.</li> <li>• Children can consider <b>nesting</b> when <b>debugging</b> their programs.</li> </ul>
<a href="#"><u>5 &amp; 6</u></a>	Design and Make an Interactive Scene	<ul style="list-style-type: none"> <li>• Children can use the <b>properties table</b> to set the <b>properties of objects</b>.</li> <li>• Children can plan their <b>scene</b> and code before they create their program.</li> <li>• Children can confidently make several different things happen in a program.</li> </ul>

## Computing Year 3 medium term plan Autumn 2

### Medium-Term Plan

Lesson	Title	Success Criteria
<u>1</u>	Safety in Numbers	<ul style="list-style-type: none"><li>• Children understand what makes a good password for use on the Internet. Children are beginning to realise the outcomes of not keeping passwords safe.</li><li>• Children can contribute to a concept map of all the different ways they know that the Internet can help us to communicate.</li><li>• Children have contributed to a class blog with clear and appropriate messages.</li><li>• Extension: Children understand that passwords help to limit who can see personal / private / confidential information.</li></ul>
<u>2</u>	Fact or Fiction?	<ul style="list-style-type: none"><li>• Children understand that some information held on websites may not be accurate or true.</li><li>• Children are beginning to understand how to search the Internet and how to think critically about the results that are returned.</li><li>• Children have accessed and assessed a 'spoof' website.</li><li>• Children have created their own 'spoof' webpage mock-up.</li><li>• Children have shared their 'spoof' web page on a class display board.</li><li>• Extension: Children evaluate facts from a website and explain how they fact checked the information that was presented.</li></ul>
<u>3</u>	Appropriate Content & Ratings	<ul style="list-style-type: none"><li>• Children can identify some physical and emotional effects of playing/watching inappropriate content/games.</li><li>• Children relate cyberbullying to bullying in the real-world and have strategies for dealing with online bullying including screenshot and reporting.</li></ul>

# Medium-Term Plan

Lesson	Title	Success Criteria
<u>1</u>	Creating Pie Charts and Bar Graphs	<ul style="list-style-type: none"><li>• Children can create a table of data on a spreadsheet.</li><li>• Children can use a spreadsheet program to automatically create charts and graphs from data.</li></ul>
<u>2</u>	Using more than and Spin Button Tools	<ul style="list-style-type: none"><li>• Children can use the 'more than', 'less than' and 'equals' tools to compare different numbers and help to work out solutions to calculations.</li><li>• Children can use the 'spin' tool to count through times tables.</li></ul>
<u>3</u>	Advanced Mode and Cell Addresses	<ul style="list-style-type: none"><li>• Children can describe a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row.</li><li>• Children can find specified locations in a spreadsheet.</li></ul>

## Computing Year 3 Spring 1

Lesson	Title	Success Criteria
<u>1</u>	Home, Top and Bottom Row Keys	<ul style="list-style-type: none"><li>• Children understand the names of the fingers.</li><li>• Children understand what is meant by the home, bottom, and top rows.</li><li>• Children have developed the ability to touch type the home, bottom, and top rows.</li></ul>
<u>2</u>	Home, Top and Bottom Row Keys (Consolidation)	<ul style="list-style-type: none"><li>• Children can use two hands to type the letters on the keyboard.</li></ul>
<u>3</u>	Left Keys	<ul style="list-style-type: none"><li>• Children can touch type using the left hand.</li></ul>
<u>4</u>	Right Keys	<ul style="list-style-type: none"><li>• Children can touch type using the right hand.</li></ul>

## Computing Year 3 Spring 2

Lesson	Title	Success Criteria
<a href="#">1</a>	Communication	<ul style="list-style-type: none"><li>• Children can list a range of different ways to communicate.</li><li>• Children can use 2Connect to highlight the strengths and weaknesses of each method.</li><li>• Extension: Children can order the various types of communication that have been used through history.</li></ul>
<a href="#">2</a>	Composing Emails	<ul style="list-style-type: none"><li>• Children can open an email and respond to it.</li><li>• Children have sent emails to other children in the class.</li><li>• Extension: Children can use the search option in the address book to find a classmate when sending an email.</li></ul>
<a href="#">3</a>	Using Email Safely: Part 1	<ul style="list-style-type: none"><li>• Children have written rules about how to stay safe using email.</li><li>• Children have contributed to classmates' rules.</li><li>• Extension: Children understand the importance of draft.</li></ul>
<a href="#">4</a>	Using Email Safely: Part 2	<ul style="list-style-type: none"><li>• Children have created a quiz about email safety which explores scenarios that they could come across in the future.</li><li>• Extension: Children create title screens for their quizzes explaining what the quiz is about, and how to play it.</li></ul>
<a href="#">5</a>	Attachments	<ul style="list-style-type: none"><li>• Children can attach work to an email.</li><li>• Children know what CC means and how to use it.</li></ul>
<a href="#">6</a>	Email Simulations	<ul style="list-style-type: none"><li>• Children can read and respond to a series of email communications.</li><li>• Children can attach files appropriately and use email communication to explore ideas.</li><li>• Extension: Children know why the terms CC and BCC are used</li><li>• Children understand when to use CC or BCC</li></ul>

