



Year 3

National Curriculum coverage



National Curriculum coverage – Year 3



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ENQUIRY QUESTION	How can we identify native trees in autumn?	How did life change from the Stone Age to the Iron Age?	How did the Romans adapt to life in Britain?	How is Planet Earth changing and what can we do about it?	Why should we protect the biodiversity of the rainforest?	Where does our food come from?
HARMONY PRINCIPLE	The principle of the Cycle	The principle of Health	The principle of Adaptation	The principle of Oneness	The principle of Diversity	The principle of Interdependence
PRINCIPLE QUESTIONS	What is the life cycle of a tree? Why do trees produce so many fruits and seeds? What do we like about woodlands and why should we protect them?	Was the life of a hunter gatherer healthier than ours or not? What did hunter gatherers eat and was their diet healthy? What would make our lives healthier?	How did the Romans change life in Britain? How did working as a team make the Romans successful? How can you collaborate with others to make positive changes?	What is changing on Planet Earth? Why is this happening? What does the principle of Oneness mean for us and our planet?	What does diversity look like in a rainforest? Why is diversity important in a rainforest? Why should we value the rainforest?	What is the difference between locally grown and seasonal food? How far does our food travel? Why should we eat locally grown and seasonal food?
SUSTAINABILITY THEME	Cycles & Waste	Health & Wellbeing	Adaptation for the Future	Energy & Climate Change	Biodiversity	Food & Farming
LINK TO SDGs	15 - Life on land	15 - Life on land	12 – Responsible consumption and production	13 – Climate action	13 – Climate action 15 - Life on land	3 - Good health and wellbeing 12 – Responsible consumption and production
ENGLISH GENRES	Poetry; Character descriptions; Stories; Information texts	Diary entries; Information texts; Drama; Instructions; Stories	Interviews; TV news reports; Instructions; Information texts; Diary entries; Discussion texts	Poetry; Recounts; Information texts; Narratives; Newspaper reports	Poetry; Stories; Fact files; Leaflets, Speeches	Diary entries; Information texts; Recounts; Adventure stories; Persuasive texts
ENGLISH	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Organise paragraphs around a theme	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Organise paragraphs around a theme	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Organise paragraphs around a theme	Plan their writing by discussing and recording ideas Organise paragraphs around a theme	Recognise different forms of poetry Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Plan their writing by discussing and recording ideas Organise paragraphs around a theme Draft and write narratives, creating settings, characters and plot

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ENGLISH (CONTINUED)	<p>Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures</p> <p>Draft and write narratives, creating settings, characters and plot</p> <p>Read own writing aloud to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear</p>	<p>Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures</p> <p>Draft and write narratives, creating settings, characters and plot</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>	<p>Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures</p> <p>Read own writing aloud to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear</p> <p>Proofread for spelling and punctuation errors</p>	<p>Draft and write non-narrative material, using simple organisational devices</p> <p>Assess the effectiveness of their own and others' writing and suggest improvements e.g. variety of powerful verbs</p>	<p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures</p> <p>Organise paragraphs around a theme</p> <p>Draft and write non-narrative material, using simple organisational devices</p> <p>Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Draft and write non-narrative material, using simple organisational devices</p> <p>Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>
GPS FOCUS	<p>Use capital letters, full stops, question marks to demarcate sentences</p> <p>Use and punctuate direct speech</p> <p>In non-narrative material, use simple organisational devices such as headings and sub-headings</p>	<p>Use capital letters, full stops, question marks to demarcate sentences</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>In non-narrative material, use simple organisational devices such as headings and sub-headings</p>	<p>Use capital letters, full stops, questions marks to demarcate sentences</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p>	<p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Use figurative language such as similes and alliteration in descriptive writing (non-statutory)</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>Use capital letters, full stops, question marks to demarcate sentences</p> <p>Use and punctuate direct speech</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p>

