



Computing Curriculum: Year 3

What are the aims and intentions of this curriculum?

That children:

- Recognise unacceptable behaviour online and use technology safely
- Use software to present information
- can write and debug simple programs

Term	Topic	Knowledge	Skills	Assessment
Autumn 1	<u>Who can you trust online?</u>	<ul style="list-style-type: none"> • Know that some people on the internet should not be trusted • Know that concerns about what they see on line should be reported to a trusted adult • Know some websites are useful and begin to understand that not all might be trustworthy 	<ul style="list-style-type: none"> • To be able to identify safe communication online • To identify ways to stay safe online • To identify strategies for identifying reliable information 	
		Vocabulary: online, communication, personal information, trust, private, report, block		
Autumn 2	<u>How are block programs used to code?</u>	<ul style="list-style-type: none"> • Know that programs are made by precise instructions • Know what algorithms are • Know that sequences can be broken down into smaller parts • Know that programs must be tested to check for problems 	<ul style="list-style-type: none"> • To predict what blocks of code will do • To test a program for errors • To debug sequences of block programming • To adapt existing ideas to solve problems 	
		Vocabulary: algorithm, code, debug, test, solution, sequence, trigger		
Spring 1	<u>How can posters be made using software?</u>	<ul style="list-style-type: none"> • Know how software can be used to create a simple brochure or poster • Know that formatting can be used to alter text 	<ul style="list-style-type: none"> • To select appropriate software • To insert text to digital content • To edit text to create titles/headlines • To insert and edit images and 	



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		<ul style="list-style-type: none"> • Know that images can be inserted with text • Know how to open, save and retrieve digital content 	graphics <ul style="list-style-type: none"> • To save, store and print digital content 	
		Vocabulary: text, insert, format, edit, headline, title, font, graphics, images, crop		
Spring 2	<u>How are conditionals used in programs?</u>	<ul style="list-style-type: none"> • Know that programming is turning an algorithm to code • Know that not all algorithms can be turned to code • Know that code can be sequenced • Know that code can be activated by triggers 	<ul style="list-style-type: none"> • To create algorithms through drawing and writing • To turn algorithms into block code • To sequence block code • To use triggers in block code • To evaluate a program 	
		Vocabulary: algorithm, sequence, trigger, code, block code		
Summer 1	<u>How can you protect your identity online?</u>	<ul style="list-style-type: none"> • Know how to log in and out of websites • Know that information posted online can be copied • Know that passwords should be kept private and not shared 	<ul style="list-style-type: none"> • To create secure passwords • To log in and out of websites with accounts • To identify safe practice when creating an online identity 	
		Vocabulary: password, account, sharing, privacy, personal information, selfie, identity		
Summer 2	<u>How are slides used to create a presentation?</u>	<ul style="list-style-type: none"> • Know how text and images can be combined to make a meaningful presentation • Know that slides can be sequenced • Know that slides can be edited • Know that the order of slides can be altered 	<ul style="list-style-type: none"> • To select appropriate software • To combine text and images • To format text and images • To sequence slides in a suitable order 	
		Vocabulary: slides, presentation, text, images, graphics, sequence		



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