

Computing Learning Sequence Document - Year 3/4 - 2021/2022



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Internet (4.1) Staying safe online	Branching databases (3.4)	Audio Production (4.2)	Data logging (4.4)	Photo Editing (4.5)	Desktop publishing (3.5)
Learning Outcomes	Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.	Building and using branching databases to group objects using yes / no questions.	Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.	Creating documents by modifying text, images, and page layouts for a specified purpose.
Computing NC Focus:	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Use search technologies effectively, appreciating how the results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs and content that accomplish given goals, including collecting, analysing, evaluating and presenting data.</p>	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs and content that accomplish given goals, including collecting, analysing, evaluating and presenting data.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Use search technologies effectively, appreciating how the results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs and content that accomplish given goals, including collecting, analysing, evaluating and presenting data.</p>	<p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs and content that accomplish given goals, including collecting, analysing, evaluating and presenting data.</p>	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Use search technologies effectively, appreciating how the results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs and content that accomplish given goals, including collecting, analysing, evaluating and presenting data.</p>	<p>Use search technologies effectively, appreciating how the results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs and content that accomplish given goals, including collecting, analysing, evaluating and presenting data.</p>
Prior learning:	Technology around us (1.1) Information technology around us. (2.1) Staying safe online	Grouping data (1.4) Pictograms (2.4)	Sequencing sound (3.4)	Grouping data (1.4) Pictograms (2.4)	Digital photography (2.2)	Digital writing (1.5)
Sequence of learning:	<p>To describe how networks physically connect to other networks</p> <p>To recognise how networked devices make up the internet</p> <p>To outline how websites can be shared via the World Wide Web (WWW)</p> <p>To describe how content can be added and accessed on the World Wide Web (WWW)</p> <p>To recognise how the content of the WWW is created by people</p>	<p>To create questions with yes/no answers</p> <p>To identify the object attributes needed to collect relevant data</p> <p>To create a branching database</p> <p>To explain why it is helpful for a database to be well structured</p> <p>To identify objects using a branching database</p>	<p>To identify that sound can be digitally recorded</p> <p>To use a digital device to record sound</p> <p>To explain that a digital recording is stored as a file</p> <p>To explain that audio can be changed through editing</p> <p>To show that different types of audio can be</p>	<p>To explain that data gathered over time can be used to answer questions</p> <p>To use a digital device to collect data automatically</p> <p>To explain that a data logger collects 'data points' from sensors over time</p> <p>To use data collected over a long duration to find information</p> <p>To identify the data needed to answer questions</p>	<p>To explain that digital images can be changed</p> <p>To change the composition of an image</p> <p>To describe how images can be changed for different uses</p> <p>To make good choices when selecting different tools</p> <p>To recognise that not all images are real</p>	<p>To recognise how text and images convey information</p> <p>To recognise that text and layout can be edited</p> <p>To choose appropriate page settings</p> <p>To add content to a desktop publishing publication</p> <p>To consider how different layouts can suit different purposes</p>



			combined and played together			
	To evaluate the consequences of unreliable content	To compare the information shown in a pictogram with a branching database	To evaluate editing choices made	To use collected data to answer questions	To evaluate how changes can improve an image	To consider the benefits of desktop publishing
End Point:	The children will understand how to stay safe online. The children will recognise how devices connect to the internet and how content for these devices can be provided.	The children will have created a database and will have an understanding of how databases work and the benefits of using them.	The children will understand how music can be created digitally. The children will learn about copyright.	The children will use a data logger to create a dataset that can be interrogated.	The children will have created a digital image for a specific purpose.	The children will create a report into their topic. This report will demonstrate their understanding of desktop publishing and will include digitally manipulated images.
Class Topic	I am Warrior Romans verses Celts!	I am Warrior Romans verses Celts!	Blue Abyss Looking into the underwater world	Blue Abyss Looking into the underwater world	Traders and raiders	Traders and raiders
Linking to class topic suggestion.		Create a database of Roman emperors	Look at how music can portray a water world.	Cooling time of water or rainfall data.	Combine a background with created model of a Viking ship to create a convincing digital image.	Write a report on the Vikings.