

<b>Computing</b>		<b>Year 2</b>
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p><b><u>Creating pictures</u></b>  <i>(N.C. Ref: use technology purposefully to create, organise, store, manipulate and retrieve digital content)</i></p> <p>Children will know that ICT can be used to create pictures, building skills including: correcting mistakes and exploring alternatives; using mark making tools; using the flood fill tool; selecting the straight line, spray and geometric shapes as well as stamps and background templates.  Children will also save work and retrieve for editing.  <i>(Software – J2e JIT5 mix)</i></p> <p><b><u>Communicating ideas using text</u></b>  <i>(N.C. Ref: use technology purposefully to create, organise, store, manipulate and retrieve digital content)</i></p> <p>Children will learn that text can be entered and corrected using word processing packages. They will build upon year 1 skills to become familiar with the location of letters and functions on the keyboard; use the backspace key to make corrections; the importance of spaces between words and insert images from clip art before discussing the overall effectiveness of their work  <i>(Software – J2e JIT5 writing)</i></p> <p><b><u>Recognise Common Uses of ICT Outside School (Science)</u></b>  <i>(N.C. Ref: recognise common uses of information technology beyond school)</i></p> <p>As part of Science topic (electricity), children will also list devices that are used by them and others outside school (including at home), what they are used for and how they make tasks easier.</p>	<p><b><u>Coding 1: Different inputs</u></b>  <i>(N.C. Ref: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions)</i></p> <p>Children will learn to create a sequence of instructions to move objects depending on a key press. They then build this idea to have objects change direction depending on the input – key press or screen swipe. Children then apply these coding skills to create an app that moves an object or character depending on the type of input.  <i>(Software – Espresso Coding Year 2a)</i></p> <p><b><u>Presenting Information</u></b>  <i>(N.C. Ref: use technology purposefully to create, organise, store, manipulate and retrieve digital content)</i></p> <p>Children will recap skills learned using word processors, and then be introduced to presentation software. Skills learned will include – inserting and modifying text (font, size colour etc.); inserting images; investigating how to animate text and effective transitions from one slide to another. Children will then use skills learned to present learning from topic and evaluate.  <i>(Software – Keynote on iPad)</i></p> <p><b><u>Programming a Device (Maths)</u></b>  <i>(N.C. Ref: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions)</i></p> <p>Enter instructions to control the BeeBot  Predict and check their predictions by programming the BeeBot  Predict the result of a sequence of instructions  Recognise that instructions can be repeated and record sequences of instructions  Make predictions and test them  <i>(Maths – Beebots)</i></p>	<p><b><u>e-Safety</u></b>  <i>(N.C. Ref: use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies)</i></p> <p>Children will be introduced to the concept of staying safe not only in the 'real world' but also in the online world. Skills include: keeping our personal details safe, knowing what to do if an online situation feels uncomfortable, using the internet safely, whether to trust an online identity and talking with adults about online activities  <i>(CEOP Materials – Hector's World)</i></p> <p><b><u>Searching Online &amp; Presenting Information (Topic)</u></b>  <i>(N.C. Ref: use technology purposefully to create, organise, store, manipulate and retrieve digital content)</i></p> <p>As part of Literacy topic (Information texts) children will learn to use a search engine to find information about current topic. They will learn to read information online and put into own words; compare information on different sites and hold simple discussions about the authenticity of some information</p> <p>They should then use this information to create a 'website' about their current topic containing a homepage, images obtained online and internal &amp; external links  <i>(Software – Keynote on iPad, Swiggle safe search engine)</i></p> <p><b><u>Coding 2: Buttons and instructions</u></b>  <i>(N.C. Ref: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions; create and debug simple programs)</i></p> <p>Children start to sequence instructions that look more like a recognisable game or app. They will create a set of instructions to make objects move depending on the type of input and begin to appear to interact with other objects. They will create their own app, and begin to learn the importance of debugging a program when errors occur.  <i>(Software – Espresso Coding Year 2b)</i></p>