

## Year 2 Computing Medium Term Planning

| Year 2                                                                                                                                       | Information Technology                                                                                                                                                                                                                                                                                                                                                                                                                                           | Digital Literacy/e-Safety                                                                                                                                                                                                                                                                                                                            | Computer Science     |
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| <b>Autumn 1</b><br><br><b>Link to further resources:</b><br><br><a href="#"><u>Computing systems and networks</u></a><br><i>IT around us</i> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>• Recognise common uses of information technology beyond school.</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Recognise common uses of information technology beyond school.</li> </ul> |                      |
|                                                                                                                                              | Key Skills/Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                             | Key Skills/Knowledge                                                                                                                                                                                                                                                                                                                                 | Key Skills/Knowledge |
|                                                                                                                                              | <ul style="list-style-type: none"> <li>• I can identify examples of computers.</li> <li>• I can describe some uses of computers.</li> <li>• I can identify that a computer is a part of IT.</li> <li>• I can identify examples of IT.</li> </ul>                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• I can list different uses of information technology.</li> <li>• I can talk about different rules for using IT.</li> <li>• I can say how rules can help keep me safe.</li> <li>• I can identify the choices that I make when using IT.</li> </ul>                                                            |                      |

- I can sort school IT by what it's used for.
- I can identify that some IT can be used in more than one way.
- I can find examples of information technology.
- I can sort IT by where it is found.
- I can talk about uses of information technology.
- I can recognise common types of technology.
- I can demonstrate how IT devices work together.
- I can say why we use IT.
- I can use IT for different types of activities.
- I can explain the need to use IT in different ways.

**Opportunities for the arts:**

IT is used by illustrators and designers.

Artist: Chris Haughton

Task: Create a character using simple digital shapes on Paintz app

**Technology in Everyday Creative Jobs**

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|                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Look at illustrators using computers.</li> <li>Create simple digital characters.</li> <li>Question: <i>Where do artists use technology?</i></li> </ul>                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                  |                             |
| <p><b>Autumn 2</b></p> <p><b>Link to further resources:</b></p> <p><a href="#">Creating media</a><br/><i>Digital photography</i></p> <p><b>Resources:</b></p> <p>iPads</p> <p>Digital Cameras</p> | <ul style="list-style-type: none"> <li>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.</li> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul> | <ul style="list-style-type: none"> <li>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.</li> <li>Recognise common uses of information technology beyond school.</li> </ul> |                             |
|                                                                                                                                                                                                   | <b>Key Skills/Knowledge</b>                                                                                                                                                                                                                                                                                                                                                        | <b>Key Skills/Knowledge</b>                                                                                                                                                                                                                                                                                                                      | <b>Key Skills/Knowledge</b> |
|                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>I can recognise which devices can be used to take photographs.</li> <li>I can talk about how to take a photograph.</li> <li>I can explain what I did to capture a digital photo.</li> </ul>                                                                                                                                                 | <ul style="list-style-type: none"> <li>I can use digital technology safely and respectfully.</li> <li>I can turn on an iPad and locate the camera app.</li> <li>I can close the camera app.</li> <li>I can delete photographs from devices once they have been uploaded to a computer.</li> </ul>                                                |                             |

