

	Year Group	Unit	Unit Name	Lesson
Autumn Term	3	1	Computing systems and networks – Connecting computers	1
	3	1	Computing systems and networks – Connecting computers	2
	3	1	Computing systems and networks – Connecting computers	3
	3	1	Computing systems and networks – Connecting computers	4
	3	1	Computing systems and networks – Connecting computers	5
	3	1	Computing systems and networks – Connecting computers	6
Spring Term	3	3	Programming A - Sequencing sounds	1
	3	3	Programming A - Sequencing sounds	2
	3	3	Programming A - Sequencing sounds	3
	3	3	Programming A - Sequencing sounds	4
	3	3	Programming A - Sequencing sounds	5
	3	3	Programming A - Sequencing sounds	6
	3	5	Creating media – Desktop publishing	1
	3	5	Creating media – Desktop publishing	2

Summer Term	3	5	Creating media – Desktop publishing	3
	3	5	Creating media – Desktop publishing	4
	3	5	Creating media – Desktop publishing	5
	3	5	Creating media – Desktop publishing	6

Extra Lessons (Top Up Curriculum Coverage)	3	2	Creating media - Stop-frame animation	1
	3	2	Creating media - Stop-frame animation	2
	3	2	Creating media - Stop-frame animation	3
	3	2	Creating media - Stop-frame animation	4
	3	2	Creating media - Stop-frame animation	5
	3	2	Creating media - Stop-frame animation	6