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GREAT TEXTS	<p><i>Wonder of trees</i> by Nicola Davies</p> <p><i>The magic & mystery of trees</i> by Jen Green</p> <p><i>The book of trees</i> by Piotr Socha</p> <p><i>What do you see when you look at a tree?</i> by Emma Carlisle</p> <p><i>The girl who talked to trees</i> by Natasha Farrant</p> <p><i>By ash, oak and thorn</i> by Melissa Harrison</p>	<p><i>Live like a hunter gatherer</i> by Naomi Walmsley</p> <p><i>Stone age boy</i> by Satoshi Kitamura</p> <p><i>Stone age beasts</i> by Ben Lerwill</p> <p><i>Ug: Boy genius of the stone age</i> By Raymond Briggs</p> <p><i>The wild way home</i> by Sophie Kirtley</p> <p><i>The shortest day</i> by Susan Cooper</p>	<p><i>Bright new world: How to make a happy planet</i> by Cindy Ford</p> <p><i>Empire's end: A roman story</i> by Leila Rasheed</p> <p><i>Roman invasion</i> by Jim Eldridge</p> <p><i>The Romans: Gods, emperors and dormice</i> by Marcia Williams</p> <p><i>My family and other romans</i> by Marie Basting</p>	<p><i>Dear Earth</i> by Isabel Otter</p> <p><i>Floodland</i> by Marcus Sedgwick</p> <p><i>Earth shattering events</i> by Robin Jacobs</p> <p><i>The ever-changing Earth</i> by Grahame Baker-Smith</p> <p><i>The sea of tranquillity</i> by Mark Haddon</p> <p><i>Lots: The diversity of life on Earth</i> by Nicola Davies</p>	<p><i>The great kapok tree</i> by Lynne Cherry</p> <p><i>Rainforest warrior: The story of Chico Mendes</i> by Anita Ganeri</p> <p><i>Up in the canopy: Explore the rainforest, layer by layer</i> by James Aldred</p> <p><i>Jungle drop</i> by Abi Elphinstone</p> <p><i>The wonder garden</i> by Jenny Broom</p> <p><i>A rainforest story</i> by Jane Burnard</p>	<p><i>Be the change : Poems to help you save the world</i> by Liz Brownlee, Matt Goodfellow & Roger Stevens</p> <p><i>The world came to my place today</i> by Dr Jo Readman</p> <p><i>Where does my food come from?</i> by Annabel Karmel</p> <p><i>Before we eat – from farm to table</i> by Pat Brisson</p> <p><i>Where does food come from?</i> by Emily Bone</p>
MATHS	<p>Number and place value Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number; Compare and order numbers up to 1000; identify, represent and estimate numbers using different representations</p> <p>Measurement Measure, compare, add and subtract: lengths; mass; volume/capacity</p> <p>Geometry: Properties of shape Complete a simple symmetric figure with respect to a specific line of symmetry (Y4)</p> <p>Statistics Interpret and present data using bar charts, pictograms and tables</p>	<p>Number and place value Recognise the place value of each digit in a three-digit number; compare and order numbers up to 1000; identify, represent and estimate numbers using different representations</p> <p>Number: Addition and subtraction Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p> <p>Measurement Measure, compare, add and subtract: length, mass; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight; (dawn and dusk); compare durations of events</p> <p>Geometry: Properties of shape Draw 2D shapes and make 3D shapes using modelling materials</p>	<p>Number: Multiplication and division Write and calculate mathematical statements for multiplication and division</p> <p>Number: Fractions Count up and down in tenths: recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10; recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>Measurement Measure, compare, add and subtract: lengths/distance (miles); tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks; compare durations of events</p>	<p>Number and place value Compare and order numbers up to 1000</p> <p>Number: Addition and subtraction Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p> <p>Number: Multiplication and division Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>Measurement Measure, compare, add and subtract lengths, capacity (rainfall), temperature and strength of earthquakes (Richter scale); use vocabulary such as a.m./p.m, morning, afternoon, noon and midnight</p>	<p>Number and place value Read and write numbers up to 1000 in numerals and words; compare and order numbers up to 1000</p> <p>Number: Addition and subtraction Estimate the answer to a calculation and use inverse operations to check the answers; solve problems, including missing number problems, involving all four operations</p> <p>Number: Fractions Recognise, find and write fractions of a discrete set of objects; compare and order unit fractions, and fractions with the same denominators</p> <p>Measurement Measure, compare, add and subtract lengths, capacity (rainfall) and temperature</p>	<p>Number and place value Read and write numbers up to 1000 in numerals and words; compare and order numbers up to 1000</p> <p>Number: Addition and subtraction Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p> <p>Number: Multiplication and division Solve problems, including missing number problems, involving multiplication and division</p> <p>Measurement Add and subtract amounts of money to give change, using both £ and p in practical contexts; measure, compare, add and subtract: lengths; mass and volume/capacity</p>

National Curriculum coverage – Year 3 (continued)



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">MATHS (CONTINUED)</p>		<p style="text-align: center;">Statistics Interpret and present data using tables</p>		<p style="text-align: center;">Measurement Know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p style="text-align: center;">Statistics Interpret and present data using bar charts, pictograms and tables</p>	<p style="text-align: center;">Statistics Interpret and present using pictograms</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SCIENCE</p>	<p style="text-align: center;">Plants</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p style="text-align: center;">Rocks</p> <p>Recognise that soils are made from rocks and organic matter</p>	<p style="text-align: center;">Animals, including humans</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p>	<p style="text-align: center;">Rocks</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p style="text-align: center;">Forces and magnets</p> <p>Compare how things move on different surfaces</p>	<p style="text-align: center;">Rocks</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p style="text-align: center;">Forces and magnets</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing</p>	<p style="text-align: center;">Animals, including humans</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey (Y4)</p>	<p style="text-align: center;">Animals, including humans</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p style="text-align: center;">Plants</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HISTORY</p>	<p style="text-align: center;">-</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p>	<p>The Roman Empire and its impact on Britain</p>	<p style="text-align: center;">-</p>	<p style="text-align: center;">-</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>

