THE YEAR 3 LEARNER WILL COVER THE FOLLOWING:

AUTUMN 1		AUTUMN 2	
WE ARE INTERNET USERS Using the Internet safely, responsibly & respectfully		**WE ARE CODERS** Programming an animation	
Knowledge	**Skills**	**Knowledge**	**Skills**
In Year 3, pupils begin to develop their knowledge of what it means to have an online reputation. They learn about the reliability and truth of information online and look at some ways to protect themselves and their reputation. They also learn about ways in which they can be kind to others online.	Begin to demonstrate ways of protecting their online reputation.	In this unit, pupils plan and create an animated cartoon using characters they design using a paint tool. They plan their animation using a simple storyboard and then create it by translating the storyboard into a series of sequential instructions (program) for graphic objects. They will begin to use selection within their code to offer alternative outcomes. They will begin to recognise that instructions to a computer must be precise and unambiguous through testing and debugging during the process.	Plan an animation in sequential steps using a storyboard.
	Begin to identify ways of working out whether information online is reliable.		Apply selection and logical reasoning to solve a problem.
	Begin to identify ways in which they can secure their information online by creating strong passwords.		Write a program in a block programming language to create the animation.
	Begin to identify what they can do to be kind online.		Correct mistakes in their animation programs (debugging).

SPRING 1		SPRING 2	
WE ARE OPINION POLLSTERS Collecting and analysing data		**WE ARE TECHNICIANS** Exploring computer networks	
Knowledge	**Skills**	**Knowledge**	**Skills**
In this unit, the children create their own opinion poll, seek responses, and then analyse the results.	Identify some elements of survey design.	In this unit, pupils use some unplugged activities to develop their understanding of networks and key communication protocols (including email). They discuss the benefits and possible dangers of communicating information online and then use a simple messaging service to demonstrate good practice. They conclude by collaborating on a podcast discussing the different types of online communication they have learnt about.	Demonstrate simulation of a simple 'packet' system.
	Identify some ethical and legal aspects of online data collection.		Illustrate the basic client-server model on which most networks are based.
	Use software tools to facilitate data collection.		Name some different internet communication protocols and be able to discuss some similarities and differences between them.
	Gain skills in using charts to analyse data.		Begin to use digital media and technology to create content for meaningful purpose.
	Gain skills in interpreting results.		

SUMMER 1		SUMMER 2	
WE ARE CODERS Finding and correcting bugs in programs		**WE ARE DIRECTORS** Videoing performance	
Knowledge	**Skills**	**Knowledge**	**Skills**
In this unit, children learn to recognise some common types of programming error, and practise solving problems through logical thinking. Using their knowledge of sequencing and selection, they look at some block code and make predictions about what the different outcomes of executing the code will be. They then run the code to test their predictions before going on to debug the code and create working versions of the programs.	Demonstrate logical choices and prediction when using a computer program.	This unit gives pupils a chance to direct a short narrated video of someone practising a sport or other skill. They will understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length.	Plan and rehearse for a video shoot.
	Debug a simple algorithm to ensure the specific goal is achieved.		Frame shots when shooting live video.
	Name and recognise a number of common types of bug in software.		Use software tools to review and edit video, including adding narration and (optional) effects.
	Build up resilience and strategies for problem solving.		Collaborating with others to achieve the same goals.