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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **YR3** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **YEAR 3 Content** | Computing systems and networks – connecting computersIdentifying 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 publishingCreating documents by modifying text, images, and page layouts for a specified purpose. | Data and information – Branching databasesBuilding and using branching databases to group objects using yes/no questions | Programming A -algorithmsUsing Hour of CodeWriting 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. |