

Year 3: Computing

Key Facts

Digital Citizenship and Online Safety	<p>I can explain what is meant by the term identity. I can explain ways in which I might change my identity depending on what I am doing online (e.g. gaming' using an avatar; social media)</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. emojis, acronyms, text speak)</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 what it means to 'know someone' online and why this may be different from knowing someone in real life.</p> <p>I can recognise I need to be careful before I share anything about others or myself online.</p> <p>I can explain what bullying is, describe rules about how to behave online and how I follow them.</p> <p>I can explain why spending too much time using technology can sometimes have a negative impact on me.</p> <p>I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos)</p>
Digital Literacy	<p>I can plan a simple Y / N tree diagram to sort information.</p> <p>I can create and search a branching database.</p> <p>I can use a database to answer simple questions or to find information.</p> <p>I can copy, paste and manipulate images within programmes.</p> <p>I can create a simple table of information within a programme.</p> <p>I can explain the difference between save and save as.</p> <p>I can continue to apply my digital literacy skills across multiple application programs.</p>
Computer Science	<p>I can use logical reasoning to explain what will happen next.</p> <p>I can use a range of computational thinking concepts to create a successful algorithm (e.g. sequencing, patterns, decomposition, abstraction) within the Hour of Code or Scratch.</p> <p>I know that changing the sequence may change the outcome of the program.</p> <p>I can predict how a change in a sequence may impact on the outcome of a program.</p>
Information Technology	<p>I can explain what autocomplete is and how to choose the best suggestion.</p> <p>I can explain how the internet can be used to buy and sell things.</p> <p>I can explain the difference between a 'belief', an 'opinion' and a fact.</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 explain why copying someone else's work from the internet without permission can cause problems.</p> <p>I can communicate using online resources (e.g. blog)</p>

Vocabulary

Identity	Information about you (the user) that is gathered and stored online
Avatar	A graphical representation of a user or their character
Social Media	websites and applications that allow users to participate in social networking
Social Networking	the use of websites / applications to interact with others
Emoji	a small digital icon used to express an idea or an emotion
Acronym	An abbreviation of a word. E.g. PDF = portable document format
Text Speak	Shortened forms of words (can include the use of numbers) when texting. E.g. That wud B gr8.
Branching Database	Also known as a Binary Tree. Is a way of classifying objects using Yes / No questions.
Decomposition	A way of thinking about problems or algorithms in smaller parts.
Abstraction	Filtering out unnecessary detail to simplify.
Sequencing	A list of instructions given in a particular order.
Autocomplete	A software function that completes words without the user needing to type the whole word

Useful Websites and Other Resources

Childnet:

www.childnet.com

Education for a Connected World (GOV):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759003/Education_for_a_connected_world_PDF.PDF

BBC Bitesize KS2:

<https://www.bbc.com/bitesize/subjects/zvnrq6f>

Hour of Code:

<https://code.org/learn>

Child-friendly Visual Search Engine:

<https://www.kiddle.co/>

Common Sense Education:

<https://www.commonsense.org/education/digital-citizenship/curriculum>

Childline:

<https://www.childline.org.uk/>

Scratch:

<https://scratch.mit.edu/>