

Key Stage 3 Long Term Plan
ICT Key Stage 3
DCF Links



DCF LINKS

Autumn Term	Spring	Summer
ICT Module Working with Images	ICT Module Computing / Coding	ICT Module Lights Camera Action
<p>ICT Producing Strand Know that ICT can be used to create pictures key idea: that ICT makes it easy to correct mistakes and explore alternatives technique: to select and use simple mark making tools Use a variety of software to create different images in a variety of art styles Interacting and collaborating Explain the advantages of communicating electronically Save files to specific locations Citizenship Recognise that actions have consequences and identify simple rules to keep safe (online and offline) e.g. classroom rules Explain how people can connect with others online Understand simple rules for sharing</p>	<p>Data and computational thinking Give instructions to a friends and follow their instructions Represent a solution symbolically e.g. the order of waking up Use software to create movement and patterns on screen Detect and correct mistakes in sequences of instructions (debug) Begin to enter and analyse data in given formats e.g. numbers in a table Barefoot Computing Algorithms online http://barefootcas.org.uk/ Direct a robotic toy that can be controlled Show an understanding that machines can be controlled e.g. washing machines, everyday objects in the classroom and in the home Computational Thinking Break down a problem into separate parts to make it easier to understand Predict the outcome of simple sequences of</p>	<p>Students will plan collaboratively, save, retrieve, edit and re-save work independently and realise the importance of saving work regularly. They will use digital or web cameras effectively to capture images for a planned project. They will understand that the features of a digital camera can enhance images. They will use recording devices to capture sounds, music and narrations. Pupils will create a video or animation that includes captured and other appropriate resources and use narration as a planned part of a presentation. Interacting and Collaborating Develop strategies for finding information using different keywords and techniques Producing Explore and use different multimedia components to capture and use text, image, sound, animation and video Create and edit multimedia components</p>

<p>images and data Use strategies for keeping safe online</p>	<p>instructions e.g. predict what will happen if instructions are followed accurately</p>	
Literacy Numeracy Framework links		
<p>Use a variety of questions e.g. who, what, where and what Exchange ideas in one to one and group sessions Writing – Write short creative and factual passages, check work and sometimes correct errors Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context</p>	<p>Read a range of suitable texts with increasing accuracy and fluency Identify key words to search for information on screen Represent data using: lists, tally charts, tables and diagrams - bar charts and bar line graphs labelled in 2s, 5s and 10s - pictograms where one symbol represents more than one unit using a key - Venn and Carroll diagrams Extract and interpret information from charts, timetables, diagrams and graphs.</p>	<p>Express opinions, giving reasons, and provide appropriate answers to questions Extend their ideas or accounts by sequencing what they say and including relevant details Speak clearly to a range of audiences Sort and classify objects using more than one criterion Collect information by voting or sorting and represent it in pictures, objects or drawings Make lists and tables based on data collected.</p>
DCF		
<p>Use text when searching for information/media (image, video, sound) and use an internet browser independently, e.g. open web browser and type in one keyword for a search. Collaborate with a partner on a piece of digital work. Follow a sequence of steps to solve a problem, e.g. predict and explain what actions are needed to make something happen</p>	<p>Be aware of simple rules for sharing images and data, e.g. understand that photographs cannot be taken of others or shared online without seeking permission first Talk about different forms of online communication, e.g. e-mail, messaging, video call and their uses. Explore and use different multimedia components in order to capture and use text, image, sound, animation and video. Follow a sequence of steps to solve a</p>	<p>Understand that information put online leaves a digital footprint or trail, e.g. <i>explain the meaning of digital footprint and encourage them to think critically about the information they leave online</i> identify different forms of bullying, including cyberbullying, and suggest strategies for dealing with it, e.g. <i>screenshot, block, report.</i></p> <p>DCF Health and Wellbeing Use strategies for creating and keeping strong, secure passwords, e.g. <i>three to four random words</i></p>

<p>Students will use a variety of graphics packages to create pictures and patterns, and create simple musical compositions using a sequence or pattern on a computer</p> <p>DCF Health and Wellbeing</p> <p>Students will talk about their experiences, share and show care with equipment, sustain concentration and work with others on a task.</p> <p>Explore issues relating to cyber bullying and keeping personal information safe.</p>	<p>problem, e.g. predict and explain what actions are needed to make something happen</p> <p>Pupils are introduced to the concept of having ownership over creative work. They practice putting their name and date on something they produce</p>	<p><i>joined together or using capitalisation and numbers.</i></p>
HWB Learning Platform		
<p>http://www.learn-ict.org.uk/esafety/primary.htm https://hwb.wales.gov.uk/esafety-index https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/ http://www.kidsmart.org.uk/</p> <p>HWB plus: All students have their own logon and can access Office 365 All students have access to HWB plus class zones</p>	<p>Use programming software on the Hwb J to Code https://www.j2e.com/launch https://code.org/learn https://www.codecademy.com/#!/exercises/0</p> <p>Barefoot computing http://barefootcas.org.uk/</p> <p>All students have personal logons and can access J2 coding J2 Webby applications</p>	<p>Use programming software on the Hwb J to Code https://www.j2e.com/launch https://code.org/learn https://www.codecademy.com/#!/exercises/0</p>
Purple Mash Learning Platform		
<p>Select appropriate software to complete given tasks in order to use text, image, sound, animation and video 2Create a Story, 2Animate, 2Publish 2 Paint a picture</p>	<p>Use paint a picture 2Code Chimp (beginner) Gibbon,(developing) Gorilla(Advanced) Scratch junior Talking stories</p>	<p>Postcard projects 2 Connect 2Animate</p>

Mash cams		
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