**Computing – Summer Yr 3 / 4**

Computing Systems and networks: Collaborative learning

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| Prior Learning  |
| Prior learning will be the children’s knowledge of physical surveys and online spreadsheets (from last term). |
| Key vocabulary for this unit |
| AnimationsAverageBar chartCollaborationContributionDataEditedEmail accountFormatFreezeIcon InsertLink | Multiple choiceNumerical dataPie chartPresentationsResolvedReviewing commentsSlidesSoftwareSpreadsheetsSurveyThemesTransitionsFilled spline |
| Learning Sequence |
| **Self Portrait** | * To become familiar enough with the tools in a computer art package to draw a self portrait
 |
| **Teamwork** | * To understand that software can be used to work online collaboratively.
 |
| **Sharing a document** | * To understand how to contribute to someone else’s work effectively.
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| Microsoft Forms 1 | * To understand how to create a digital survey.
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| Microsoft Forms 2 | * To create and share a Microsoft Form.
 |
| Shared spreadsheets | * To analyse data.
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| Assessment milestones |
| **Key ICT Skills:*** Understanding that computer networks provide multiple services, such as the World Wide Web, and opportunities for communication and collaboration.
* Use online software for documents, presentations, forms and spreadsheets to work collaboratively with others.
* Recognising what appropriate behaviour is when collaborating with others online.
 | **Key ICT Knowledge:*** To know what type of comments and suggestions on a collaborative document can be helpful.
* To know that you can use images, text, transitions and animation in presentation slides.
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Creating Media – Website Design

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| Prior Learning  |
| * Prior learning will be the children’s knowledge of what websites and webpages are, that they have been created by someone and how to navigate both to them and through them to access the information they require.
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| Key vocabulary for this unit |
| Assessment* Audience
* Checklist
* Collaboration
* Content
* Contribution
* Create
* Design
* Embed
* Evaluate
* Features
* Google Sites
* Hobby
* Homepage
* Hyperlinks
 | * Images
* Insert
* Online
* Plan
* Progress
* Published
* Record
* Review
* Style
* Subpage
* Tab
* Theme
* Web page
* Website
* World Wide Web
 |
| Learning Sequence |
| **Getting to know Google sites** | * To explore the features of Google sites.
 |
| **Book review webpage** | * To plan content for a collaborative webpage.
 |
| Creating a webpage | * To create a webpage as part of a collaborative class website.
 |
| Planning my website | * To plan and create a website.
 |
| Creating my website | * To create and evaluate a website.
 |
| Assessment milestones |
| **Key ICT Skills:*** To build a webpage and create content for it.
* To use software to work collaboratively with others.
 | **Key ICT Knowledge:*** To know that a website is a collection of pages that are all connected.
* To know that websites usually have a homepage and subpages as well as clickable links to new pages, called hyperlinks.
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Skills Showcase - HTML

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| Prior Learning  |
| * Prior learning will be the children’s knowledge of planning and creating a website.
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| Key vocabulary for this unit |
| codecontentcopyrightCSSend tagfake newshackerheadingHTMLHTML tags | internet browserparagraphremixingstart tagtextunpluggedURLweb page* web page elements
 |
| Learning Sequence |
| What is HTML | * To recognise the role of HTML in a web page.
 |
| Remixing HTML | * To change HTML code for a specific purpose.
 |
| HTML unplugged | * To recognise the basics of HTML.
 |
| Website hacking | * To alter the HTML on a live web page.
 |
| Replacing images | * To alter an image on a web page.
 |
| Assessment milestones |
| **Key ICT Skills:*** To translate HTML into text and images.
* To identify HTML tags.
* To remix existing code.
 | **Key ICT Knowledge:*** To know that Copyright means that those images are protected and to understand that people should use a ‘Creative Commons’ image search if they wish to use images from the internet.
* To know what the inspect tool is and ways of using it to explore and alter text and images.
* To know what fake news is and ways to spot websites that carry this type of misinformation.
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