

# 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  |
|---------------|---|--|
| Tremors       | Scrumdidlyumptious  | Mighty Metals  |
|               | <p><b>Co 5 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</b></p> <p>Children research a variety of different foods, narrowing down their search results through exploring search terms to find the information they are looking for.</p> | <p><b>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.</b></p> <p>With appropriate help, children create and use a simple data table in spreadsheet software to record their findings from a topic related science investigation, deciding how many columns and rows they need. They plan the necessary headings and input the correct information into these.</p> <p><b>Co 7 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</b></p> |

|  |                      |  |
|--|----------------------|--|
|  |                      | Linked to 'Internet Safety Day' children take part in a group learning session to sort activities into those which are safe online and those which are not. They then create posters to inform others about how to use technology responsibly. |
| <b>SPRING TERM 4</b>   | <b>SUMMER TERM 5</b> | <b>SUMMER TERM 6</b>   |
| <b>Gods and Mortals</b>  | <b>Predator</b>      | <b>Flow</b>  |
| <p><b>Co 1 Select, design, write and debug programs that accomplish specific goals.</b></p> <p><b>Co 2 Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</b></p> <p><b>Co 3 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</b></p> <p>Children use 'Scratch' to design and program their own Minotaur labyrinth game. They use algorithms to program functions and detect and correct their own errors.</p> |                      |  |