Computing	Concepts
Year 2 Information technology around us	Information Technology

Sequence of Learning	Current Vocabulary	New Vocabulary
What is IT? IT in school IT in the world The benefits of IT Using IT safely Using It in different ways	technology, computer, laptop, desktop, keyboard, screen, click, drag, mouse, program, type, save, edit, file, cursor, delete, text, Log in, username, password, log out, notification, save	Information technology (IT), computer, barcode, scanner/scan

Prior Learning	New Learning	Future Learning
To identify technology To identify a computer and its main parts To use a mouse in different ways To use a keyboard to type on a computer To use the keyboard to edit text To create rules for using technology responsibly	To recognise the uses and features of information technology To identify the uses of information technology in the school To identify information technology beyond school To explain how information technology helps us To explain how to use information technology safely To recognise that choices are made when using information technology	To explain how digital devices function To identify input and output devices To recognise how digital devices can change the way that we work To explain how a computer network can be used to share information To explore how digital devices can be connected To recognise the physical components of a network

Trip/Visitor

Other Information	National Centre for Computing Excellence Different technological devices to show children.

Computing	Concepts
Year 2 Digital Photography	Digital literacy

Sequence of Learning	Current Vocabulary	New Vocabulary
Taking photographs Landscape or portrait What makes a good photograph? Lighting Effects Is it real?	paint program, tool, paintbrush, erase, fill, undo, shape tools, line tool, fill tool, undo tool, colour, brush style, brush size, pictures, painting, computers	device, camera, photograph, capture, image, digital, landscape, portrait, framing, subject, compose, light sources, flash, focus, background, editing, filter, format, framing, lighting,

Prior Learning	New Learning	Future Learning
To describe what different freehand tools do To use the shape tool and the line tools To make careful choices when painting a digital picture To explain why I chose the tools I used To use a computer on my own to paint a picture o compare painting a picture on a computer and on paper	To use a digital device to take a photograph To make choices when taking a photograph To describe what makes a good photograph To decide how photographs can be improved To use tools to change an image To recognise that photos can be changed	To explain that animation is a sequence of drawings or photographs To relate animated movement with a sequence of images To plan an animation To identify the need to work consistently and carefully To review and improve an animation To evaluate the impact of adding other media to an animation

Trip/Visitor

Other Information	Digital cameras/ iPads https://pixlr.com/x/ Pixlr app

Computing	Concepts
Year 2 Digital music	Information technology, digital literacy

Sequence of Learning	Current Vocabulary	New Vocabulary
How music makes us feel Rhythms and patterns How music can be sued Notes and tempo Creating digital music Reviewing and editing music	. word processor, keyboard, keys, letters, type, numbers, space, backspace, text cursor, capital letters, toolbar, bold, italic, underline, mouse, select, font, undo, redo, format, compare, typing, writing.	music, quiet, loud, feelings, emotions, pattern, rhythm, pulse, pitch, tempo, rhythm, notes, create, emotion, beat, instrument, open, edit.

Prior Learning	New Learning	Future Learning
To use a computer to write To add and remove text on a computer To identify that the look of text can be changed on a computer To make careful choices when changing text To explain why I used the tools that I chose To compare typing on a computer to writing on paper	To say how music can make us feel To identify that there are patterns in music To experiment with sound using a computer To use a computer to create a musical pattern To create music for a purpose To review and refine our computer work	To recognise how text and images convey information To recognise that text and layout can be edited To choose appropriate page settings To add content to a desktop publishing publication To consider how different layouts can suit different purposes To consider the benefits of desktop publishing

Trip/Visitor

Other Information	Chrome music lab Untuned percussion instruments

Computing	Concepts
Year 2 Pictograms	Information technology

Sequence of Learning	Current Vocabulary	New Vocabulary
Counting and comparing Enter the data Creating pictograms What is an attribute? Comparing people Presenting information	object, label, group, search, image, property, colour, size, shape, value, data set, more, less, most, fewest, least, the same	more than, less than, most, least, common, popular, organise, data, object, tally chart, votes, total, pictogram, enter, data, compare, objects, count, explain, attribute, group, same, different, conclusion, block diagram, sharing

Prior Learning	New Learning	Future Learning
To label objects To identify that objects can be counted To describe objects in different ways To count objects with the same properties To compare groups of objects To answer questions about groups of objects	To recognise that we can count and compare objects using tally charts To recognise that objects can be represented as pictures To create a pictogram To select objects by attribute and make comparisons To recognise that people can be described by attributes To explain that we can present information using a computer	To create questions with yes/no answers To identify the attributes needed to collect data about an object To create a branching database To explain why it is helpful for a database to be well structured To plan the structure of a branching database To independently create an identification tool

Trip/Visitor

Other Information	J2e pictogram

Computing	Concepts
Year 2 Robot algorithms	Computer science

Sequence of Learning	Current Vocabulary	New Vocabulary
Giving instructions Same but different Making predictions Mats and routes Algorithm design Debugging	Bee-Bot, forwards, backwards, turn, clear, go, commands, instructions, directions, left, right, route, plan, algorithm, program.	instruction, sequence, clear, unambiguous, algorithm, program, order, prediction, artwork, design, route, mat, debugging, decomposition

Prior Learning	New Learning	Future Learning
To explain what a given command will do To act out a given word To combine 'forwards' and 'backwards' commands to make a sequence To combine four direction commands to make sequences To plan a simple program To find more than one solution to a problem	To describe a series of instructions as a sequence To explain what happens when we change the order of instructions To use logical reasoning to predict the outcome of a program To explain that programming projects can have code and artwork To design an algorithm To create and debug a program that I have written	To explore a new programming environment To identify that commands have an outcome To explain that a program has a start To recognise that a sequence of commands can have an order To change the appearance of my project To create a project from a task description

Trip/Visitor

Other Information	Floor robot Beebot