Learning Objectives

-To explain how digital devices function

-To identify input and output devices

-To recognise how digital devices can change the way we work

-To explain how a computer network can be used to share information

-To explore how digital devices can be connected

-To recognise the physical components of a network

-To explore a new programming environment

-To identify that commands have an outcome

-To explain that a program has a start

-To recognise that a sequence of commands can have an order

-To change the appearance of my project

-To create a project from a task description

-To recognise how text and images convey information

-To recognise that text and layout can be edited

-To choose appropriate page settings

-To add content to a desktop publishing publication

-To consider how different layouts can suit different purposes

-To consider the benefits of desktop publishing

-To explain that animation is a sequence of drawings or photographs

-To relate animated movement with a sequence of images

-To plan an animation

-To identify the need to work consistently and carefully

-To review and improve an animation

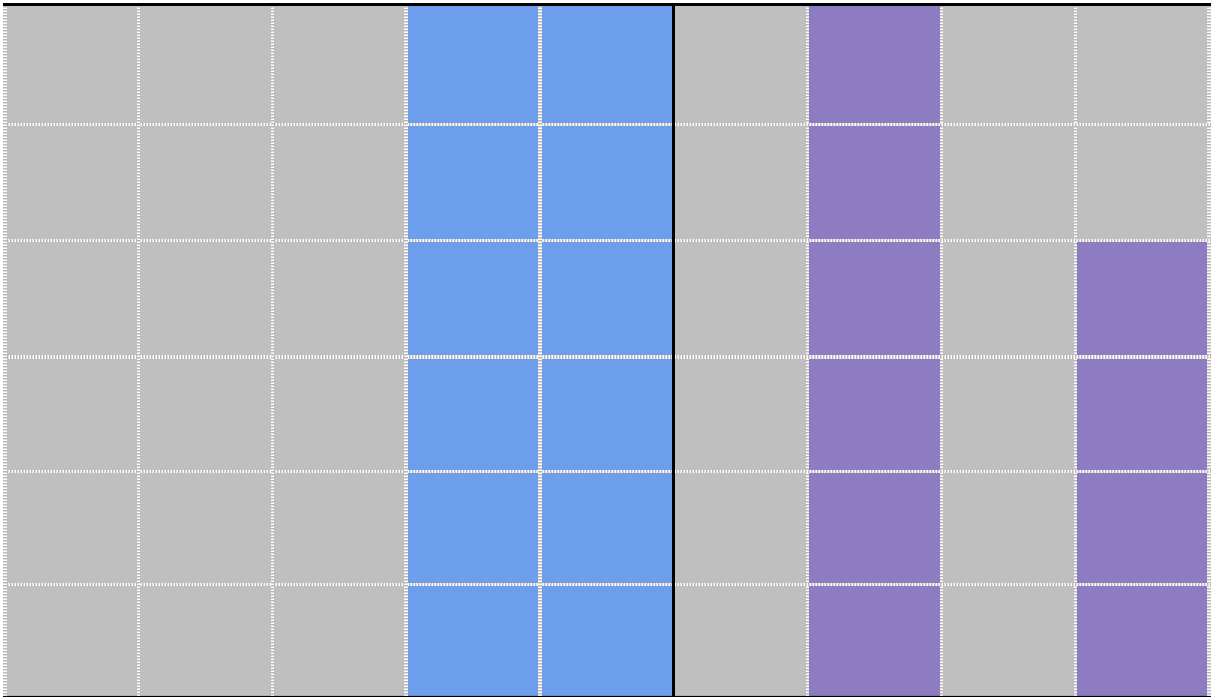
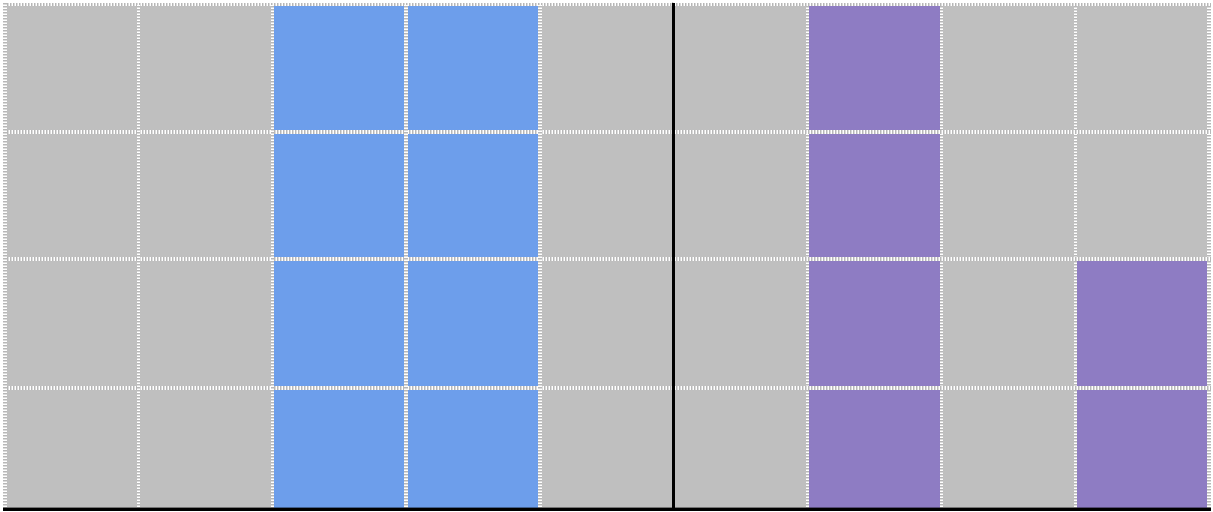
-To evaluate the impact of adding other media to an animation

