

The Year 3 Learner will cover the following units:

	UNIT SUMMARY	LEARNING EXPECTATIONS	THIS UNIT MEETS THESE OBJECTIVES FROM THE NATIONAL CURRICULUM:
Year 3	<p>Programming an animation</p> <p>In this unit, the children create an animated cartoon using characters they design. They use a paint tool to create characters and backgrounds. They then create an animation by translating a storyboard into a series of scripted instructions (program) for graphic objects.</p>	<p><i>This unit will enable the children to:</i></p> <ul style="list-style-type: none"> • create an algorithm for an animated scene in the form of a storyboard • write a program in Scratch to create the animation correct mistakes in their animation programs. 	<ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. • Use sequence in programs; work with variables and various forms of input and output. • Use logical reasoning to detect and correct errors in algorithms and programs. • Select, use and combine a variety of software to design and create content that accomplish(es) given goals, including presenting information
Year 3	<p>Debugging code</p> <p>In this unit, the children work with six example Scratch projects. They explain how the scripts work, finding and correcting errors in them, and explore creative ways of improving them. The children learn to recognise some common types of programming error, and practise solving problems through logical thinking.</p>	<p><i>This unit will enable the children to:</i></p> <ul style="list-style-type: none"> • develop a number of strategies for finding errors in programs • build up resilience and strategies for problem solving increase their knowledge and understanding of Scratch • recognise a number of common types of bug in software. 	<ul style="list-style-type: none"> • Debug programs that accomplish specific goals. • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
Year 3	<p>Filming a performance</p> <p>Do your children love watching sport or other performances on TV? This unit gives them a chance to make a short narrated video of themselves practising a sport or other skill, and to use this to help improve their performance.</p>	<p><i>This unit will enable the children to:</i></p> <ul style="list-style-type: none"> • gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing edit video, including adding narration and editing clips by setting in/out points • understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length. 	<ul style="list-style-type: none"> • 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. • Work with various forms of input and output. • Use technology safely, respectfully and responsibly.
Year 3	<p>Collecting and analysing data</p> <p>In this unit, the children create their own opinion poll, seek responses, and then analyse the results.</p>	<p><i>This unit will enable the children to:</i></p> <ul style="list-style-type: none"> • understand some elements of survey design understand some ethical and legal aspects of online data collection • use the web to facilitate data collection gain skills in using charts to analyse data gain skills in interpreting results. 	<ul style="list-style-type: none"> • 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. • 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.

Alongside these units, children in Year 3 will be taught about online safety at an age appropriate level, and given many opportunities to develop what we call their core computing skills (for example, saving, retrieving and organising electronic files, creating different types of files, typing) that allow them to become competent and literate users of technology.