Computer Science	Information Technology	Digital Literacy
Write programs that accomplish specific goals	**Use search technologies effectively**	**Use technology responsibly**

YEAR 3

Computer Science

Write programs that accomplish specific goals

Develop and use criteria to evaluate design and layout of a range of resources including online resources and presentations. (TM)

Use different font sizes, colours and effects to communicate meaning for a given audience. (TM)

Use cut, copy and paste to refine and re-order content. (TM)

Select, prepare for use e.g. cropping, resizing and editing and import still and moving images into a multimedia presentation.(TM)

Recognise that a range of digital devices can be considered a computer.

Understand how programs specify the function of a general purpose computer.

Create programs that implement algorithms to achieve given goals.

Use sequences in programs

Create simple flow diagrams or pictorial sequences of commands using appropriate tools/software. (L&C)

Declare and assign variables. Use post-tested loop e.g. 'until', and a sequence of selection statements in programs, including an if, then and else statement.

Work with various forms of input

Create simple flow diagrams or pictorial sequences of commands using appropriate tools/software. (L&C)

Be aware that dataloggers can be used when connected to a computer and also remotely. (DL)

Know that computers collect data from various input devices, including sensors and application software.

Information Technology

Use search technologies effectively

Use a range of child friendly search engine to locate different media. (DR)

Develop key questions and key words to search for specific information to answer a problem. (DR)

Use appropriate tools to save and retrieve accessed information, e.g. favourites, bookmarks.(DR)

Shows an Increasing awareness of keeping safe when accessing material through online sources. (DR)

Understand the difference between data and information. Know why sorting data in a flat file can improve searching for information. Use filters or can perform single criteria searches for information.

Use a variety of software to accomplish given goals

Recognise and use key layout and design features, e.g. page setup, text boxes, columns and borders. (TM)

Develop and use criteria to evaluate design and layout of a range of resources including online resources and presentations. (TM)

Use different font sizes, colours and effects to communicate meaning for a given audience. (TM)

Use cut, copy and paste to refine and re-order content. (TM)

Select, prepare for use e.g. cropping, resizing and editing and import still and moving images into a multimedia presentation. (TM)

Select and import sounds from other sources into a multimedia presentation. (TM)

Begin to design and plan pieces of work e.g. storyboard for animation or video. (IVA)

Locate, acquire, store and retrieve images from cameras, scanners and the internet for a purpose.(IVA)

Use a variety of additional editing tools e.g. repeating, copy and paste, resizing images; adding titles, credits and special

Digital Literacy

Use technology responsibly

Log on to an email account, open emails, create and send appropriate replies. (EC)

Forward an email. (EC)

Save an e-mail in draft format and then return and edit prior to sending. (EC)

Attach different files to emails, e.g. text document, sound file or image. (EC)

Open and save attachments to an appropriate place. (EC)

Use a range of child friendly search engine to locate different media. (DR)

Develop key questions and key words to search for specific information to answer a problem.(DR)

Use appropriate tools to save and retrieve accessed information, e.g. favourites, bookmarks.(DR)

Shows an Increasing awareness of keeping safe when accessing material through online sources. (DR)

Recognise what is acceptable and unacceptable behaviour when using technologies and online services.

Learn how to write clear and respectful messages.

Learn to communicate effectively by email, taking into account the purpose and audience of their message and the tone they want to convey.

ICT CURRICULUM TEAM
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Integrating Lancashire Progressions, CAS Computing Progression Pathways, SWGFL Digital Literacy & Citizenship into the National Curriculum

YEAR 3	Work with various forms of output	Collect information	Identify a range of ways to report concerns about contact

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Work with various forms of output

Create simple flow diagrams or pictorial sequences of commands using appropriate tools/software. (L&C)

Design solutions (algorithms) that use repetition and two-way selection i.e. if, then and else. Use diagrams to express solutions. Use logical reasoning to predict outputs, showing an awareness of inputs.

