**YEAR 3 COMPUTING - CURRICULUM OVERVIEW 2024 – 2025**

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| **YR3** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **YEAR 3 Content** | Computing systems and networks – connecting computers  Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks. | Creating media – Stop-frame animation  Capturing and editing digital still images to produce a stop-frame animation that tells a story. | Creating media – desktop publishing  Creating documents by modifying text, images, and page layouts for a specified purpose. | Data and information – Branching databases  Building and using branching databases to group objects using yes/no questions | Programming A -algorithms  Using Hour of Code  Writing algorithms and programs that use a range of events to trigger sequences of actions. | Programming B – sequencing sounds  Creating sequences in a block-based programming language to make music |
| **Key new knowledge** | **Connecting computers**   * Develop understanding of digital devices, with a focus on inputs, processes, and outputs. * Compare digital and non-digital devices. * Introduction to computer networks, including devices that make up a network’s infrastructure, such as wireless access points and switches. * Discover the benefits of connecting devices in a network. | **Stop-frame animation**   * Use a range of techniques to create a stop-frame animation using tablets. * Create a story-based animation, adding additional media, such as music and text. | **Desktop publishing**   * Become familiar with the terms ‘text’ and ‘images’ and understand that they can be used to communicate info. * Use desktop publishing software and consider careful choices to edit and improve. * Introduction to the terms ‘templates’, ‘orientation’, and ‘placeholders’ and begin to understand how these can support in making templates for a magazine cover. * Add text and images to create work using publishing software. * Evaluate how and why desktop publishing is used in the real world. | **Branching databases**   * Develop understanding of what a branching database is and how to create one. * Use yes/no questions to gain an understanding of what attributes are and how to use them to sort objects. * Create physical and on-screen branching databases. * Create an identification tool using a branching database, and test by using it. * Consider real-world applications for branching databases. | **Programming – Using Hour of Code**   * Explore the concept of sequencing in programming through Hour of Code. * Use a selection of motion, sound, and event blocks to create programs, featuring sequences. * Focus on all aspects of sequences, ensuring that programs are built in a structured manner. * Apply stages of program design. | **Programming – Sequencing Sounds**   * Explore a new environment (Scratch) * Begin to understand the use of basic commands. * Create a sequence of connected commands. * Combine motion and sound commands in one sequence. * Create a musical instrument in Scratch. |
| **Assessments** | Formative questioning and teacher observation.  End of unit assessment rubric in planning. | Formative questioning and teacher observation.  End of unit assessment rubric in planning. | Formative questioning and teacher observation.  End of unit assessment rubric in planning. | Formative questioning and teacher observation.  End of unit assessment rubric in planning. | Built in end of unit assessments. | Formative questioning and teacher observation.  End of unit assessment rubric in planning. |