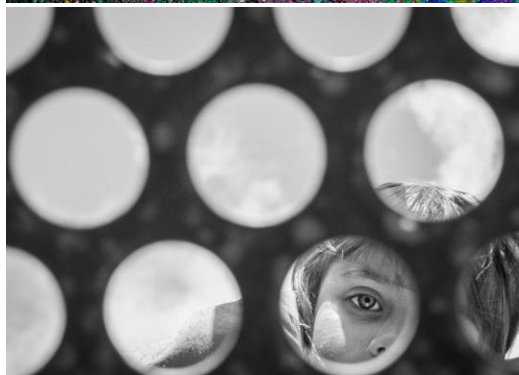
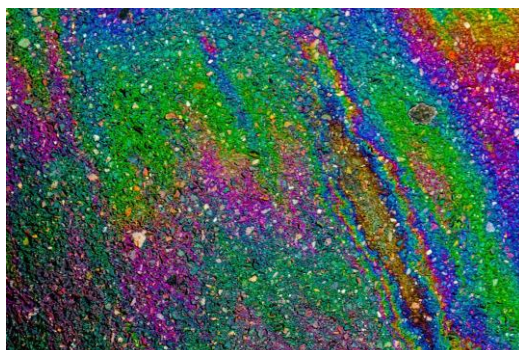
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|  | <ul style="list-style-type: none"> <li>• I can explain the process of taking a good photograph.</li> <li>• I can take photos in both landscape and portrait format.</li> <li>• I can explain why a photo looks better in portrait or landscape format.</li> <li>• I can identify what is wrong with a photograph.</li> <li>• I can discuss how to take a good photograph</li> <li>• I can improve a photograph by retaking it.</li> <li>• I can explore the effect that light has on a photo.</li> <li>• I can experiment with different light sources.</li> <li>• I can explain why a picture may be unclear.</li> <li>• I can recognise that images can be changed.</li> <li>• I can use a tool to achieve a desired effect.</li> <li>• I can explain my choices.</li> <li>• I can apply a range of photography skills to capture a photo.</li> <li>• I can recognise which photos have been changed.</li> <li>• I can identify which photos are real and which have been changed.</li> </ul> | <ul style="list-style-type: none"> <li>• I can turn a digital camera on or off.</li> <li>• I can hold devices safely.</li> <li>• I can charge an iPad.</li> <li>• I can change the batteries in a digital camera.</li> </ul> |  |
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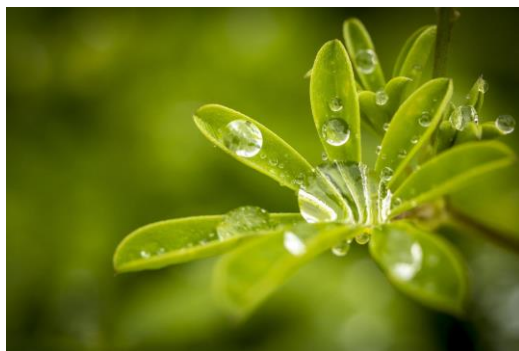
**Opportunities for the arts:**

Photography as an art form

Artist: Steve McCurry

Task: Take photos showing colour,  
pattern and texture.





Children investigate:

- framing
- viewpoint
- light
- focus

**Art question:** *What makes a photograph interesting?*

### Spring 1

**Link to further resources:**

[Creating media](#)  
*Making music*

**Program:**

Google Chrome Music Lab

- 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.
- Use technology purposefully to create, organise, store,

- 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.

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|  | manipulate and retrieve digital content.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school.</li> </ul>                                                                                                                                                                                                                                                                      |                             |
|  | <b>Key Skills/Knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Key Skills/Knowledge</b>                                                                                                                                                                                                                                                                                                                                                           | <b>Key Skills/Knowledge</b> |
|  | <ul style="list-style-type: none"> <li>I can identify simple differences in pieces of music.</li> <li>I can describe music using adjectives.</li> <li>I can say what I do and don't like about a piece of music.</li> <li>I can create a rhythm pattern.</li> <li>I can play an instrument following a rhythm pattern.</li> <li>I can explain that music is created and played by humans.</li> <li>I can connect images with sounds.</li> <li>I can use a computer to experiment with pitch.</li> <li>I can relate an idea to a piece of music.</li> <li>I can identify that music is a sequence of notes.</li> <li>I can explain how my music can be played in different ways.</li> <li>I can refine my musical pattern on a computer.</li> <li>I can create a rhythm which represents an animal I've chosen.</li> </ul> | <ul style="list-style-type: none"> <li>I can use digital technology safely and respectfully.</li> <li>I can keep my personal login information safe.</li> <li>I can use my personal login details to login to a Chromebook.</li> <li>I can login and access Chrome Music Lab.</li> <li>I can ask for help.</li> <li>I can tell an adult if I see something I am unsure of.</li> </ul> |                             |

