



Computing Subject Map - Y3

Autumn 1					
Project title: Through The Ages					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	Online Safety Understand what makes a safe password for use on the internet.	I can understand what makes a good password. I can understand why passwords should be kept safe. I can discuss ways in which we can communicate with others using the internet.	Children can have a discussion about the devices that can be used to access the internet. They should be able to say why passwords are used and why they should not share them.	Privacy and digital footprints. Sharing online	Growth
2	Start to understand that not everything that is on the internet is true.	I can understand that some information on websites is not true. I can begin to how to begin to think critically about the results found when I use the search function. I can begin to understand why there are 'spoof' websites.	Have a class discussion about websites and 'How do we know what is written is correct?' Look at a spoof website online. Children can create their own 'spoof' page.	Search engines Sharing online	Growth
3	Understand why there are age restrictions on digital media and devices.	I can identify some emotional and physical effects of playing/watching inappropriate content/games. I know who to talk to if I am worried or concerned.	Have a class discussion about age restrictions and why they are in place. Children should understand who they can tell if they have worries or concerns. Thinkuknow website 8-10 Has an interactive game that children can play.	Search engines Emotional impact	Growth



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4	Understand what 'Cyberbullying' is.	I can relate 'cyberbullying to the real world. I know who to talk to if I have worries or concerns.	Have a class discussion about cyberbullying and why and how it is different to ordinary bullying. Talk about how on mobile devices the cyberbullying is with you all the time. Thinkuknow website 8-10 Children can play the interactive game and see if they can show their knowledge of online safety.	Emotional impact Privacy	Growth
5	Branching Databases Complete a branching database using 2Question.	I can contribute to a class branching database about fruit. I can complete my own database about vegetables. I can label a branching database.	Create a class database about fruit. Children should be shown how and where to label it. Children should then create their own vegetable branching database and label it appropriately.	Display data	Growth
6	Create a branching database of my choice.	I can choose a suitable topic for a branching database. I can select appropriate images from the clipart.	Children should create a branching database of a topic of their choice. They should use the clipart available or draw their pictures.	Display data Answer questions relating to the data.	Growth Investigation



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Autumn 2					
Project title: Through The Ages					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	Understand how to sit at a keyboard and know how to use the home, top and bottom row keys accurately.	I can understand what is meant by the home, top and bottom rows. I know what is meant by touch type. I can begin to touch type using the correct fingers.	Purple Mash – 2Type Children should be shown which fingers to use when attempting to touch type, Explain the benefits of being able to touch type. Children should look at the other areas on 2Type First Steps to start to improve their touch-typing skills.	Presentation of work. Efficient use of the keyboard.	Growth
2	Know how to use the punctuation and symbols keys.	I know what punctuation and the symbols are. I can locate the punctuation and symbols keys on a keyboard.	Children should use the Punctuation and symbols area of 2Type to practise typing of them. Children then use one of the 'Moving On' areas of their choice.	Efficient use of the keyboard. Accurate use of the keyboard.	Growth
3	Know how to use my knowledge of touch-typing.	I can find the correct keys on a keyboard.	Children be able to play 2Pop or Falling Keys to further improve their touch-typing ability.	Accurate use of the keyboard	Growth



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4	2Email Understand the different ways in which we can communicate to people and the advantages and disadvantages of the different ways.	I can discuss ways to communicate. I can open an email and respond to it. I can write an email to a classmate, using the address book.	Have a class discussion about how we can communicate. Talk about how email is used to communicate across the world. Children should be shown how to open and respond to an email, also how to find a name in the address book.	Good passwords and password security Communication methods Cyberbullying Use of a keyboard	Growth
5	Understand how to use email safely. Understand what is meant by 'draft'.	I can understand the importance of draft. I can write rules about how to stay safe when using email.	Children should be able to show that they understand how to stay safe when using email. They can create written rules to show their knowledge.	Good passwords and password security Communication methods Cyberbullying Use of a keyboard	Growth
6	Understand how to add an attachment to an email. Know how to read and respond to emails using CC or BCC	I can attach work to an email. I know what CC and BCC means. I can read and respond appropriately to a series of email communications.	Children should be shown how to add an attachment to their email. They should also be taught what CC and BCC are used for.	Communication methods Cyberbullying Use of a keyboard	Growth



Computing Subject Map - Y3

Spring Term 1					
Project title: Rocks, Relics and Rumbles					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	Review previous knowledge of coding Understand what a flowchart is and how flowcharts are used in computer programming.	I can read and explain a flowchart. I can use a flowchart to create a computer program. I can create a program using click events and timers.	Children should create a program using a flowchart and 2Code - Free Code Chimp. Demonstrate to the children how the program can be made using the design area.	Logical decision processing Modelling Saving, opening and editing work.	Growth
2	Understand that there are different types of timers.	I can create a program that uses a timer-after command. I can create a program that uses a timer-every command. I can understand that there can be different way to solve a problem.	2Code Gibbon Children should start to use different types of timers to create their programs.	Logical decision processing Modelling Saving, opening and editing work.	Growth
3	Understand how to use the repeat command.	I can understand how the turtle object moves. I can use the repeat command with an object. I can create a program using the repeat command.	Children should be shown how to use the repeat command in a program.	Logical decision processing Modelling Saving, opening and editing work.	Growth
4	Know how to use coding knowledge. To create a range of programs.	I can create computer programs using prior knowledge. I can run, test and debug my program.	Children should create a program using prior knowledge. They should debug their programs as necessary in order for the program to run as required.	Logical decision processing Modelling Saving, opening and editing work.	Growth



