

## Year 3- Coding

Lesson	Title	Aims (Objectives)	Success Criteria
<u>1</u>	Using Flowcharts	<ul style="list-style-type: none"> <li>To review previous coding knowledge.</li> <li>To understand what a flowchart is and how flowcharts are used in computer programming.</li> </ul>	<ul style="list-style-type: none"> <li>Children can read and explain a flowchart</li> <li>Children can use a flowchart to create a computer program.</li> <li>Children can create a computer program that uses click events and timers.</li> </ul>
<u>2</u>	Using Timers	<ul style="list-style-type: none"> <li>To understand that there are different types of timers.</li> <li>To be able to select the right type of timer for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Children can create a program that uses a timer-after command</li> <li>Children can create a program that uses a timer-every command</li> <li>Children understand there can be different ways to solve a problem.</li> </ul>
<u>3</u>	Using Repeat	<ul style="list-style-type: none"> <li>To understand how to use the repeat command.</li> </ul>	<ul style="list-style-type: none"> <li>Children understand how the turtle object moves.</li> <li>Children can use the repeat command with an object.</li> <li>Children can create a computer program that includes use of the repeat command.</li> </ul>
<u>4</u>	Code, Test and Debug	<ul style="list-style-type: none"> <li>To use coding knowledge to create a range of programs.</li> <li>To understand the importance of nesting.</li> </ul>	<ul style="list-style-type: none"> <li>Children can create computer programs using prior knowledge.</li> <li>Children can run, test and debug their programs.</li> <li>Children can consider nesting when debugging their programs.</li> </ul>
<u>5 &amp; 6</u>	Design and Make an Interactive Scene	<ul style="list-style-type: none"> <li>To design and create an interactive scene.</li> </ul>	<ul style="list-style-type: none"> <li>Children can use the properties table to set the properties of objects.</li> <li>Children can plan their scene and code before they create their program.</li> <li>Children can confidently make several different things happen in a program.</li> </ul>

## Year 3- Online Safety

Lesson	Title	Aims (Objectives)	Success Criteria
<u>1</u>	Safety in Numbers	<ul style="list-style-type: none"> <li>To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.</li> <li>To understand how the Internet can be used to help us to communicate effectively.</li> <li>To understand how a blog can be used to help us communicate with a wider audience.</li> </ul>	<ul style="list-style-type: none"> <li>Children understand what makes a good password for use on the Internet. Children are beginning to realise the outcomes of not keeping passwords safe.</li> <li>Children can contribute to a concept map of all the different ways they know that the Internet can help us to communicate.</li> <li>Children have contributed to a class blog with clear and appropriate messages.</li> <li>Extension: Children understand that passwords help to limit who can see personal / private / confidential information.</li> </ul>
<u>2</u>	Fact or Fiction?	<ul style="list-style-type: none"> <li>To consider if what can be read on websites is always true.</li> <li>To look at a 'spoof' website.</li> <li>To create a 'spoof' webpage.</li> <li>To think about why these sites might exist and how to check that the information is accurate.</li> </ul>	<ul style="list-style-type: none"> <li>Children understand that some information held on websites may not be accurate or true.</li> <li>Children are beginning to understand how to search the Internet and how to think critically about the results that are returned.</li> <li>Children have accessed and assessed a 'spoof' website.</li> <li>Children have created their own 'spoof' webpage mock-up.</li> <li>Children have shared their 'spoof' web page on a class display board.</li> <li>Extension: Children evaluate facts from a website and explain how they fact checked the information that was presented.</li> </ul>
<u>3</u>	Appropriate Content & Ratings	<ul style="list-style-type: none"> <li>To learn about the meaning of age restrictions symbols on digital media and devices.</li> <li>To discuss why PEGI restrictions exist.</li> <li>To know where to turn for help if they see inappropriate content or have inappropriate contact from others.</li> </ul>	<ul style="list-style-type: none"> <li>Children can identify some physical and emotional effects of playing/watching inappropriate content/games.</li> <li>Children relate cyberbullying to bullying in the real-world and have strategies for dealing with online bullying including screenshot and reporting.</li> </ul>

## Year 3- Email

Lesson	Title	Aims (Objectives)	Success Criteria
<u>1</u>	Communication	<ul style="list-style-type: none"> <li>To think about the different methods of communication.</li> </ul>	<ul style="list-style-type: none"> <li>Children can list a range of different ways to communicate.</li> <li>Children can use 2Connect to highlight the strengths and weaknesses of each method.</li> <li>Extension: Children can order the various types of communication that have been used through history.</li> </ul>
<u>2</u>	Composing Emails	<ul style="list-style-type: none"> <li>To open and respond to an email.</li> <li>To write an email to someone from an address book.</li> </ul>	<ul style="list-style-type: none"> <li>Children can open an email and respond to it.</li> <li>Children have sent emails to other children in the class.</li> <li>Extension: Children can use the search option in the address book to find a classmate when sending an email.</li> </ul>
<u>3</u>	Using Email Safely: Part 1	<ul style="list-style-type: none"> <li>To learn how to use email safely.</li> </ul>	<ul style="list-style-type: none"> <li>Children have written rules about how to stay safe using email.</li> <li>Children have contributed to classmates' rules.</li> <li>Extension: Children understand the importance of draft.</li> </ul>
<u>4</u>	Using Email Safely: Part 2	<ul style="list-style-type: none"> <li>To learn how to use email safely.</li> </ul>	<ul style="list-style-type: none"> <li>Children have created a quiz about email safety which explores scenarios that they could come across in the future.</li> <li>Extension: Children create title screens for their quizzes explaining what the quiz is about, and how to play it.</li> </ul>
<u>5</u>	Attachments	<ul style="list-style-type: none"> <li>To add an attachment to an email.</li> </ul>	<ul style="list-style-type: none"> <li>Children can attach work to an email.</li> <li>Children know what CC means and how to use it.</li> </ul>
<u>6</u>	Email Simulations	<ul style="list-style-type: none"> <li>To explore a simulated email scenario.</li> </ul>	<ul style="list-style-type: none"> <li>Children can read and respond to a series of email communications.</li> <li>Children can attach files appropriately and use email communication to explore ideas.</li> <li>Extension: Children know why the terms CC and BCC are used</li> <li>Children understand when to use CC or BCC</li> </ul>