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|                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• I can create my animal's rhythm on a computer.</li> <li>• I can add a sequence of notes to my rhythm.</li> <li>• I can review my work</li> <li>• I can explain how I changed my work.</li> <li>• I can listen to music and describe how it makes me feel.</li> </ul> <p><b>Opportunities for the arts:</b><br/>Music and visual art<br/>Artist: Wassily Kandinsky<br/>Task: Compose music using Google Chrome Music Lab that is inspired by colours, shapes or paintings.</p> <p>OR</p> <p>Listen to a piece of music and create your own digital artwork to represent it.</p> |                                                                                                                                                                                                                                                                            |  |
| <p><b>Spring 2</b></p> <p><b>Link to further resources:</b></p> <p><a href="#">Data and information</a><br/><i>Pictograms</i></p> <p><b>Suggested Activities:</b></p> <p><b>Unplugged Activities</b></p> | <ul style="list-style-type: none"> <li>• 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.</li> </ul>                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• 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.</li> </ul> |  |



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| J2E | <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Recognise common uses of information technology beyond school.</li> </ul>                                                                                                                                                                                                                                                                                                                                                           |                             |
|     | <b>Key Skills/Knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Key Skills/Knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Key Skills/Knowledge</b> |
|     | <ul style="list-style-type: none"> <li>• I can record data in a tally chart.</li> <li>• I can represent a tally count as a total.</li> <li>• I can compare totals in a tally chart.</li> <li>• I can enter data onto a computer</li> <li>• I can use a computer to view data in a different format.</li> <li>• I can use pictograms to answer simple questions about objects</li> <li>• I can organise data in a tally chart.</li> <li>• I can use a tally chart to create a pictogram.</li> <li>• I can explain what the pictogram shows.</li> <li>• I can tally objects using a common attribute.</li> <li>• I can create a pictogram to arrange objects by an attribute.</li> <li>• I can answer 'more than'/'less than' and 'most/least' questions about an attribute.</li> <li>• I can choose a suitable attribute to compare people.</li> <li>• I can collect the data I need.</li> <li>• I can create a pictogram and</li> </ul> | <ul style="list-style-type: none"> <li>• I can use digital technology safely and respectfully.</li> <li>• I can keep my personal login information safe.</li> <li>• I can use my personal login details to login to a Chromebook.</li> <li>• I can use a computer program to present information in different ways.</li> <li>• I can share what I have found out using a computer.</li> <li>• I can give simple examples of why information should not be shared.</li> </ul> |                             |

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|                                                                                                                                                                                        | <p>draw conclusions from it.</p> <p><b>Opportunities to link with the arts:</b><br/> Pictograms<br/> Pictures communicate information<br/> Artist: Andy Warhol<br/> Task: Create pictograms using repeated images inspired by Pop Art.</p> |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Summer 1</b></p> <p><b>Link to further resources:</b></p> <p><a href="#">Programming A</a><br/> <i>Robot algorithms</i></p> <p>Beebots</p> <p>LEGO Wedo</p> <p>Code For Life</p> |                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Recognise common uses of information technology beyond school.</li> </ul> | <ul style="list-style-type: none"> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>• Create and debug simple programs.</li> <li>• Use logical reasoning to predict the behaviour of simple programs.</li> <li>• Use technology safely and respectfully.</li> </ul> |
|                                                                                                                                                                                        | <b>Key Skills/Knowledge</b>                                                                                                                                                                                                                | <b>Key Skills/Knowledge</b>                                                                                                                                                                                                                                                                                                                          | <b>Key Skills/Knowledge</b>                                                                                                                                                                                                                                                                                                                                                                             |
|                                                                                                                                                                                        |                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• I can use digital technology safely and respectfully.</li> <li>• I can turn an iPad on and off.</li> <li>• I can locate and open the Scratch Jr. app.</li> </ul>                                                                                                                                            | <ul style="list-style-type: none"> <li>• I can follow instructions given by someone else</li> <li>• I can choose a series of words that can be acted out as a sequence</li> </ul>                                                                                                                                                                                                                       |

