



## Mersey Park Primary School Computing Long Term Overview – Year 3

Scheme of Work	Target Tracker Assessment Focus	Weaving Knowledge, Skills and Understanding
<b>Computers</b>		
<ul style="list-style-type: none"><li>Algorithms &amp; Debugging</li><li>Podcasts</li><li>Film Creation - Produce, Edit &amp; Publish Media</li><li>Branching Database</li></ul>	<ul style="list-style-type: none"><li>Recognise familiar forms of input and output devices and how they are used</li><li>Make efficient use of familiar forms of input and output devices</li></ul>	
<b>Using Computer</b>		
<ul style="list-style-type: none"><li>Algorithms &amp; Debugging</li><li>Podcasts</li><li>Film Creation - Produce, Edit &amp; Publish Media</li></ul>	<ul style="list-style-type: none"><li>With support select and use a variety of software to accomplish goals</li></ul>	<ul style="list-style-type: none"><li>Can they review images on a camera and delete unwanted images?</li><li>Have they experienced downloading images from a camera into files on the computer?</li><li>Can they use photo editing software to crop photos and add effects?</li><li>Can they manipulate sound when using simple recording story boarding?</li><li>Can they input data into a prepared database?</li><li>Can they sort and search a database to answer simple questions?</li><li>Can they use a branching database?</li><li>Can they create a presentation that moves from slide to slide and is aimed at a specific audience?</li><li>Can they combine text, images and sound and show awareness of audience?</li><li>Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder?</li></ul>
<b>e-Safety</b>		
<ul style="list-style-type: none"><li>Rising Stars Unit</li><li>Podcasts</li><li>Film Creation - Produce, Edit &amp; Publish Media</li><li>Internet Research &amp; Online Safety</li></ul>	<ul style="list-style-type: none"><li>Use technology safely and respectfully, keeping personal information private</li><li>Use technology safely and recognise acceptable and unacceptable behaviour</li></ul>	<ul style="list-style-type: none"><li>Do they understand the need for rules to keep them safe when exchanging learning and ideas online?</li><li>Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion?</li><li>Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them?</li></ul>

		<ul style="list-style-type: none"> <li>• Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image?</li> <li>• Do they understand that copyright exists on most digital images, video and recorded music?</li> <li>• Do they understand the need to keep personal information and passwords private?</li> <li>• Do they understand that if they make personal information available online it may be seen and used by others?</li> <li>• Do they know how to respond if asked for personal information or feel unsafe about content of a message?</li> <li>• Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy?</li> <li>• Do they know how to report an incident of cyber bullying?</li> <li>• Do they understand the need to develop an alias for some public online use?</li> <li>• Do they understand that the outcome of internet searches at home may be different than at school?</li> <li>• Do they follow the school's safer internet rules?</li> <li>• Can they use different search engines?</li> </ul>
Coding		
<ul style="list-style-type: none"> <li>• Algorithms &amp; Debugging</li> <li>• Branching Databases</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology safely and respectfully, keeping personal information private</li> <li>• Use technology safely and recognise acceptable and unacceptable behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Can they experiment with variables to control models?</li> <li>• Can they use 90 degree and 45 degree turns?</li> <li>• Can they give an on-screen robot directional instructions?</li> <li>• Can they draw a square, rectangle and other regular shapes on screen, using commands?</li> <li>• Can they write more complex programs?</li> </ul>
Networks		
<ul style="list-style-type: none"> <li>• Algorithms &amp; Debugging</li> <li>• Internet Research &amp; Online Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that computer networks enable the sharing of data and information</li> <li>• Understand that the internet is a large network of computers and that information can be shared between computers</li> </ul>	

## Net Searching

<ul style="list-style-type: none"><li>• Film Creation - Produce, Edit &amp; Publish Media</li><li>• Branching Databases</li><li>• Internet Research &amp; Online Safety</li></ul>	<ul style="list-style-type: none"><li>• Use simple search technologies</li><li>• Use simple search technologies and recognise that some sources are more reliable than others</li></ul>	<ul style="list-style-type: none"><li>• Can they find relevant information by browsing a menu?</li><li>• Can they search for an image, then copy and paste it into a document?</li><li>• Can they use 'Save picture as' to save an image to the computer?</li><li>• Can they copy and paste text into a document?</li><li>• Do they begin to use note making skills to decide what text to copy?</li></ul>
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