

## Computing Long Term Plan 2018-2019 (based on Rising Stars and STEM HAMPSHIRE Advise)

Year 3	<p><b>Rising Stars 3.1</b>  <b>We are programmers</b>  <b>Programming an Animation</b></p> <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts.</li> <li>• Use sequence ... in programs; work with variables and various forms of input and output.</li> <li>• Use logical reasoning to detect and correct errors in algorithms and programs.</li> <li>• Select, use and combine a variety of software ... to design and create ... content that accomplish(es) given goals, including ... presenting ... information.</li> </ul>	<p><b>Rising Stars 3.2</b>  <b>We are bug fixers</b>  <b>Finding and correcting bugs in programs</b></p> <ul style="list-style-type: none"> <li>• Debug programs that accomplish specific goals.</li> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> </ul>	<p><b>Rising Stars 3.3</b>  <b>We are presenters</b>  <b>Videoing performance</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Work with various forms of input and output.</li> <li>• Use technology safely, respectfully and responsibly.</li> </ul>	<p><b>Rising Stars 3.4</b>  <b>We are vloggers</b>  <b>Making and sharing a short screencast presentation</b></p> <ul style="list-style-type: none"> <li>• Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web.</li> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of content that accomplish given goals, including collecting, analysing, evaluating and presenting information.</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<p><b>Rising Stars 3.5</b>  <b>We are communicators</b>  <b>Communicating safely on the internet</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> </ul>	<p><b>Rising Stars 3.6</b>  <b>We are opinion pollsters</b>  <b>Collecting and analysing data</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the</li> </ul>
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					<p>presenting data and information.</p> <ul style="list-style-type: none"><li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li></ul>	<p>opportunities they offer for communication and collaboration.</p>
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<p>Hardware/Software</p>	<p>Laptops</p> <p>Scratch – please use this as we are building on what they already know Look at</p> <p>Please look at <a href="http://code-it.co.uk/scratch/dressingup/dressingupoverview">http://code-it.co.uk/scratch/dressingup/dressingupoverview</a></p> <p>Dressing up activity only – this is age appropriate for scratch in year 3</p>	<p>Laptops</p> <p>Scratch – please use this as we are building on what they already know</p> <p>Please look at <a href="http://code-it.co.uk/scratch/smoking_car/smokingcaroverview">http://code-it.co.uk/scratch/smoking_car/smokingcaroverview</a></p> <p>smoking car game – this is age appropriate to year 3</p>	<p>Ipads</p> <p>Ipads recorder iMovie editor on ipad (if this is not working book creator)</p>	<p>Ipads</p> <p>Book creator Imovie</p>	<p>Laptops</p> <p>2email- building on last years' experience</p>	<p>Laptops Wireless net connection</p> <p>Microsoft excel Microsoft word</p>
<p>Online safety specific teaching</p>	<p>Powerful passwords – 30/45 min lesson</p>	<p>My online community – digital web 30/45 min</p>	<p>Things for sale – advertising 30/45 min</p>	<p>Have your say (linked to email)- 1 30 min lesson discussion based</p> <p><a href="http://code-it.co.uk/dlplanning/digitalcitizenship/haveyoursay">http://code-it.co.uk/dlplanning/digitalcitizenship/haveyoursay</a></p>	<p>Writing good emails - How to communicate effectively 30/45 min lesson</p>	<p>Show respect online – how to communicate 30/45 min</p>
<p>Online Safety SC from Education for a connected world – GOV advice</p>	<p>6 health wellbeing and lifestyle</p> <p>I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).</p> <p>7 Privacy and security</p>	<p>1 self-image and identify</p> <p>I can explain what is meant by the term 'identity'.</p> <p>I can explain how I can represent myself in different ways online.</p> <p>I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).</p> <p>3 online reputation</p>	<p>5 managing online information</p> <p>I can use key phrases in search engines</p> <p>I can explain what <b>autocomplete</b> is how to choose the best suggestion.</p> <p>I can explain how the internet can be used to sell and buy things.</p> <p>I can explain the difference between 'belief', an 'opinion' and a 'fact'.</p> <p>8 copyright and ownership</p> <p>I can explain why copying someone else's work from the internet without permission can cause problems.</p> <p>I can give examples of what those problems might be.</p> <p>5 managing online information (Yr4)</p>	<p>2 online relationships</p> <p>I can describe ways people who have similar likes and interests can get together online.</p> <p>I can give examples of technology-specific forms of communication (e.g. <b>emojis, acronyms, text speak</b>).</p> <p>I can explain some risks of communicating online with others I don't know well.</p>	<p>2 online relationships</p> <p>I can explain why I should be careful who I trust online and what information I can trust them with.</p> <p>I can explain how my and other people's feelings can be hurt by what said or written online.</p> <p>I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried.</p>	<p>2 online relationships</p> <p>I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life.</p> <p>I can explain what is meant by 'trust someone online'. I can explain why this is different from 'liking someone' on social media.</p> <p>4 online bullying</p> <p>I can explain what bullying is and can describe how people may be bullied.</p> <p>I can describe rules about how to behave online and how I follow them.</p>

	<p>I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult.</p> <p>I understand and can give reasons why passwords are important.</p> <p>I can describe simple strategies for creating and keeping passwords private.</p> <p>I can describe how connected devices can collect and share my information with others.</p>	<p>I can search for information about myself online.</p> <p>I can recognise I need to be careful before I share anything about myself or others online.</p> <p>I know who I should ask if I am not sure if I should put something online.</p>	<p>I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; <b>in-app purchases</b>, pop-ups) and can recognise some of these when they appear on</p>		
<p>Unplugged lesson</p> <p>Not computer based – critical thinking</p>	<p>Logical Number Sequences Activity</p> <p><a href="https://barefootcas.org.uk/programme-of-study/use-logical-reasoning-explain-simple-algorithms-work/ks2-logical-number-sequences-activity/">https://barefootcas.org.uk/programme-of-study/use-logical-reasoning-explain-simple-algorithms-work/ks2-logical-number-sequences-activity/</a></p>	<p>2D Shape Drawing Activity: An introduction to debugging algorithms</p> <p><a href="https://barefootcas.org.uk/barefoot-primary-computing-resources/exemplar-activities/ks2-2d-shape-drawings-activity/">https://barefootcas.org.uk/barefoot-primary-computing-resources/exemplar-activities/ks2-2d-shape-drawings-activity/</a></p> <p>consolidating from year 2 – language should be developed</p>	<p>Logical Number Sequences Activity</p> <p><a href="https://barefootcas.org.uk/programme-of-study/use-logical-reasoning-explain-simple-algorithms-work/ks2-logical-number-sequences-activity/">https://barefootcas.org.uk/programme-of-study/use-logical-reasoning-explain-simple-algorithms-work/ks2-logical-number-sequences-activity/</a></p>		