

Unlocking Every Child's Potential as a Unique Child of God

Year 3 Computing Curriculum 2025

Children Should be taught:

- Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration
- Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Co2/1.6 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.
- Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Term 1 – Where's Wally	Term 2 – Funny Bones	Term 3 – Ancient Egypt
<p>Online Safety – Lessons 1 & 2</p> <p>Children will understand how the internet can be used to share beliefs, opinions and facts and know to what should be done before sharing information.</p> <p>Presentation Skills:</p> <p>By the end of the unit, children will be able to log in and navigate a computer confidently, locate and save files in an organised folder structure, and print their work. They will continue to refine their mouse skills, controlling the cursor to create graphics with increasing accuracy. They will also learn how to insert slides and text boxes in PowerPoint, format text, and add pictures into other programs, manipulating them using tools such as resize and text wrap.</p> <p>Computing systems and networks: Networks (Lessons 1,3,5)</p> <p>Children will be introduced to the concept of networks, identify components, learn how devices communicate and how information is shared by exploring examples of real-world networks.</p>	<p>Online Safety – Lessons 3 & 4</p> <p>Children will identify the effects that posts have on people's feelings and understand ways personal information can be shared online.</p> <p>Computing systems and networks: Journey Inside a Computer. (Lessons 1,2,5)</p> <p>Children will assume the role of computer parts and create paper versions of computers to help consolidate an understanding of how a computer works, as well as identifying similarities and differences between various models.</p> <p>Computing systems and networks: Programming: *New* Scratch (Lessons 1,3,4,5)</p> <p>Children will further explore Scratch as a programming application for animations and games; use loops to improve programming and further their skills in decomposition, remixing code and debugging.</p>	<p>Online Safety – Lesson 5</p> <p>Children will understand the rules around social media platforms</p> <p>Video Trailers: Using iPads – Lessons 1-4</p> <p>This term, children will plan and create their own book trailers. They will learn how to use photos or videos to tell a story, then edit their footage to produce a polished final piece. As part of this, they will add text, transitions, and effects to enhance their trailer and bring their ideas to life.</p> <p>Data handling: Comparison cards databases (Lessons 1-5)</p> <p>Children will understand what a database is by constructing a 'Top Trumps' style game. They will learn the meanings of records, fields and data and begin to develop the ideas of sorting and filtering.</p>
<p>Key Vocab:</p> <p>account, clipart, click, drag and drop, log on/off, resize, tool, username, slide, format, folder, file</p> <p>component, router, Wi-Fi, wireless, server, wired, wireless, file, the cloud, server, user, website, packets.</p>	<p>Key Vocab:</p> <p>Computer programme, keyboard, mouse, monitor, data, input, output, CPU, GPU, RAM, ROM, components, disassemble, hard drive.</p>	<p>Key Vocab:</p> <p>Clip, fade, film editing, graphics, storyboard, import, transition, voiceover.</p> <p>category, chart, data, database, excel, field, filter, graph, information, interpret, PDF, questionnaire, record, representation, sort, spreadsheets.</p>

	Application, interface, Sprite, code, predict, review, loop, repetition, repetition code, animation, code blocks, decompose, remixing code, algorithm	
Curriculum enhancement:	Curriculum enhancement:	Curriculum enhancement:

<p>Essential Skills & Knowledge:</p> <ul style="list-style-type: none"> • Log in, log off and navigate around the computer with increasing independence. • Drag, drop, click and control a cursor with increasing accuracy. • Use software to create art and insert a picture into another document. • Recognise the key parts of a network and explain their purpose; understand the difference between wired and wireless connections. • Understand a network is a group of interconnected devices. • Recognise that the Internet is a network and understand the role of the server in a network. • Recognise that data is transferred across the Internet; explain the routers connect to send information and know that data can be too big to send whole and is often broken into packets. 	<p>Essential Skills & Knowledge:</p> <ul style="list-style-type: none"> • understand what inputs and outputs are and recognise that the computer sends and receives instructions. • To know what some of the different components inside a computer are e.g. CPU, RAM, hard drive, and how they work together. • Compare similarities and differences across different types of computers. • Predict what different code will do using the block colour to help. • Explain what a loop is and what it does; include a loop in their own programming. • Suggest which blocks are used to create effects; add blocks to remix and adapt existing code. • Decompose a programme and use an algorithm to create code. 	<p>Essential Skills & Knowledge:</p> <ul style="list-style-type: none"> • Describe the purpose of a trailer. • Create a storyboard for a book trailer. • Consider camera angles when taking photos or videos. • Import videos and photos into film editing software. • Add text to a video. • Incorporate transitions between images. • Know that a database is a collection of data stored in a logical, structured and orderly manner. • Explain what is meant by 'field', 'record' and 'data'. • Name some advantages and disadvantages of paper and computerised databases. • Put values into a spreadsheet; sort, filter, and interpret that data; Create questions that can be answered using the data. • Create a graph or chart in a spreadsheet; explain the purpose of visual representation of data.
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Year 3 E-Safety - Follow education for a connected world statements/Project Evolve.

It is important that learning outcomes are interpreted within contexts that are relevant to the learner's experience and are achieved through learning that is matched to the readiness of the learner.

Self-image and identity	Online relationships	Online reputation
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<p>I can explain what is meant by the term 'identity'.</p> <p>I can explain how people can represent themselves in different ways online.</p> <p>I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.</p>	<p>I can describe ways people who have similar likes and interests can get together online.</p> <p>I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p>I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.</p> <p>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p> <p>I can explain how someone's feelings can be hurt by what is said or written online.</p> <p>I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.</p>	<p>I can explain how to search for information about others online.</p> <p>I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.</p> <p>I can explain who someone can ask if they are unsure about putting something online.</p>
<p>Online bullying</p>	<p>Health, well-being and lifestyle</p>	<p>Privacy and security</p>
<p>I can describe appropriate ways to behave towards other people online and why this is important.</p> <p>I can give examples of how bullying behaviour could appear online and how someone can get support.</p>	<p>I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).</p> <p>I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).</p>	<p>I can describe simple strategies for creating and keeping passwords private.</p> <p>I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.</p> <p>I can describe how connected devices can collect and share anyone's information with others.</p>
<p>Managing online information</p>	<p>Copyright and ownership</p>	

I can demonstrate how to use key phrases in search engines to gather accurate information online.

I can explain what **autocomplete** is and how to choose the best suggestion.

I can explain how the internet can be used to sell and buy things.

I can explain the difference between a 'belief', an 'opinion' and a 'fact'. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.

I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).

I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.

I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.