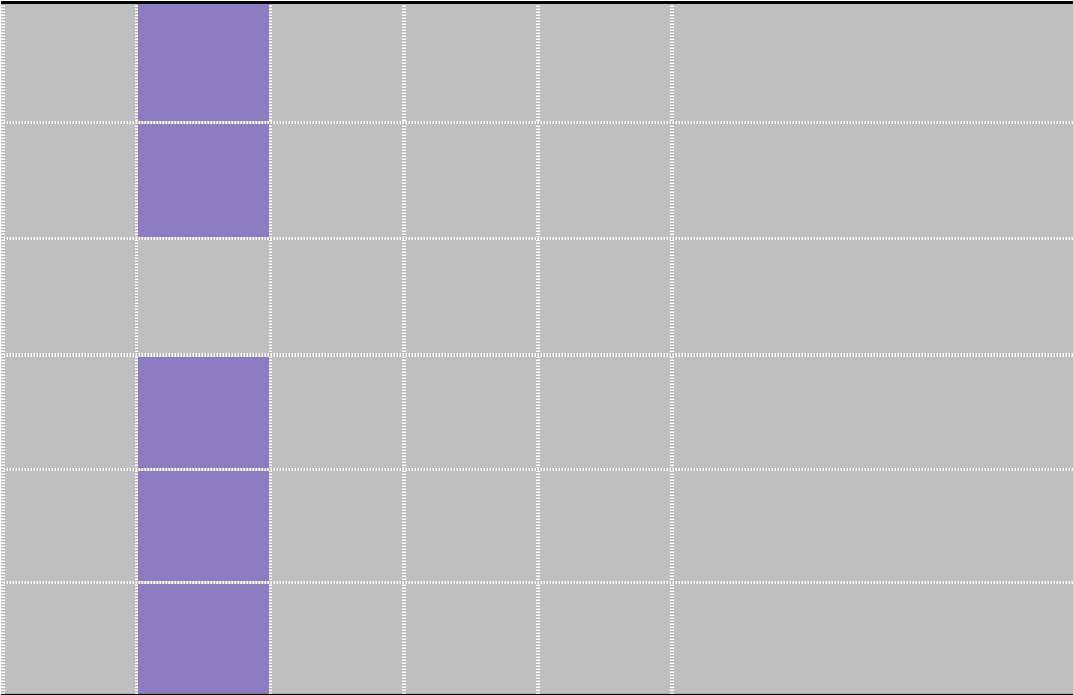
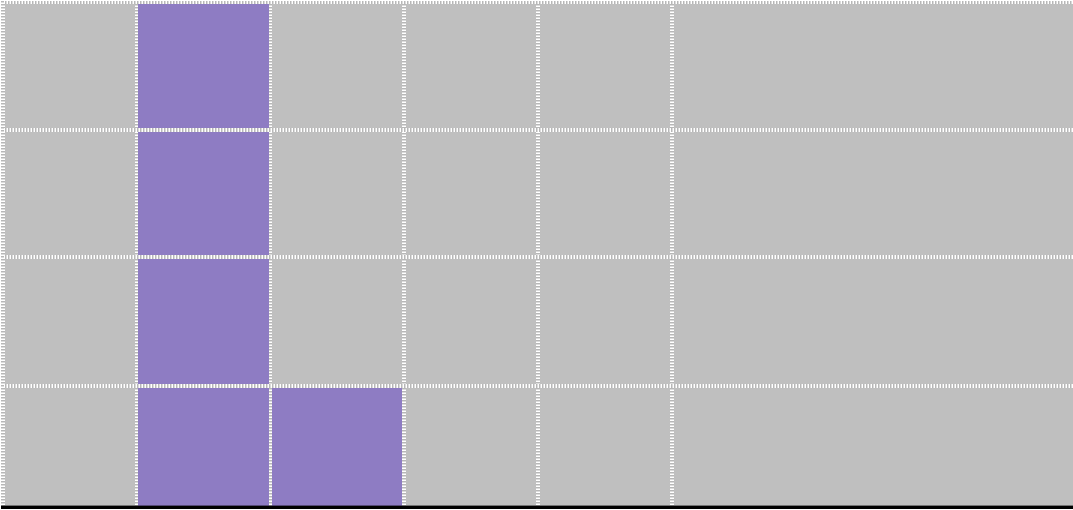
Success Criteria	1.1	1.2
<ul style="list-style-type: none"> -I can explain that digital devices accept inputs - I can explain that digital devices produce outputs - I can follow a process 		
<ul style="list-style-type: none"> -I can classify input and output devices - I can describe a simple process - I can design a digital device 		
<ul style="list-style-type: none"> -I can explain how I use digital devices for different activities - I can recognise similarities between using digital devices and non-digital tools - I can suggest differences between using digital devices and non-digital tools 		
<ul style="list-style-type: none"> -I can discuss why we need a network switch - I can explain how messages are passed through multiple connections - I can recognise different connections 		
<ul style="list-style-type: none"> -I can demonstrate how information can be passed between devices - I can explain the role of a switch, server, and wireless access point in a network - I can recognise that a computer network is made up of a number of devices 		
<ul style="list-style-type: none"> -I can identify how devices in a network are connected together - I can identify networked devices around me - I can identify the benefits of computer networks 		
<ul style="list-style-type: none"> -I can explain that objects in Scratch have attributes (linked to) - I can identify the objects in a Scratch project (sprites, backdrops) - I can recognise that commands in Scratch are represented as blocks 		
<ul style="list-style-type: none"> -I can choose a word which describes an on-screen action for my plan - I can create a program following a design - I can identify that each sprite is controlled by the commands I choose 		
<ul style="list-style-type: none"> -I can create a sequence of connected commands - I can explain that the objects in my project will respond exactly to the code - I can start a program in different ways 		
<ul style="list-style-type: none"> -I can combine sound commands - I can explain what a sequence is - I can order notes into a sequence 		
<ul style="list-style-type: none"> -I can build a sequence of commands - I can decide the actions for each sprite in a program - I can make design choices for my artwork 		
<ul style="list-style-type: none"> -I can identify and name the objects I will need for a project - I can implement my algorithm as code - I can relate a task description to a design 		
<ul style="list-style-type: none"> -I can explain the difference between text and images - I can identify the advantages and disadvantages of using text and images - I can recognise that text and images can communicate messages clearly 		
<ul style="list-style-type: none"> -I can change font style, size, and colours for a given purpose - I can edit text - I can explain that text can be changed to communicate more clearly 		

