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

DCF LINKS

Autumn Term	Spring	Summer
ICT Module **Animation**	**ICT Module** **Computing / Coding**	**ICT Module** **First Gear**
ICT To know that animations are created from a sequence of still images plan an animation, take still images, add suitable effects, control the speed of the animation, make improvements based on the evaluation, save animation, make titles and credits. Interacting and collaborating Send simple online communication from a single user account Save work appropriately Begin to use shared folders Citizenship Understand that information that is online leaves a digital footprint Identify the steps that can be taken to keep personal data and hardware secure Identify the advantages and disadvantages of digital media Use digital technology to communicate	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	First Gear Ask questions about something that has been said. listen carefully and make connections between what they are learning and what they already know 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 Use on-screen functions, e.g. font, colour, cut, paste, size, to present their work in ways to interest the reader and enhance meaning communities Interacting and collaborating Exchange online communication Save files to specific location using appropriate file name Understand the importance of saving work periodically to avoid losing work Producing Create and edit multimedia components

and connect with others	instructions e.g. predict what will happen if instructions are followed accurately	Give an opinion about their work and suggest improvements Modify and present a range of text, images, sounds, animations and video for selected purposes. Data and Computational Thinking Begin to create data sets and extract information from them e.g. gather information and add to a chart/ table
Literacy Numeracy Framework links		
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	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.	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.
DCF		
Use text when searching for information/media (image, video, sound) and use an internet browser	Be aware of simple rules for sharing images and data, e.g. understand that photographs cannot be taken of others or shared online	Understand that information put online leaves a digital footprint or trail, *e.g. explain the meaning of digital footprint and encourage them to think critically*

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 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 DCF Health and Wellbeing Students will talk about their experiences, share and show care with equipment, sustain concentration and work with others on a task. Explore issues relating to cyber bullying and keeping personal information safe.	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 problem, e.g. predict and explain what actions are needed to make something happen Pupils are introduced to the concept of having ownership over creative work. They practice putting their name and date on something they produce	*about the information they leave online* identify different forms of bullying, including cyberbullying, and suggest strategies for dealing with it, *e.g. screenshot, block, report.* *DCF Health and Wellbeing* Use strategies for creating and keeping strong, secure passwords, *e.g. three to four random words joined together or using capitalisation and numbers.*
HWB Learning Platform		
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/ HWB plus: All students have their own logon and can access Office 365	Use programming software on the Hwb J to Code https://www.j2e.com/launch https://code.org/learn https://www.codecademy.com/#!/exercises/0 Barefoot computing http://barefootcas.org.uk/ All students have personal logons and can access J2 coding J2 Webby applications	Use programming software on the Hwb J to Code https://www.j2e.com/launch https://code.org/learn https://www.codecademy.com/#!/exercises/0

All students have access to HWB plus class zones		
Purple Mash Learning Platform		
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 Mash cams	Use paint a picture 2Code Chimp (beginner) Gibbon,(developing) Gorilla(Advanced) Scratch junior Talking stories	Postcard projects 2 Connect 2Animate