



Year 3 - Year Group Overview

Year 3	
Online Safety (Using Project Evolve)	Self-Image and Identity I can explain what is meant by the term identify. I can explain how people can represent themselves in different ways online. I can explain ways in which someone might change their identify depending on what they are doing online *e.g. gaming; using an avatar; social media) and why. Online Relationships I can describe ways people who have similar likes and interests can get together online. I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. I can explain how someone's feelings can be hurt by what is said or written online. I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos. Online Reputation I can explain how to search for information about others online. I can give examples of what anyone may or not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. I can explain who someone can ask if they are unsure about putting something online. Online Bullying I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get support. Managing Online Information I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain what autocomplete is and how to choose the best suggestion. I can explain how the internet can be used to sell and buy things. I can explain the difference between a 'belief' and an 'opinion' and a 'fact', and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.

		Health, Well-being and Lifestyle I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give examples of both positive and negative activities where it is easy to spend a lot of time engaged. I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites). Privacy and Security I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressure then they should tell a trusted adult. I can describe how connected devices can collect and share anyone's information with others. Copyright and Ownership I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	
Year 3		Declarative	Procedural
Autumn 1 Computing Systems and Networks	Technology Around Us	To recognise different types of computers used in school To identify that a computer is a part of information technology To recognise the features of information technology To talk about uses of information technology To explain how information technology benefits us To say how rules for using information technology can help us To recognise that choices are made when using information technology	To describe some uses of computers To identify information technology in school To identify information technology beyond school To show how to use information technology safely
Autumn 2 Creating Media	Digital Photography	To recognise that some digital devices can capture images using a camera To talk about how to take a photograph To recognise that photographs can be saved and viewed later To make choices when composing my photograph To recognise features of 'good' photographs To identify how a photograph could be improved To explain the effect of light on a photograph To recognise that photographs can be changed after they have been taken To recognise that some images are not accurate	To capture a digital image To take photographs in both landscape and portrait format To view photographs on a digital device To decide which photographs to keep To hold the camera still to take a clear photograph To use zoom to change the composition of a photograph To consider lighting before taking a photograph To use filters to edit the appearance of a photograph To improve a photograph by retaking it
Spring 1	Robot Algorithms	To describe that a series of instructions is a sequence	To choose a series of words that can be enacted as a sequence

Programming A		To explain what happens when we change the order of instructions To recall that a series of instructions can be issued before they are enacted To recognise that you can predict the outcome of a programme	To choose a series of instructions that can be run as a programme To create a programme To trace a sequence to make a prediction To run a programme on a device To debug a programme that i have written
Spring 2 Data and Information	Pictograms	To use a tally chart to collect data To compare objects that have been grouped by attribute To suggest appropriate headings for tally charts and pictograms To construct (complete) a given comparison question, e.g. Are there more _____ balls than _____ balls To use a computer program to present information in different ways To explain that we can present information using a computer To give simple examples of why some information should not be shared	To show I can enter data onto a computer To recognise that people, animals and objects can be described by attributes To use a computer to view data in different formats To use pictograms to answer single-attribute questions To use a computer to answer comparison questions (graphs, tables)
Summer 1 Creating Media	Digital Music	To identify that computers can be used to play sounds of different instruments To identify that the same pattern can be represented in different ways To compare playing music on instruments with making music on a computer	To experiment with musical patterns on a computer To experiment with different sounds on a computer To use a computer to create a musical pattern To use a computer to compose a rhythm and a melody on a given theme To use a computer to play the same music in different ways (tempo) To evaluate a musical composition created on a computer To improve a musical composition created on a computer
Summer 2 Programming B	Programming Quizzes	To describe a series of instructions as a 'sequence' To recall that a series of instructions can be issued before they are enacted To use logical reasoning to predict the outcome of a program	To choose a series of words that can be enacted as a sequence To explain what happens when we change the order of instructions To choose a series of commands that can be run as a program To create and debug a program that I have written To trace a sequence to make a prediction To test a prediction by running a sequence To run a program on a device