-I can create a template for a particular purpose - I can define the term 'page orientation' - I can recognise placeholders and say why they are important		
-I can choose the best locations for my content - I can make changes to content after I've added it - I can paste text and images to create a magazine cover		
-I can choose a suitable layout for a given purpose - I can identify different layouts - I can match a layout to a purpose		
-I can compare work made on desktop publishing to work created by hand - I can identify the uses of desktop publishing in the real world - I can say why desktop publishing might be helpful		

-I can create an effective flip book—style animation - I can draw a sequence of pictures - I can explain how an animation/flip book works		
-I can create an effective stop-frame animation - I can explain why little changes are needed for each frame - I can predict what an animation will look like		
-I can break down a story into settings, characters and events - I can create a storyboard - I can describe an animation that is achievable on screen		
-I can evaluate the quality of my animation - I can review a sequence of frames to check my work - I can use onion skinning to help me make small changes between frames		
-I can evaluate another learner's animation - I can explain ways to make my animation better - I can improve my animation based on feedback		
-I can add other media to my animation - I can evaluate my final film - I can explain why I added other media to my animation		

1.3	1.4	1.5	1.6	AL	CM	CS	DD	DI
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		Blue	Blue			Purple		





Education for a Connected World Lesson Link

	https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-connecting-computers/how-does-a-digital-device-work
	https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-connecting-computers/what-parts-make-up-a-digital-device
	https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-connecting-computers/how-do
	https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-connecting-computers/how-am-i-connected
	https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-connecting-computers/how-are-computers-connected
	https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-connecting-computers/what-does-our-school-network-look-like
	https://teachcomputing.org/curriculum/key-stage-2/programming-a-sequence-in-music/introduction-to-scratch
	https://teachcomputing.org/curriculum/key-stage-2/programming-a-sequence-in-music/programming-sprites
	https://teachcomputing.org/curriculum/key-stage-2/programming-a-sequence-in-music/sequences
	https://teachcomputing.org/curriculum/key-stage-2/programming-a-sequence-in-music/ordering-commands
	https://teachcomputing.org/curriculum/key-stage-2/programming-a-sequence-in-music/looking-good
	https://teachcomputing.org/curriculum/key-stage-2/programming-a-sequence-in-music/making-an-instrument
- Copyright and ownership - Managing online information	https://teachcomputing.org/curriculum/key-stage-2/creating-media-desktop-publishing/words-and-pictures
- Copyright and ownership - Managing online information	https://teachcomputing.org/curriculum/key-stage-2/creating-media-desktop-publishing/can-you-edit-it

- Copyright and ownership - Managing online information	https://teachcomputing.org/curriculum/key-stage-2/creating-media-desktop-publishing/great-template
- Copyright and ownership - Managing online information	https://teachcomputing.org/curriculum/key-stage-2/creating-media-desktop-publishing/can-you-add-content
- Copyright and ownership - Managing online information	https://teachcomputing.org/curriculum/key-stage-2/creating-media-desktop-publishing/lay-it-out
- Copyright and ownership - Managing online information	https://teachcomputing.org/curriculum/key-stage-2/creating-media-desktop-publishing/why-desktop-publishing

- Copyright and ownership - Managing online information	https://teachcomputing.org/curriculum/key-stage-2/creating-media-animation/can-a-picture-move
- Copyright and ownership - Managing online information	https://teachcomputing.org/curriculum/key-stage-2/creating-media-animation/frame-by-frame
- Copyright and ownership - Managing online information	https://teachcomputing.org/curriculum/key-stage-2/creating-media-animation/what-s-the-story
- Copyright and ownership - Managing online information	https://teachcomputing.org/curriculum/key-stage-2/creating-media-animation/picture-perfect
- Copyright and ownership - Managing online information	https://teachcomputing.org/curriculum/key-stage-2/creating-media-animation/evaluate-and-make-it-great
- Copyright and ownership - Managing online information	https://teachcomputing.org/curriculum/key-stage-2/creating-media-animation/lights-camera-action

Resources

Paper and paints, laptops

Colouring pencils

String/wool, blank paper

iPads

Laptops

Laptops

Interactive Whiteboard, Laptops,
Headphones

Laptops, Headphones

Laptops, Headphones

Whiteboards, pens and rubbers.

Interactive Whiteboard

Post-it-notes and A3 paper

Whiteboards, pens and rubbers. Glue.

Whiteboards, pens and rubbers, Post-it-notes, A4 paper.