YEAR 3

CURRICULUM OVERVIEW

		Autumn		Spring		Summer	
		Digital Literacy		Computer Science		Information technology	
Years 1-6		Creativity	Communication and collaboration	Computer science	Coding	Networks and the internet	Productivity
		Creating and publishing	Communication and collaboration online	Modelling and simulations	Programming and control	Using technology	Digital media
						Using the internet	Using data

Topic/Unit	National Curriculum Objective	Learning Objectives	Resources for NC objectives and Skills	Skills	
AUTMN **Digital Literacy**	- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	- To understand the main risks associated with the internet - To understand that they should not share certain types of personal information online. - To understand the school's acceptable use policy - To know how to report a worry or concern about inappropriate online behaviour	Google – Ad words tool Google inside DB Primary 2Investigate	1st half Creativity Creating and publishing - Word process a range of work in other curriculum areas, using more advanced word processing features such as columns and borders. - Work together to collaboratively produce a presentation using cloud based tools. - Understand the differences between a word processor and desktop publishing tools and use desk top publishing tools to create posters, leaflets and other documents	2nd half Communication and collaboration Communication and collaboration online - Begin to use on-line tools, such as Google docs and sites to collaborate together- for example by working together to add ideas to a word bank, write a shared story

SPRING **Computer Science**	- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	-To create, refine and debug a series of commands (algorithm) for virtual programmable devices -To apply and test sequencing skills in a variety of contexts -Use more varied and complex commands -Use repetition in programs to write code using the least number of lines and improving efficiency -Understand that a keyboard is an input device -Understand that movement of the character in the screen is the output -Use pre-defined conditional statements in programs (when X what happens to y)	Scratch (website) Beebots Beebot programme Lego robotics (?)	1st half Computer Science Modelling and simulations • Continue to explore simulations as appropriate and as link with other curriculum areas and discuss the benefits of using these simulations • Use simulations to make and test predictions.	2nd half Coding Programming and control • Continue to develop understanding of how a computer and technology works, focusing on computational thinking. • Begin to plan more complex sequences of instructions for on-screen and floor turtles test and amend these instructions. (e.g. using RoboMind) • Use software to make basic puzzles and quizzes, changing parameters (e..g time allowed, points, number of pieces etc) to customise the puzzle or quiz (e.g. 2DIY)

| SUMMER

Information Technology | - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content | - To find and choose appropriate information and record it in digital or analogue format
- To identify how web pages are organized e.g. graphics, links, text
- To navigate a web page to locate specific information
- To know that ICT enables access to a wider range of information and tools to help find specific information quickly | 2Investigate
Microsoft Excel
Purple Mash (?)
Paint.net
Data loggers | 1st half
Networks and the internet
Using technology
- Familiar with a range of devices, for example tablets, desktop computers, laptops, microphones, cameras etc and **increasingly develop their independence and confidence in using these devices.**
- Increase their typing speed, and be encouraged to play games at home and school which help with this. Aim to reach the accepted competency rate for children of **20WPM** by the end of Year 4.
- Be encouraged to increasingly make sensible **choices** about the technology they use to **help** them work, and to justify their choices- for example, why they have chosen to use a *tablet* rather than a laptop, or why they have chosen to use an *easi-speak* microphone rather than the computer to record sound.
Using the internet
- Develop key questions to | 2nd half
Productivity
Digital media
- Use a computer to sequence short pieces of music using a small selection of pre-record sounds.
- Independently record video for a range of purpose, paying attention to the quality of the video capture.
- Take photographs for a specific reason or project and/or find appropriate images on-line.
- Create a video out of still images.
-Use the computer to preform photo edits and create a range of digital creations using photos.
Using data
- Continue to use technology to create graphs and charts.
- Understand which a database is, and the basic structure of a database.
- Create graphs from pre-made databases, and enter their own data into a database and generate graphs using these. --- Use other |

				search for specific information with purpose to answer a problem e.g. to find out about different Roman Gods. - Understand how a search engine works and begin to create and enter appropriate search strings. - Save and retrieve accessed information through the use of Favourites, History, and Save As - Understand that some information found through searching is more relevant than others - Use the information purposefully to complete specific tasks e.g. copy, paste and edit relevant information (ref. creating and publishing unit) - Talk about and describe the process of finding specific information	software to present these findings as appropriate.