

Computing 24-25

Year 3 – Branching Databases

Sticky Knowledge		Key vocabulary	
<p>By the end of this unit children must be able to:</p> <p>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</p>		attribute value questions table objects branching database questions equal even separate	structure compare order organize questioning selection
<p>National curriculum:</p> <ul style="list-style-type: none"> - 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	
<p>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</p>		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.	
<p>Lesson 2 Making groups LO- To sort objects according to their attributes. Sticky Knowledge I can select an attribute to separate objects into groups</p>		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.	
<p>Lesson 3- Creating a branching database LO- To create a branching database Sticky Knowledge I can select objects to arrange in a branching database</p>		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.	
<p>Lesson 4 Structuring a branching database LO- To create a branching database with specific questions Sticky Knowledge- I can compare two branching database structures</p>		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.	
<p>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</p>		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.	
<p>Lesson 6- Assessment</p>		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 a greater depth
		Working at Age related expectations	

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