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effects to videos. (IVA)

Evaluate the quality of their own and others' work.(IVA)

Collect information

Create frequency diagrams and graphs to answer questions. (DH)

Begin to identify what data should be collected to answer a specific question. (DH)

Be aware that data loggers can be used when connected to a computer and also remotely. (DL)

Use a pre-prepared spreadsheet to record data to answer questions and produce graphs. (SSM)

Use a pre-prepared spreadsheet to explore simple number patterns, e.g. Multiples. (SSM)

Collect, organise and present data and information in digital content. Create digital content to achieve a given goal through combining software packages and internet services to communicate with a wider audience e.g. blogging. Make appropriate improvements to solutions based on feedback received, and can comment on the success of the solution.

Design and create content

Begin to design and plan pieces of work e.g. storyboard for animation or video. (IVA)

Locate, acquire, store and retrieve images from cameras, scanners and the internet for a purpose. (IVA)

Use a variety of additional editing tools e.g. repeating, copy and paste, Resizing images; adding titles, credits and special effects to *videos*. (IVA)

Evaluate the quality of their own and others work. (IVA)

Begin to design and plan pieces of work. (S)

Locate, acquire and use sound files from various sources for a purpose. (S)

Evaluate the quality of their own and others' work.(S)

Create frequency diagrams and graphs to answer questions. (HD)

Identify a range of ways to report concerns about contact

Log on to an email account, open emails, create and send appropriate replies. (EC)

Forward an email. (EC)

Save an e-mail in draft format and then return and edit prior to sending. (EC)

Attach different files to emails, e.g. text document, sound file or image. (EC)

Open and save attachments to an appropriate place.(EC)

Use a range of child friendly search engine to locate different media. (DR)

Develop key questions and key words to search for specific information to answer a problem. (DR)

Use appropriate tools to save and retrieve accessed information, e.g. favourites, bookmarks.(DR)

Shows an Increasing awareness of keeping safe when accessing material through online sources. (DR)

Explore reasons why people use password, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords.

Understand that one person can connect with another through the internet.

Examine product websites and understand the purpose of these sites.

Explore the similarities and differences between in-person and online communications.

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Integrating Lancashire Progressions, CAS Computing Progression Pathways, SWGFL Digital Literacy & Citizenship into the National Curriculum

YEAR 3	Begin to identify what data should be collected to answer a specific question. (DH)
	Present information
	Recognise and use key layout and design features, e.g. page setup, text boxes, columns and borders. (TM)
	Develop and use criteria to evaluate design and layout of a range of resources including online resources and presentations. (TM)
	Use different font sizes, colours and effects to communicate meaning for a given audience. (TM)
	Use cut, copy and paste to refine and re-order content. (TM)
	Select, prepare for use e.g. cropping, resizing and editing and import still and moving images into a multimedia presentation. (TM)
	Select and import sounds from other sources into a multimedia presentation. (TM)
	Begin to design and plan pieces of work e.g. storyboard for animation or video. (IVA)
	Locate, acquire, store and retrieve images from cameras, scanners and the internet for a purpose.(IVA)
	Use a variety of additional editing tools e.g. repeating, copy and paste, Resizing images; adding titles, credits and special effects to videos. (IVA)
	Evaluate the quality of their own and others work (IVA) (S)
	Begin to design and plan pieces of work.(S)
	Locate, acquire and use sound files from various sources for a purpose.(S)
	Create frequency diagrams and graphs to answer questions. (DH)
	Begin to identify what data should be collected to answer a specific question. (DH)

Key for Lancashire Progressions:	**TM** = Text & Multimedia	**IVA** = Images, Video & Animation	**S** = Sound	**EC** = Electronic Communication
DR = Digital Research	**DH** = Data Handling	**DL** = Data Logging	**LC** = Logo & Control	**SSM** = Simulations & Spreadsheet modelling