

**Corpus Christi Catholic Primary**  
**Year 3**  
**Computing Curriculum Overview**



	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	<b>Creating Media:</b> Stop-frame Animation	<b>Programming A:</b> Sequencing Sounds	<b>Computer Systems and Networks:</b> Connecting Computers	<b>Data and Information:</b> Branching Databases	<b>Creating Media:</b> Desktop Publishing	<b>Programming B:</b> Events and Actions in Programs
<b>Skills to Develop</b>	<ul style="list-style-type: none"> <li>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</li> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<ul style="list-style-type: none"> <li>Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>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</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Use technology safely, respectfully and responsibly.</li> </ul>	<ul style="list-style-type: none"> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>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.</li> </ul>

<b>Key Learning/Sticky Knowledge</b>	<ul style="list-style-type: none"> <li>To explain that animation is a sequence of drawings or photographs</li> <li>To relate animated movement with a sequence of images</li> <li>To plan an animation</li> <li>To review and improve an animation</li> <li>To evaluate the impact of adding other media to an animation.</li> </ul>	<ul style="list-style-type: none"> <li>To explore a programming environment</li> <li>To identify that commands have an outcome</li> <li>To explain that a program has a start</li> <li>To recognise that a sequence of commands can have an order</li> <li>To create a program from a task description.</li> </ul>	<ul style="list-style-type: none"> <li>To explain how digital devices function</li> <li>To identify input and output devices</li> <li>To recognise how digital devices can change the way we work</li> <li>To explain how computer network can be used to share information</li> <li>To explain how digital devices can be connected</li> <li>to recognise the physical components of a network.</li> </ul>	<ul style="list-style-type: none"> <li>To create questions with yes/no answers</li> <li>To identify the attributes needed to collect data about an object</li> <li>To create a branching database</li> <li>To plan the structure of a branching database</li> <li>To create an identification tool.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise how text and images convey information</li> <li>To recognise that text and layout can be edited</li> <li>To add content to a desktop publishing publication</li> <li>to consider how different layouts can suit different purposes.</li> </ul>	<ul style="list-style-type: none"> <li>To explain how a sprite moves in an existing project</li> <li>To create a program to move a sprite in four directions</li> <li>To develop my program by adding features</li> <li>To identify and fix bugs in a program</li> <li>To design and create a maze-based challenge.</li> </ul>
<b>Key Vocabulary</b>	Animation, Frame , Stop-frame animation, Story board, Sequence of frames, Onion skinning	Scratch, Backdrop, Code, Motion block, Event block, Motion, Stage	Input, Process, Output, Network, Network components, Server, Wireless Access Point, Network switch	Tree structure, Branching database	Adobe Spark, Text, Image, Desktop publishing, Return, Shift, Template, Page orientation, Place holder, Layout	Event, Action, Code, Programming extension, Pen extension, Pen down block, Bugs, Debugging, Outcome, Pen trail, Set up block
<b>Links to Previous Learning</b>		Y1 – Programming Animations Y2 – Robot Algorithms	Y1 – Technology Around Us Y2 – Information Technology Around Us		Y1 – Digital Painting Y1 – Digital Writing Y2 – Digital Photography	Y1 – Programming Animations Y2 – Robot Algorithms Y3 – Sequencing Sounds
<b>Cross Curricular Links</b>	English - Draft and write by creating settings, characters and plot, proof-read for spelling and punctuation errors History - The Roman Empire and its impact on Britain		Maths - Solve number problems and practical problems involving these ideas Art - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials		English - Evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements, Proofread for spelling and punctuation errors	