

Year 3- Skills & Knowledge Progression By Strand

Year	Multimedia	Programming	Online	E-Safety	Data
3	<p>Unit 1: Graphics Acquire, store and combine images from cameras or the internet for a purpose.</p> <p>Use the print screen function to capture an image.</p> <p>Select certain areas of an image and resize, rotate an image.</p> <p>Edit pictures using various tools in paint or photo-manipulation software.</p> <p>Unit 2: eBooks (Powerpoint) Create a new eBook with a front cover and add or remove pages.</p> <p>Combine text and images within each page and embed sound clips.</p> <p>Add information about the author and title for publishing.</p> <p>Get quicker at typing using both hands.</p>	<p>Unit 1: Hopscotch app – iPad Based Use a variety of inputs</p> <p>Use the ‘repeat’ (loop) command within a series of instructions.</p> <p>Use the ‘if... then’ (conditional statement) command within a series of instructions</p> <p>Unit 2: Logo Write a simple program in Logo to produce a line drawing.</p> <p>Use more advanced Logo programming, including pen up, pen down etc.</p> <p>Write a program to reproduce a defined problem, e.g. geometric shape/pattern.</p>	<p>Unit 1: Blogging - When available Navigate to view their class/school blog.</p> <p>Understand that their class/school blog can be updated from a range of devices.</p> <p>Comment on their class/school blog.</p> <p>Subscribe with an adult’s email to receive updates about their class/school blog.</p> <p>Unit 2: Internet research Type in a URL to find a website.</p> <p>Add websites to favorites.</p> <p>Use a search engine to find a range of media, e.g. images, text.</p> <p>Think of search terms to use linked to questions</p>	<p>Question the “validity” of what they see on the internet.</p> <p>Use a browser address bar not just search box and shortcuts.</p> <p>Think before sending and suggest consequences of sending/posting.</p> <p>Recognise online behaviours that would be unfair.</p>	<p>Choose information to put into a data table.</p> <p>Recognise which information is suitable for their topic.</p> <p>Design a questionnaire to collect information.</p> <p>Sort and organise information to use in other ways.</p>

	<p>Use different fonts sizes, colours and effects to communicate meaning.</p> <p>Align text left, right and centre.</p>		<p>they are finding the answers for.</p> <p>Talk about the reliability of information on the internet, e.g. the difference between fact and opinion (link to E-Safety)</p>		
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Year 3 - Key Knowledge Objectives – Programming

- Algorithms can be represented symbolically [flowcharts] or using instructions in a clearly defined language [turtle graphics].
- Algorithms can include selection (if) and repetition (loops).
- Algorithms should be stated without ambiguity and care and precision are necessary to avoid errors.
- Algorithms are developed according to a plan and then tested. Algorithms are corrected if they fail these tests.
- A computer program is a sequence of instructions written to perform a specified task with a computer.
- Programs can be created using visual tools.