



LTP Year 3:Computing

Themes (Number of weeks/Term)	Autumn 1 Connecting computers	Autumn 2 Stop Frame Animation	Spring 1 Sequencing Sounds	Spring 2 Branching Databases	Summer 1 Desktop Publishing	Summer 2 Events and Action in Programming
NC Content/Coverage	Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks	Capturing and editing digital still images to produce a stop-frame animation that tells a story.	Creating sequences in a block-based programming language to make music.	Building and using branching databases to group objects using yes/no questions.	Creating documents by modifying text, images, and page layouts for a specified purpose.	Writing algorithms and programs that use a range of events to trigger sequences of actions.
Declarative knowledge	-I can identify input and output devices. -I can recognise the ways in which digital devices can change the way that we work. -I can recognise the physical components of a network.	- I can identify input and output devices. -I can recognise how digital devices can change the way that we work. -I can recognise the physical components of a network.	-I can explore a new programming environment. - I can identify that commands have an outcome. -I can recognise that a sequence of commands can have an order.	- I can identify the attributes needed to collect data about an object. -I can explain why it is helpful for a database to be well structured.	-I can recognise how text and images convey information. - I can recognise that text and layout can be edited. -I can consider how different layouts can suit different purposes. -I can consider the benefits of desktop publishing.	-I can identify and fix bugs in a program.



Procedural knowledge	-I can explain how digital devices function. -I can explain how a computer network can be used to share information. -I can explore how digital devices can be connected.	-I can plan an animation with the support of an adult or peer. -I can review and improve an animation after looking at an example. -I can evaluate the impact of adding other media to an animation with peer support.	-I can explain that a program has a start. -I can create a project from a task description. -I can change the appearance of my project. -I can create a project from a task description.	-I can create questions with yes/no. -I can create a branching database of answers. -I can plan the structure of a branching database -I can independently create an identification tool.	-I can choose appropriate page settings. -I can add content to a desktop publishing publication.	-I can explain how a sprite moves in an existing project. -I can create a program to move a sprite in four directions. -I can adapt a program to a new context. -I can develop my program by adding features. -I can design and create a maze-based challenge.
Key vocabulary	Connecting computers digital device, input, process, output, program, network, switches, server,	Stop Frame Animation animation, stop frame, sequence, setting, onion skinning, evaluation, import, transition	Sequencing Sounds blocks, commands, sprite,, motion,glide, sequence, design, note, algorithm, debug,	Branching Databases value, table, objects, branching, database, structure, compare, order, organise, information,	Desktop Publishing font, style, landscape, portrait, orientation, placeholder, template, layout, content, copy, paste, purpose, benefits.	Events and Action in Programming algorithm, logic, move, resize, extension block,, errors, setup, code, test, debug, pen up, pen down