



Computing Curriculum Overview Year 3



Concepts	Safety	Understand their responsibilities as a digital citizen. Recognise risk by thinking critically about the information they read on line	
	Creation	Select and create digital media from pre-selected sources (by the teacher) to create a representation of a concept or data set	
	Coding	Combine algorithms to complete more complex tasks.	
Context	Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a search engine such as Purple Mash search or internet-wide search engines. Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph. Children can consider what software is most appropriate for a given task. They can create purposeful content to attach to emails, e.g. 2Respond.		
Coding			
Knowledge / Skills	Children are introduced to the exciting world of programming. They develop the ability to transform straightforward real-life scenarios into algorithms suitable for programming by breaking them down into smaller, manageable components. Their design work reflects their consideration of the intended task and how it can be translated into code effectively. Furthermore, Year 3 students learn to recognize and rectify errors within their programs that hinder them from following the intended algorithm, showcasing their growing proficiency in debugging and refining their code.		
Vocabulary	Refer to linked separate vocabulary document		
Creating Media - Touch Typing			
Knowledge / Skills	In the Creating Media - Touch Typing module, students engage in the art of touch typing. This module equips them with the essential skills to become proficient in typing without having to look at the keyboard. Children explore techniques for efficient typing, building speed and accuracy in their keyboarding abilities. Through guided practice and interactive activities, students gain fluency in touch typing, a valuable skill for efficient communication and computer use.		
Vocabulary	Refer to linked separate vocabulary document		
Data and Information: Branching Databases			
Knowledge / Skills	Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'if' statements, repetition and variables. They make good attempts to 'step through' more complex code in order to identify errors in algorithms and can correct this. e.g. traffic light algorithm in 2Code. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.		
Vocabulary	Refer to linked separate vocabulary document		
Online Safety			
Knowledge / Skills	Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying		

	safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. They know more than one way to report unacceptable content and contact.	
Vocabulary	Refer to linked separate vocabulary document	
Skills application	Touch Typing - linked to IT across the whole curriculum Coding- mathematical reasoning Science - sorting and classifying information PSHE - Online safety	
Recap	2.1 Coding, 1.5 Coding and 1.4 Coding 2.4 Questioning, 1.8 Spreadsheets 2.2 Online Safety, 1.1 Online Safety and Exploring Purple Mash	