

Year 3	Computing					
KS2 Objectives	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Programming Turtle Logo and Scratch	Word Processing	Online Safety	Drawing and DTP	Internet Research and Communication	Presentation Skills/Using and Applying
To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	This unit continues the learning from the Year 2 Turtle Logo units and links well to shape and direction in Maths.					
To use sequence, selection, and repetition in programs; work with variables and various forms of input and output	This unit continues the learning from the Year 2 Turtle Logo units and links well to shape and direction in Maths.					
To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	This unit continues the learning from the Year 2 Turtle Logo units and links well to shape and direction in Maths.					
To 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			<p>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 in the context of identifying advertisements online.</p> <p>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 in the context of sending and receiving emails safely.</p>		<p>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, by investigating ways of communicating with others online.</p>	

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			<p>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 in the context of exploring the different ways we communicate online.</p> <p>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 in the context of planning a party online.</p>			
To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content			Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content in the context of identifying advertisements online.		<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content in the context of word searches on the internet.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content, by understanding</p>	

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					how returned results are ordered.	
To 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		The lesson focuses on the specific typing and layout skills.		The lesson focuses on drawing different shapes and lines The lesson focuses on the specific layout skills.		Children choose from a variety of software to design and create an electronic information presentation, including word processing, drawing and desktop publishing before presenting their work.
To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		Children will revise basic computer skills from the previous units and learn to use effective passwords and take screenshots.	Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of recognising cyberbullying. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating passwords and using privacy settings. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range	In this lesson children will evaluate existing posters.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact, in the context of word searches on the internet. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact, in the context of saving and sharing webpages. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact,	

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			<p>of ways to report concerns about content and contact in the context of sending and receiving emails safely.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of exploring the different ways we communicate online.</p>		<p>by staying safe when they communicate online.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact, by focusing on acceptable and unacceptable behaviour while communicating online.</p>	
HC Confidence /Aspiration /Resilience / Spirituality						