National Curriculum coverage – Year 3 (continued)



GEOGRAPHY	<p>Locational knowledge Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains)</p> <p>Geographical skills and fieldwork Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of OS maps) to build knowledge of the UK and the wider world; use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	-	-	<p>Human and physical geography Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes</p> <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Locational knowledge Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p> <p>Identify land use patterns and understand how some of these aspects have changed over time</p> <p>Human and physical geography Physical geography, including: climate zones, biomes and vegetation belts</p>	<p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Human and physical geography Human geography, including: types of settlement and land use</p>
ART & DESIGN	<p>Create sketchbooks to record observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>Create sketchbooks to record observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>Create sketchbooks to record observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>Create sketchbooks to record observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>Create sketchbooks to record observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Learn about great artists, architects and designers in history</p>	-
DT	-	<p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p>	-	-	-	<p>Cooking and nutrition Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes</p>

National Curriculum coverage – Year 3 (continued)



DT (CONTINUED)		<p style="text-align: center;">Make</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks</p> <p style="text-align: center;">Evaluate</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>				<p>using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>
PSHE	<p>Relationships: Families and close positive relationships</p> <p>R1. Recognise that there are different types of relationships</p> <p>R6. Learn that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R8. Recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p style="text-align: center;">Friendships</p> <p>R10. Learn about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. Learn what constitutes a positive healthy relationship</p> <p style="text-align: center;">Respecting self and others</p> <p>R32. Respect the differences and similarities between people and recognise what they have in common with others</p>	<p>Health and wellbeing: Healthy lifestyles</p> <p>H12. Learn about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p style="text-align: center;">Keeping safe</p> <p>H38. Learn how to predict, assess and manage risk in different situations</p> <p>H39. Learn about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>H41. Know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p style="text-align: center;">Living in the wider world: Shared responsibilities</p> <p>L1. Recognise reasons for rules and laws; consequences of not adhering to rules and laws</p>	<p>Relationships: Friendships</p> <p>R11. Learn what constitutes a positive healthy relationship</p> <p>R17. Learn that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p style="text-align: center;">Respecting self and others</p> <p>R30. Learn that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R33. Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. Learn how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	<p>Living in the wider world: Shared responsibilities</p> <p>L4. Learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. Learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment</p> <p style="text-align: center;">Economic wellbeing: Money</p> <p>L19. Learn that people's spending decisions can affect others and the environment</p> <p style="text-align: center;">Economic wellbeing: Aspirations, work and career</p> <p>L30. Learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p style="text-align: center;">Health and wellbeing: Mental health</p> <p>H20. Learn strategies to respond to feelings, including intense or conflicting feelings;</p>	<p>Health and wellbeing: Ourselves, growing and changing</p> <p>H27. Recognise their individuality and personal qualities</p> <p>H28. Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p style="text-align: center;">Living in the wider world: Communities</p> <p>L6. Learn about the different groups that make up their community; what living in a community means</p> <p>L8. Learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>	<p>Health and wellbeing: Healthy lifestyles</p> <p>H1. Make informed decisions about health</p> <p>H2. Learn about the elements of a balanced healthy lifestyle</p> <p>H3. Learn about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. Recognise that habits can have positive and negative effects on a healthy lifestyle</p> <p style="text-align: center;">Living in the wider world: Shared responsibilities</p> <p>L5. Learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment</p> <p style="text-align: center;">Economic wellbeing: Money</p> <p>L19. Learn that people's spending decisions can affect others and the environment</p>

National Curriculum coverage – Year 3 (continued)



PSHE (CONTINUED)	<p>how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H24. Learn problem-solving strategies for dealing with emotions, challenges and change</p>					
MUSIC	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Use and understand staff and other musical notations</p>	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>
PE	<p>Outdoor and orienteering activities</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Striking and fielding</p> <p>Use running, jumping, throwing and catching in isolation and in combination; play competitive games and apply basic principles suitable for attacking and defending</p>	<p>Dance</p> <p>Perform dances using a range of movement patterns; develop flexibility, strength, technique, control and balance</p>	<p>Gymnastics</p> <p>Develop flexibility, strength, technique, control and balance</p>	<p>Dance</p> <p>Perform dances using a range of movement patterns; compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Athletics</p> <p>Use running, jumping, throwing and catching in isolation and in combination; develop flexibility, strength, technique, control and balance</p>

National Curriculum coverage – Year 3 (continued)



COMPUTING	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	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	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration	
	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	Use sequence, selection and repetition in programs; work with variables and various forms of input and output	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	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	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	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	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
		Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs					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