<b>YEAR 3</b> May 2014											
	Computer Science	Information Technology	Digital Literacy								
YEAR 3											
	Write programs that accomplish specific goals	Use search technologies effectively	Use technology responsibly								
	Develop and use criteria to evaluate design and layout of a range of resources including online resources and presentations. (TM)	Use a range of child friendly search engine to locate different media. (DR)	Log on to an email account, open emails, create and send appropriate replies. (EC)								
	Use different font sizes, colours and effects to communicate meaning for a given audience. (TM)	Develop key questions and key words to search for specific information to answer a problem. (DR)	Forward an email. (EC)  Save an e-mail in draft format and then return and edit prior to								
	Use cut, copy and paste to refine and re-order content. (TM)	Use appropriate tools to save and retrieve accessed information, e.g. favourites, bookmarks.(DR)	sending. (EC)								
	Select, prepare for use e.g. cropping, resizing and editing and import still and moving images into a multimedia	Shows an Increasing awareness of keeping safe when accessing material through online sources. (DR)	Attach different files to emails, e.g. text document, sound file or image. (EC)								
	presentation.(TM)	Understand the difference between data and information.	Open and save attachments to an appropriate place. (EC)								
	Recognise that a range of digital devices can be considered a computer.	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 range of child friendly search engine to locate different media. (DR)								
	Understand how programs specify the function of a general purpose computer.	Use a variety of software to accomplish given goals	Develop key questions and key words to search for specific information to answer a problem.(DR)								
	Create programs that implement algorithms to achieve given goals.	Recognise and use key layout and design features, e.g. page setup, text boxes, columns and borders. (TM)	Use appropriate tools to save and retrieve accessed information, e.g. favourites, bookmarks.(DR)								
	Use sequences in programs	Develop and use criteria to evaluate design and layout of a range of resources including online resources and	Shows an Increasing awareness of keeping safe when accessing material through online sources. (DR)								
	Create simple flow diagrams or pictorial sequences of commands using appropriate tools/software. (L&C)	presentations. (TM)  Use different font sizes, colours and effects to communicate	Recognise what is acceptable and unacceptable behaviour when using technologies and online services.								
	Declare and assign variables. Use post-tested loop e.g. 'until',	meaning for a given audience. (TM)	Learn how to write clear and respectful messages.								
	and a sequence of selection statements in programs, including an if, then and else statement.	Use cut, copy and paste to refine and re-order content. (TM)	Learn to communicate effectively by email, taking into								
	Work with various forms of input	Select, prepare for use e.g. cropping, resizing and editing and import still and moving images into a multimedia presentation. (TM)	account the purpose and audience of their message and the tone they want to convey.								
	Create simple flow diagrams or pictorial sequences of commands using appropriate tools/software. (L&C)	Select and import sounds from other sources into a multimedia presentation. (TM)									
	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,	Begin to design and plan pieces of work e.g. storyboard for animation or video. (IVA)									
	including sensors and application software.	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									



Create simple flow diagrams or pictorial sequences of commands using appropriate tooks fortware. (L&C)  Collect information  Contact  Collect information  Create frequency diagrams and graphs to answer questions. (BH)  Begin to identify what data should be collected to answer a specific question. (BH)  Begin to identify what data should be collected to answer a specific question. (BH)  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. Multiplies. (SSM)  Collect, organise and present data and information in digital content. Orange orange in the patterns or computed to achieve a given goal through combining software packages and intermet services to compute to achieve a given goal through combining software packages and intermet services to comment on the success of the solution.  Design and create content  Evaluate the quality of their own and others' work. (IVA)  Collect information  Create frequency diagrams and graphs to answer questions. (CH)  Begin to identify what data should be collected to answer as specific question. (DH)  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. Multiplies. (SSM)  Collect, organise and present data and information in digital content or called a digital content to achieve a given goal through combining software packages and intermet services to compute to solve 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)					
Create simple flow disagrams 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. (OH)  Begin in 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. (DI)  Use a pre-prepared spreadtheet to explore simple number patterns, e.g. Multiples (SSM)  Use a pre-prepared spreadtheet 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 peakages and intend standards treatment services to communicate with a wider auclience, e.g. is beginn with a prepared spreadtheet to explore simple number information in e.g. favourists, bookmarks.(DR)  Design and create content  Regin to design and plan pieces of work e.g. storyboard for animation or video. (IVA)  Locate, acquite store and reflective lineages from cameras, scanners and the internet. (IVA)  Engin to design and plan pieces of work e.g. storyboard for animation or video. (IVA)  Eagin to design and plan pieces of work e.g. storyboard for animation or video. (IVA)  Eagin to design and plan pieces of work e.g. storyboard for animation or video. (IVA)  Eagin to design and plan pieces of work (IVA)  Eagin to design and plan pieces of work (IVA)  Eagin to design and plan pieces of work (IVA)  Eagin to design and plan pieces of work (IVA)  Eagin to design and plan pieces of work (IVA)  Eagin to design and plan pieces of work (IVA)  Eagin to design and plan pieces of work (IVA)  Eagin to design and plan pieces of work (IVA)  Eagin to design and plan pieces of work (IVA)  Eagin to design and plan pieces of work (IVA)  Eagin to design and plan pieces of work (IVA)  Eagin to design and plan pieces of work (IVA)  Eagin to design and plan pieces of work (IVA)  Eagin to design and pl	with various forms of output effe	effects to videos. (IVA)	Identify a range of ways to report concerns about		
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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)			Understand that one person can connect with another through the internet.		
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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)	and	and paste, Resizing images; adding titles, credits and special	Explore the similarities and differences between in-person and online communications.		
Locate, acquire and use sound files from various sources for a purpose. (S)  Evaluate the quality of their own and others' work.(S)	Eva	Evaluate the quality of their own and others work. (IVA)			
purpose. (S)  Evaluate the quality of their own and others' work.(S)	Вес	Begin to design and plan pieces of work. (S)			
Create frequency diagrams and graphs to answer questions.	Eva	Evaluate the quality of their own and others' work.(S)			
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			Recogni setup, te	identify what data should be collected equestion. (DH)  Present information  ise and use key layout and design feature ext boxes, columns and borders. (TM)  o and use criteria to evaluate design and	es, e.g. page layout of a		
			Use differentiation	f resources including online resources and ations. (TM) erent font sizes, colours and effects to corg for a given audience. (TM) copy and paste to refine and re-order co	nmunicate		
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4R 3				nd import sounds from other sources into ation. (TM)	a multimedia		
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			Create frequency diagrams and graphs to answer questions. (DH)				
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	Key for Lancashire Progressions:  TM = Text & Multimedia			IVA = Images, Video & S = Sound			EC = Electronic Communication
	= Digital Research	<b>DH</b> = Data Handling		DL = Data Logging	LC = Logo &	ι Control	SSM = Simulations & Spreadsheet modelling