

Year 3 Term 1

How can the choices we make affect our well-being?

COMPUTING



National Curriculum Links:

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, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Essential Prior Learning:

Move pictures around on a computer/laptop screen and make them bigger or smaller using the mouse. Make a simple digital book using pictures and voice recordings.

Collect data in a tally chart then represent it in a bar chart.

Record each other explaining what the data shows.

Progression in Skill:

Collaboratively, create and publish a multiple-choice questionnaire.

Represent the information in a bar chart and analyse the findings in a Word document.

Photograph scenes and import them from the camera roll to make an eBook; include text and sound.

Long-term Memory Knowledge:

Have an understanding of how to design questions effectively to gather useful information and know which questions will generate better answers in a survey and why.

Know how digital tools can be used to organise, represent and make sense of data; demonstrate how to use known programs.

Demonstrate how to import a photograph.

Know how to combine different types of media to communicate ideas or tell a story digitally.

Key Vocabulary

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| Questioning | Asking questions to find out more or to understand something better. |
| Data collection | Gathering information to learn from it, like asking people what their favourite fruit is. |
| Purposeful questions | Questions that are asked for a good reason — they help us get useful answers. |
| Audience | The people who will see or read what you make or share. |
| Relevance | When something is connected to what you're doing or asking — it makes sense and is useful. |

Progression in Resources:

- Google Forms, Clicker, eBook

Relevance

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|-------------------|---|
| Now | Can ask simple questions to find out what people think or like. Use digital tools to tell a story. |
| Future | As adults, children will confidently use digital tools to ask meaningful questions, gather and interpret data, and create multimedia content to communicate ideas effectively in everyday life. |
| Aspiration | As adults, children may consider a career in research, journalism, digital design, data analysis, filmmaking, or content creation. |