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|  |  | <ul style="list-style-type: none"> <li>• I can save my work.</li> <li>• I can plug an iPad in to charge.</li> </ul> | <ul style="list-style-type: none"> <li>• I can give clear instructions</li> <li>• I can use the same instructions to create different algorithms</li> <li>• I can use an algorithm to program a sequence on a floor robot</li> <li>• I can show the difference in outcomes between two sequences that consist of the same instructions</li> <li>• I can follow a sequence</li> <li>• I can predict the outcome of a sequence</li> <li>• I can compare my prediction to the program outcome</li> <li>• I can explain the choices that I made for my mat design</li> <li>• I can identify different routes around my mat</li> <li>• I can test my mat to make sure that it is usable.</li> <li>• I can explain what my algorithm should achieve</li> <li>• I can create an algorithm to meet my goal</li> <li>• I can use my algorithm to create a program</li> <li>• I can test and debug each part of the program</li> <li>• I can plan algorithms for different parts of a task</li> </ul> |
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|                                                                                                                                                                                  |                             |                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>I can put together the different parts of my program.</li> </ul> <p>Opportunities for the arts:<br/>Designing pathways and patterns<br/>Artist: Bridget Riley<br/>Task: Create repeating path patterns by using repeated algorithms.</p>                                                                                               |
| <p><b>Summer 2</b></p> <p><b>Link to further resources:</b></p> <p><a href="#">Programming B</a><br/><i>An introduction to quizzes</i></p> <p><b>Program:</b><br/>Scratch Jr</p> |                             | <ul style="list-style-type: none"> <li>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.</li> <li>Recognise common uses of information technology beyond school.</li> </ul> | <ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>Create and debug simple programs.</li> <li>Use logical reasoning to predict the behaviour of simple programs.</li> <li>Use technology safely</li> </ul> |
|                                                                                                                                                                                  | <b>Key Skills/Knowledge</b> | <b>Key Skills/Knowledge</b>                                                                                                                                                                                                                                                                                                                      | <b>Key Skills/Knowledge</b>                                                                                                                                                                                                                                                                                                                                                   |
|                                                                                                                                                                                  |                             | <ul style="list-style-type: none"> <li>I can use digital technology safely and respectfully.</li> <li>I can turn an iPad on and off.</li> <li>I can locate and open the Scratch Jr. app.</li> <li>I can save my work.</li> </ul>                                                                                                                 | <ul style="list-style-type: none"> <li>I can identify the start of a sequence.</li> <li>I can identify that a program needs to be started.</li> <li>I can show how to run my program.</li> </ul>                                                                                                                                                                              |

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|  |  | <ul style="list-style-type: none"> <li>• I can plug an iPad in to charge.</li> </ul> | <ul style="list-style-type: none"> <li>• I can predict the outcome of a sequence of commands.</li> <li>• I can match two sequences with the same outcome.</li> <li>• I can change the outcome of a sequence of commands.</li> <li>• I can work out the actions of a sprite in an algorithm.</li> <li>• I can decide which blocks to use to meet the design.</li> <li>• I can build the sequences of blocks I need.</li> <li>• I can choose backgrounds for the design.</li> <li>• I can choose characters for the design.</li> <li>• I can create a program based on the new design.</li> <li>• I can choose the images for my own design.</li> <li>• I can create an algorithm.</li> <li>• I can build sequences of blocks to match my design.</li> <li>• I can compare my project to my design.</li> <li>• I can improve my project by adding features</li> <li>• I can debug my program.</li> </ul> <p><b>Opportunities for the arts:</b><br/>Interactive storytelling<br/>Artist: Oliver Jeffers</p> |
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|  |  |  | Task: Design an illustrated quiz using Google Forms based on one of Oliver Jeffers' books. |
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| <b>GDS Opportunities</b> | <ul style="list-style-type: none"> <li>• Children create a presentation in a small group and record the narration.</li> <li>• Children record sounds into software and playback.</li> <li>• Children insert pre recorded sounds into a presentation.</li> <li>• Children capture still and moving images using different features on an iPad.</li> </ul> |  |  |
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