

## Structure of Units of Work













	<u>Autumn Term</u>		<u>Spring Term</u>		<u>Sumer Term</u>	
Year 3/4 2025-26 <b>(A)</b>	<b>Y4-Computing Systems and Networks-</b> The Internet	<b>Y4-Creating Media-</b> Audio Production	<b>Y3- Programming A-Sequencing sounds</b>	<b>Y4-Data and Information-</b> Data Logging	<b>Y4-Creating Media-</b> Photo Editing	<b>Y3- Programming B- Events and Actions in Programs</b>
Year 3/4 2026-27 <b>(B)</b>	<b>Y3-Computing Systems and Networks-</b> Connecting Computers	<b>Y3-Creating Media-</b> Stop-frame Animation	<b>Y4- Programming A- Repetition in Shapes</b>	<b>Y3-Data and Information-</b> Branching Databases	<b>Y3-Creating Media-</b> Desktop Publishing	<b>Y4- Programming B- Repetition in Games</b>

## Unit Summaries

	<u>Computer Systems and Networks</u>	<u>Creating Media</u>	<u>Programming A</u>	<u>Data and Information</u>	<u>Creating Media</u>	<u>Programming B</u>
Year 3/4 2025-26 (A) units	<u>Y4- The Internet</u> Recognising that the internet is a network of networks including the WWW, and why we should evaluate online content.	<u>Y4- Audio Production</u> Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	<u>Y3-Sequencing sounds</u> Creating sequences in a block-based programming language to make music.	<u>Y4- Data Logging</u> Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	<u>Y4- Photo Editing</u> Manipulating digital images, and reflecting on the impact of the changes and whether the required purpose is fulfilled,	<u>Y3- Events and Actions in Programs</u> Writing algorithms and programs that use a range of events to trigger sequences of actions.
Year 3/4 2026-27 (B) units	<u>Y3- Connecting Computers</u> Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks	<u>Y3- Stop-frame Animation</u> Capturing and editing digital still images to produce a stop frame animation that tells a story	<u>Y4- Repetition in Shapes</u> Using a text-based programming language to explore count-controlled loops when drawing shapes.	<u>Y3- Branching Databases</u> Building and using branching databases to group objects using yes/no questions.	<u>Y3- Desktop Publishing</u> Creating documents and modifying text, images and page layouts for a specific purpose.	<u>Y4-Repetition in Games</u> Using a block-based programming language to explore count-controlled and infinite loops when creating a game.

<b><u>National Curriculum Coverage- Years 3 and 4</u></b>	<u>4.1- The Internet</u>	<u>4.2- Audio Production</u>	<u>3.3- Sequencing Sounds</u>	<u>4.4- Data Logging</u>	<u>4.5- Photo Editing</u>	<u>3.6- Events and Actions in Programs</u>	<u>3.1- Connecting Computers</u>	<u>3.2- Stop-frame Animation</u>	<u>4.3- Repetition in Shapes</u>	<u>3.4- Branching Databases</u>	<u>3.5- Desktop Publishing</u>	<u>4.6- Repetition in Games</u>
design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts			✓			✓			✓			✓
use sequence, selection, and repetition in programs; work with variables and various forms of input and output			✓	✓		✓	✓		✓			✓
use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs			✓			✓			✓			✓
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	✓						✓					
use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	✓	✓			✓						✓	

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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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	