

YEAR 3 CURRICULUM MAP

3	Autumn		Spring		Summer	
	Coding	Online Safety	Graphing Branched Databases	Presenting	Email	Simulations
Key Learning	<ul style="list-style-type: none"> • To understand what a flowchart is and how flowcharts are used in computer programming. • To understand that there are different types of timers and select the right type for purpose. • To understand how to use the repeat command. • To understand the importance of nesting. • To design and create an interactive scene. 	<ul style="list-style-type: none"> • To know what makes a safe password. • To learn methods for keeping passwords safe. • To understand how the Internet can be used in effective communication. • To understand how a blog can be used to communicate with a wider audience. • To consider the truth of the content of websites. • To learn about the meaning of age restrictions symbols on digital media and devices. 	<ul style="list-style-type: none"> • To sort objects using just 'yes' or 'no' questions. • To complete a branching database using 2Question. • To create a branching database of the children's choice. • To enter data into a graph and answer questions. • To solve an investigation and present the results in graphic form. 	<ul style="list-style-type: none"> • To understand the uses of PowerPoint. • To create a page in a presentation. • To add media to a presentation. • To add animations to a presentation. • To add timings to a presentation. • To use the skills learnt to design and create an engaging presentation. 	<ul style="list-style-type: none"> • To think about different methods of communication. • To open and respond to an email using an address book. • To learn how to use email safely. • To add an attachment to an email. • To explore a simulated email scenario. 	<ul style="list-style-type: none"> • To consider what simulations are. • To explore a simulation. • To analyse and evaluate a simulation.
Touch Type Focus	<p>Punctuation and Symbols 1</p> <ul style="list-style-type: none"> • To develop use of punctuation when using a keyboard. • To understand that the shift key needs to be used to access some parts of a keyboard. 	<p>Punctuation and Symbols 2</p> <ul style="list-style-type: none"> • To develop use of punctuation when using a keyboard. • To understand that the shift key needs to be used to access some parts of a keyboard. 	<p>Words (A and E)</p> <p>To use increasing knowledge of a keyboard to be able to type out words beginning with a variety of letters.</p>	<p>Words (I and O)</p> <p>To use increasing knowledge of a keyboard to be able to type out words beginning with a variety of letters.</p>	<p>Words (U and Q)</p> <p>To use increasing knowledge of a keyboard to be able to type out words beginning with a variety of letters.</p>	<p>Words (B and Z)</p> <p>To use increasing knowledge of a keyboard to be able to type out words beginning with a variety of letters.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary</p>	<p>Action, alert, algorithm, background, bug, button, click event, code, collision detection event, command, debug/debugging</p>	<p>Appropriate, blog, inappropriate, password, personal information, internet, spoof, reputable source, permission, reliable source, verify, website, vlog</p>	<p>Binary tree, branching database, data, database, debugging</p> <p>Axis, chart, column, data, graph, investigation, row, sorting, tally chart</p>	<p>Animation, border properties, font formatting, layer, media, presentation, slide, slideshow, text box, transition, word art</p>	<p>Address book, attachment, BCC, CC, communication, compose, email, inbox, password, personal information, save to draft, trusted contact,</p>	<p>Analysis, simulation, evaluation, modelling, decision</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Skills</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ♣ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ♣ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ♣ 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 ♣ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ♣ 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 ♣ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 					