Computing 22-23

Year 3 – Branching Databases

Sticky Knowledge	Key vocabulary	
By the end of this unit children must be able to: I can investigate questions with yes/no answers I can make up a yes/no question about a collection of objects I can select an attribute to separate objects into groups I can select objects to arrange in a branching database	attribute value questions table objects branching database questions equal even separate	structure compare order organize questioning selection

National curriculum:
- 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
- use technology safely, respectfully and responsibly

Features

j2data Pictogram, Branch, and Database tools https://www.j2e.com/jit5#branch

Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases.

Learning objective	Lesson outline
Lesson 1 Yes or no questions **LO-** To use yes and no questions **Sticky Knowledge** I can investigate questions with yes/no answers I can make up a yes/no question about a collection of objects	Learners will start to explore questions with yes/no answers, and how these can be used to identify and compare objects. They will create their own yes/no questions, before using these to split a collection of objects into groups.
Lesson 2 Making groups **LO-** To sort objects according to their attributes. **Sticky Knowledge** I can select an attribute to separate objects into groups	Learners will develop their understanding of using questions with yes/no answers to group objects more than once. They will learn how to arrange objects into a tree structure and will continue to think about which attributes the questions are related to.
Lesson 3- Creating a branching database **LO-** To create a branching database **Sticky Knowledge** I can select objects to arrange in a branching database	Learners will continue to develop their understanding of ordering objects/images in a branching database structure. They will learn how to use an online database tool to arrange objects into a branching database, and will create their own questions with yes/no answers. Learners will show that their branching database works through testing.
Lesson 4 Structuring a branching database **LO-** To create a branching database with specific questions **Sticky Knowledge-** I can compare two branching database structures	Learners will continue to develop their understanding of how to create a well-structured database. They will use attributes to create questions with yes/no answers, and will apply these to given objects. Learners will compare the efficiency of different branching databases, and will be able to explain why questions need to be in a specific order.
Lesson 5- Planning a branching database **LO-** To plan a branching database **Sticky Knowledge-** I can independently create questions to use in a branching database	Learners will independently plan a branching database by creating a physical representation of one that will identify different types of _____. They will continue to think about the attributes of objects to write questions with yes/no answers, which will enable them to separate a group of objects effectively. Learners will then arrange the questions and objects into a tree structure, before testing the structure.
Lesson 6- Assessment	Children to complete a task to display and review their skills of branching databases. Teachers to complete the assessment checklist

Working towards	End of Unit Assessment Working at Age related expectations	Working at a greater depth

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