

YEAR 3 COMPUTING CURRICULUM FRAMEWORK

Overview of Key Stage 2 Curriculum:

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 3
MAJESTIC MOUNTAINS	I AM WARRIOR!	POTIONS
<p>Co 5 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Children use the web to research satellite and webcam images of mountains (including panoramics). Use live camera footage or previews and discuss how, and if, mountains can be identified from images alone. Choose a mountain range to focus on.</p>		<p>Co 6 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.</p> <p>Children look at the layouts of online shopping sites. They create a template for an online supplies catalogue for witches and wizards, showing all the available potions or equipment available to buy with pictures and detailed descriptions of each complete with hyperlinks.</p>

SPRING TERM 4	SUMMER TERM 5	SUMMER TERM 6
<p align="center">A JOURNEY OF DIGESTIVE DISCOVERY</p>	<p align="center">1066</p>	<p align="center">BLUE ABYSS</p>
<p>Co 2 Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Children create a flow diagram (or algorithm) that illustrates the process of digestion from mouth to gut, showing the clear and sequential steps that eventually produce faeces.</p>	<p>Co 5 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>We discuss how to tell if evidence found online is true, generating a checklist to follow when using the web, including double or triple checking the same ‘fact’ on trusted websites.</p> <p>Co 6 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</p> <p>Children use online maps to locate the positions of Norman castles of England. They copy and save satellite images and aerial photographs. Search the web for Norman castles and download digital images of what remains.</p> <p>Children use online tools, such as the National Archives, to locate places mentioned in the Domesday Book, finding out if place names close to school or home have changed since 1086.</p>	<p>Co 1 Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Using programming language such as ‘move’, ‘turn’, ‘repeat’ and ‘go to’, children program an onscreen submarine that dives or surfaces using ‘Scratch’.</p> <p>Co 6 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.</p> <p>Children use suitable software such as Movie Maker to create a promotional video about the Great Barrier Reef.</p> <p>We look at real-time data of journeys made by sharks, whales and other marine creatures, as revealed by GPS technology.</p>