## Computing Year 3 Summer 1

Lesson	Title	Success Criteria
<a href="#"><u>1</u></a>	Introducing Databases	<ul style="list-style-type: none"><li>• Children understand how YES/NO questions are structured and answered.</li><li>• Children have used YES/NO questioning to play a simple game with a friend.</li><li>• Children can explain why they choose a particular question to split their database.</li><li>• Extension: Children can begin to use 'or more' and 'or less' in their questioning</li></ul>
<a href="#"><u>2</u></a>	Branching Databases	<ul style="list-style-type: none"><li>• Children have contributed to a class branching database about fruit.</li><li>• Children have completed a branching database about vegetables.</li><li>• Extension: Children can edit and adapt a branching database to accommodate new entries.</li></ul>
<a href="#"><u>3 and 4</u></a>	Creating a Branching Database on the Computer	<ul style="list-style-type: none"><li>• Children can choose a suitable topic for a branching database.</li><li>• Children can select and save appropriate images.</li><li>• Children can create a branching database.</li><li>• Children know how to use and debug their own and others branching databases.</li></ul>

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Lesson	Title	Success Criteria
<u>1</u>	What Are Simulations?	<ul style="list-style-type: none"> <li>• Children know that a computer simulation can represent real and imaginary situations.</li> <li>• Children can give some examples of simulations used for fun and for work.</li> <li>• Children can give suggestions of advantages and problems of simulations.</li> </ul>
<u>2</u>	Exploring a Simulation	<ul style="list-style-type: none"> <li>• Children can explore a simulation.</li> <li>• Children can use a simulation to try out different options and to test predictions.</li> <li>• Children can begin to evaluate simulations by comparing them with real situations and considering their usefulness.</li> <li>• Children can analyse choices made using a branching database.</li> </ul>
<u>3</u>	Analysing and Evaluating a Simulation	<ul style="list-style-type: none"> <li>• Children can recognise patterns within simulations and make and test predictions.</li> <li>• Children can identify the relationships and rules on which the simulations are based.</li> <li>• Children can evaluate a simulation to determine its usefulness for purpose.</li> </ul>

## Computing Year 3 Summer 2

Lesson	Title	Aims (Objectives)	Success Criteria
<u>1</u>	Introducing 2Graph	<ul style="list-style-type: none"><li>To enter data into a graph and answer questions.</li></ul>	<ul style="list-style-type: none"><li>Children can set up a graph with a given number of fields.</li><li>Children can enter data for a graph.</li><li>Children can produce and share graphs made on the computer.</li><li>Extension: Children can select most appropriate style of graph for their data and explain their reasoning.</li></ul>
<u>2</u>	Using 2Graph to Solve an Investigation	<ul style="list-style-type: none"><li>To solve an investigation and present the results in graphic form.</li></ul>	<ul style="list-style-type: none"><li>Children have solved a maths investigation.</li><li>Children can present the results in a range of graphical formats.</li><li>Children can use the sorting option to make analysis of their data easier.</li><li>Extension: Children can select most appropriate style of graph for their data and explain their reasoning.</li></ul>



Lesson	Title	Aims (Objectives)	Success Criteria
1	Making a Presentation from a Blank Page	<ul style="list-style-type: none"> <li>To create a page in a presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Children know what PowerPoint is.</li> <li>Children can open PowerPoint.</li> <li>Children can add text to a page and format it.</li> <li>Children can add shapes to a page.</li> </ul>
2	Adding Media	<ul style="list-style-type: none"> <li>To add media to a presentation</li> </ul>	<ul style="list-style-type: none"> <li>Children can change the design of the slides.</li> <li>Children can insert a new slide.</li> <li>Children can insert pictures.</li> <li>Children can edit pictures.</li> <li>Children can insert video and audio.</li> </ul>
3	Adding Animation	<ul style="list-style-type: none"> <li>To add animations into a presentation</li> </ul>	<ul style="list-style-type: none"> <li>Children can use animations in a presentation.</li> <li>Children can use transitions in a presentation.</li> </ul>
4	Presenting with Timings	<ul style="list-style-type: none"> <li>To add timings into a presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Children can add timings to a presentation.</li> <li>Children can present effectively using PowerPoint.</li> </ul>
5 & 6	Create a Presentation	<ul style="list-style-type: none"> <li>To use the skills learnt in previous weeks to design and present an effective presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Children can create a presentation including formatted text.</li> <li>Children can include different media.</li> <li>Children can add transitions and animations.</li> <li>Children can add timings to the presentation.</li> <li>Children can present effectively.</li> </ul>