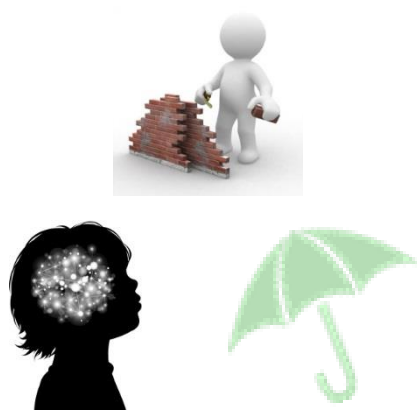


Autumn	Spring	Summer	
e-Safety- planned within PSHE / Citizenship using Somerset BYTE Awards I am kind and responsible Agree class internet rules based on personal responsibilities. Include cyberbullying messages in Anti-bullying week.	e-Safety- planned within PSHE / Citizenship using Somerset BYTE Awards I am safe Keep personal details private, consider who you are talking to online and make sure a trusted adult knows what you are doing online. Use Safer Internet Day to focus on use of the internet and different technologies.	e-Safety – planned within PSHE / Citizenship using Somerset BYTE Awards I am healthy Consider age-appropriate and healthy use of technology. Include consideration of time spent using technology and recognition of appropriate websites and games in Health week.	
Programming 1 - CORE Year 3 Making My Program in Scratch 6 sessions • Explore sprites • Make things happen with individual blocks • Create sequences • Think through algorithm and program a dance • Consider algorithm and program a knock knock joke	Multimedia 1 – CORE Year 3 Make My eBook 2 sessions • Look at a selection of eBooks • Learn how to create own eBook adding text, images, sound and hyperlinks • Add a narration to eBook • Share eBook with classmates and others	Multimedia 3 – CHOICE Year 3 Showing My Teeth (Word or Slides) 4 sessions • Note-taking information about teeth and use to create a report or a presentation • Edit text by changing font etc and insert images • Use word clouds to present vocabulary • Create a timelapse film about the effects of cola on teeth	Basic Skills (to support my learning across the curriculum) • Navigate public drive to save and retrieve files • Connect peripheral devices using USB lead • Use images saved to camera roll within a variety of Apps • Use Save and Save As on laptops and PCs • Copy and rename files to edit on tablets • Use safe search engine eg Primary ICT / Swiggle • Use individual fingers to input text and use SHIFT key to type characters. • Amend text by highlighting and using SELECT/DELETE and COPY/PASTE • Swap between letters and symbol input on a tablet • Add shapes and word art to documents and presentations
Handling Data 3 – CHOICE Year 3 Helping My Plants Grow 2 sessions • Use datalogger or app to test amount of light in different parts of the school • Take photographs and measurements of plants • Present data to others	TIOL 2 – CORE Year 3 Scan My Code 2 sessions • Learn how to scan a QR code to retrieve information • Create own QR codes to link to information and resources	Handling Data 2 – CHOICE Year 3 My Top Trump Database 2 sessions • Play animal top trumps • Collect and sort data and information about animals • Use branching database to sort animals (optional) • Use 2investigate to record and interpret graph about animals	
	Handling Data 1 – CORE Year 3 Showing My Device Time 3 sessions • Collect and show data on time spent playing games with 2Simple 2Graph or Easychart	Programming 3 – CHOICE Year 3 Spin my Scratch LegoWeDo Bird 5 sessions • Control Lego WeDo with Scratch • Make model move • Use sensors	Additional unplugged activities to reinforce computational thinking Marvellous Machines (30 - 40 minutes) • Use machine parts to build a machine. What is it called? • What does it do? • How does it do it? What is the algorithm? Instruction Stations https://www.scratchjr.org (30 - 40 minutes) • Set up 4 – 6 'stations' each with a different exercise (e.g. clap hands, stomp feet, jump up and down). • Raise green flag card, children follow the instruction at their station. • Raise red stop sign card. Children stop and rotate to a different station. • Repeat until children have moved through each station. • Children work in groups to combine instructions to make their own sequence.
	TIOL 1 - CORE Year 3 My Safe Searching 3 sessions • Search for information online and discuss the best ways to find answers • Learn about the World Wide Web as part of the internet • Search for copyright safe picture and edit	Open Ended Challenge Identify an appropriate challenge to allow children to • Use computational thinking to plan, develop and evaluate their use of technology • Have a differentiated learning experience including developing mastery • Demonstrate attainment in computing	