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5	Know how to design and create an interactive scene.	I know how to use the properties table to set the properties of objects. I can plan a scene that I would like in my program. I can debug my program.	Children should start to plan a program that they would like to make. They should think carefully about the design. Save their work.	Logical decision processing Modelling Saving, opening and editing work.	Growth
6	Continue to design and create an interactive game.	I can confidently make several different things happen in a program.	Children should continue to create their game, thinking carefully about the outcomes. Debug as required. Save the program.	Know how to design and create an interactive scene.	Growth
SAFER INTERNET DAY LESSON – USE SAFER INTERNET DAY WEBSITE FOR RESOURCES					



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Spring Term 2					
Project title: Rocks, Relics and Rumbles					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	Find out what a simulation is and understand the purpose of simulations.	I know that a computer simulation can represent real and imaginary situations. I can give examples of simulations used for fun and work. I can give suggestions of advantages and problems of simulations.	Have a class discussion about simulations. Talk about the advantages and problems with simulations. Where could they be useful? Has anybody used a VR headset? That is a simulation.	Coding- Timers and sequence Debug	Growth Investigation
2	Explore a simulation, making choices and discussing their effects.	I can explore a simple simulation. I can use a simulation to try out different options and test predictions.	Children can explore a simple simulation for themselves – Locked Out- to test different options and test predictions.	Coding- Timers and sequence Debug	Growth Investigation
3	Work through, and evaluate a more complex simulation.	I can recognise patterns within simulations and make test predictions. I can evaluate a simulation to determine its usefulness for purpose.	Children can explore a simulation for themselves – Dark Side of Elpmis- to test different options and test predictions. They should evaluate the simulations to consider its usefulness.	Coding- Timers and sequence Debug	Growth Investigation
4	Work through, and evaluate a more complex simulation.	I can recognise patterns within simulations and make test predictions. I can evaluate a simulation to determine its usefulness for purpose.	Children can explore a simulation for themselves – After the Storm- to test different options and test predictions. They should evaluate the simulations to consider its usefulness.	Coding- Timers and sequence Debug	Growth Investigation



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5	Graphing Enter data into a graph and answer questions.	I can set up a graph with a given number of fields. I can enter data for a graph. I can produce graphs on a computer.	Children should be introduced to 2Graph	Sorting Interpreting data	Growth Investigation
6	Solve an investigation and present the results in graphic form.	I can solve a maths investigation. I can present the results in a range of graphic formats. I can sort the results.	Children use 2Graph to solve an investigation. Children should explain why they have chosen the style of graph.	Sorting Interpreting data	Growth Investigation



Computing Subject Map - Y3

Summer 1					
Project title: Emperors and Empires					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	Online Safety Recap	I can discuss Online Safety.	Have a class discussion on Online Safety to assess children's knowledge.	Online Safety Unit	Growth
2	Presenting Google Slides Create a page in a presentation.	I know what Google Slides is. I know how to open Google Slides. I can add text and format it.	Children should make a short presentation from a blank page.	Keyboard skills Typing fluency	Growth
3	Add media to a presentation.	I can change the design of the slides. I can insert a new slide. I can insert pictures. I can edit pictures.	Children should be shown how they can add media to a presentation.	Keyboard skills Typing fluency	Growth
4	Add shapes and lines to a presentation.	I can add shapes to a presentation. I can add lines to a presentation.	Children should be shown how they can add shapes and lines to a presentation.	Keyboard skills Typing fluency	Growth
5	Add animations into a presentation.	I can use animation in a presentation. I can use transitions in a presentation.	Children should be shown how they can add animations to a presentation.	Keyboard skills Typing fluency	Growth
6	Use the skills learnt in previous lessons to design and present a presentation.	I can add text to a presentation. I can add objects and pictures to a presentation. I can add animations and transitions to a presentation.	Children should create a presentation using skills learnt in previous lessons.	Keyboard skills Typing fluency	Growth



Computing Subject Map - Y3

Summer 2					
Project title: Emperors and Empires					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	Spreadsheets Add and edit data in a table layout.	I can create a table of data on a spreadsheet.	Children should be introduced to 2Calculate and taught how to use it. Save work.	2Graph Use software to investigate data.	Growth Investigation
2	Find how spreadsheet programs can automatically create graphs from data.	I can use a spreadsheet program to automatically create charts and graphs from data.	Children should create graphs from saved spreadsheet from previous lesson.	2Graph Use software to investigate data.	Growth Investigation
3	Introduce the 'more than', 'less than' and 'equals' tools.	I can use the 'more than', 'less than' and 'equals' tools to compare different numbers and help to work out solutions to calculations.	Children should be checked on their knowledge of 'more than', 'less than' and equals. They should have the chance to explore the program fully using these tools.	2Graph Use software to investigate data.	Growth Investigation
4	Introduce the 'spin' tool and show how it can be used to count through times tables.	I can use the 'spin' tool to count through times tables.	Children should have an opportunity to add the spin tool to a spreadsheet and explore what can be achieved by using it.	2Graph Use software to investigate data.	Growth Investigation
5	Explore the advanced mode of 2Calculate.	I can describe a cell location in a spreadsheet using the rotation of a letter for the column followed by a number for the row.	Children should be shown how to rotate letters etc. They should have an opportunity to explore what they can do.	2Graph Use software to investigate data.	Growth Investigation
6	Describe cells using their addresses.	I can find specified locations in a spreadsheet.	Children can use prior lessons to explore making an advanced spreadsheet.	2Graph Use software to investigate data.	Growth Investigation