



Year 2 expected		
Information Technology	Computer Science	Digital Literacy
<p><u>Handling Data</u> To talk about the different ways they use technology to collect information, including a camera, microscope or sound recorder. To make and save a chart or graph using the data they collect. To begin to understand a branching database. To tell you what kind of information they could use to help them investigate a question.</p> <p><u>Multimedia and Word Processing</u> To use technology to organise and present their ideas in different ways. To use the keyboard on a device to add, delete and space text for others to read. To tell you about an online tool that will help them to share their ideas with other people. To insert slides to create a presentation. To add text and pictures to a presentation. To save and open files on the device they use.</p> <p><u>Graphics and Sound</u> To use ICT to source, generate and amend ideas for their art work To use a range of tools and techniques to communicate a specific idea or artistic style/effect. To create a stamp to make patterns and designs (2simple:2paint) -To describe to others their use of a paint package and their reason for choice of tools. - To begin to select, edit and change images/photographs. - To begin to change or enhance photographs and pictures (crop, re-colour). - To create a sequence of still images which together form a short animated sequence. - Create a simple animation to illustrate a story or idea.</p>	<p>To give instructions to a peer (using forward, backward and turn) and physically follow their instructions. To tell you the order they need to do things to make something happen and talk about this as an algorithm. To program a robot or software to draw a square or a rectangle. To look at a peer's program and tell you what will happen. To use programming software to make objects move (Scratch Jr) To create simple algorithms using a number of different blocks. To watch a program execute and spot where it goes wrong so that they can debug it.</p>	<p><u>E-safety</u> To explain why they need to keep their password and personal information private. To describe the things that happen online that they must tell an adult about. To talk about why they should go online for a short amount of time. To talk about why it is important to be kind and polite online and in real life. To know that not everyone is who they say they are on the Internet.</p> <p><u>Technology in our Lives</u> To tell you why they use technology in the classroom. To tell you why they use technology in their homes and community. To start to understand that other people have created the information they use. To identify benefits of using technology including finding information, creating and communicating. To talk about the differences between the Internet and things in the physical world.</p>



Year 2 challenging		
Information Technology	Computer Science	Digital Literacy
<p><u>Handling Data</u> To talk about the data that is shown in their chart or graph. To create a branching database to sort and organise items.</p> <p><u>Multimedia and Word Processing</u> To save files in an organised folder structure. To search for files on the computer. To reorder slides and present their presentation.</p> <p><u>Graphics and Sound</u> To select appropriate tools with confidence and independence. To create a more complex animation to illustrate a story or idea.</p>	<p>To write an algorithm for a shape. To use the repeat command. To combine a range of blocks to complete a purpose. To use more than one sprite and combine algorithms. Edit the colours and features of other sprites. To create longer sequences of more complex instructions.</p>	<p><u>E-safety</u> To identify dangers online and know what to do about them. To know how to identify unkind behaviour online.</p> <p><u>Technology in our Lives</u> To explain what a digital footprint is. To use key words to give better search results. To begin to review a website.</p>