



## Computing Subject knowledge, discipline and vocabulary

### Year 3 Summer

| Unit                            | Desktop Publishing   | Events and Actions  |
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| <b>Previous Learning</b>        | <ul style="list-style-type: none"><li>• I can create, delete and edit text in word processor.</li><li>• I can identify and find keys on a keyboard.</li><li>• I can identify the tools used to edit text.</li></ul>  | <ul style="list-style-type: none"><li>• I can create algorithms</li><li>• I can add programming blocks based on my algorithm</li><li>• I can test the programs I have created</li></ul>   |
| <b>Subject Knowledge (what)</b> | <p><b>Understanding desktop publishing.</b></p> <p>NC:</p> <ul style="list-style-type: none"><li>– Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li><li>– 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</li></ul> <ul style="list-style-type: none"><li>• Text and images can be used together to convey information</li><li>• Landscape and portrait are different page orientations</li><li>• Different layouts suit different purposes</li><li>• DTP pages can be structured with placeholders</li><li>• Different font styles and effects are used for particular purposes</li></ul> | <p><b>Understanding events and actions in digital programming.</b></p> <p>NC:</p> <ul style="list-style-type: none"><li>- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li><li>- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li><li>- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li><li>- 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</li></ul> <ul style="list-style-type: none"><li>• Programs start because of an input.</li><li>• A sequence is a series of commands in a specified order.</li><li>• A program includes sequences of commands.</li><li>• A sequence of a program is a process.</li><li>• The order of commands can affect a program's output.</li><li>• Different sequences can achieve the same output.</li><li>• Different sequences can achieve different outputs.</li></ul> |
| <b>Subject Discipline (how)</b> | <ul style="list-style-type: none"><li>• Experiment with changing page orientation.</li><li>• Add text to placeholders</li><li>• Edit text in a placeholder</li><li>• Choose fonts and apply effects to text</li><li>• Organise text and image placeholder in a page layout</li><li>• Add and remove images to and from placeholders</li><li>• Move, resize and rotate images</li><li>• Review a document</li></ul>   | <ul style="list-style-type: none"><li>• Build a sequence of commands</li><li>• Combine commands in a program</li><li>• Order commands in a program</li><li>• Create a sequence of commands to produce a given outcome</li></ul>   |

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| <b>Key Vocab</b> | <ul style="list-style-type: none"> <li>• <b>Text</b>- a collection of words</li> <li>• <b>Images</b>- a picture created in electronic form</li> <li>• <b>Advantages</b>- the strengths</li> <li>• <b>Disadvantages</b>- the weaknesses</li> <li>• <b>Communicate</b>- exchange ideas or information</li> <li>• <b>Font</b>- the representation of text</li> <li>• <b>Template</b>- a pre-created document with specific formatting</li> <li>• <b>Orientation</b>- the overall layout of an item related to other items</li> <li>• <b>Landscape</b>- Horizontal orientation</li> <li>• <b>Portrait</b>- Vertical orientation</li> <li>• <b>Placeholder</b>- filler text that temporarily holds the formatting</li> <li>• <b>Layout</b>- position of items in relation to others</li> <li>• <b>Content</b>- what is within the document</li> <li>• <b>Desktop Publishing</b>- the creation of documents using page layout software on a personal computer</li> <li>• <b>Copy</b>- duplicating text, data, file or disks</li> <li>• <b>Paste</b>- to insert copied text, images, data, file or disks</li> <li>• <b>Benefits</b>- the profit gained from something</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Algorithm</b>- a set of rules followed by a computer.</li> <li>• <b>Command</b>- an instruction given to a computer.</li> <li>• <b>Design</b>- a plan or drawing to show the function of objects.</li> <li>• <b>Debugging</b>- fix a sequence.</li> <li>• <b>Outcome</b>- the end result of a sequence.</li> <li>• <b>Sprite</b>- a character/object in Scratch Jr.</li> <li>• <b>Blocks</b>- a command in Scratch Jr.</li> <li>• <b>Extension block</b>- blocks to add more features.</li> <li>• <b>Pen up</b>- blocks to edit pen features.</li> <li>• <b>Motion Block</b> - A block which controls a sprite's movement.</li> <li>• <b>Resize</b>- change the size.</li> <li>• <b>Event</b>- keyboard command (input).</li> <li>• <b>Action</b>- an action performed from an input in Scratch.</li> <li>• <b>Test</b>- Complete a trial run of the sequence created.</li> </ul> |
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