

**Class: Year 2**

Unit		
<b>Aut 1</b> <b>Unit title:</b> The Internet	<u><b>National Curriculum coverage</b></u> - use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses of information technology beyond school - 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.	<u><b>Key computing skills</b></u> <ul style="list-style-type: none"> <li>• To understand how the internet, the World Wide Web and a browser work together.</li> <li>• To understand the different types of hardware used to access the internet and their functions.</li> <li>• To understand the difference between a website and a webpage and use a school website to find information.</li> <li>• To understand the difference between a browser and a search engine, and to practise searching for information safely.</li> </ul>
<b>Aut 2</b> <b>Unit title:</b> Creating Pictures	<u><b>National Curriculum coverage</b></u> - use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses of information technology beyond school	<u><b>Key computing skills</b></u> <ul style="list-style-type: none"> <li>• To create a digital art piece in an Impressionist style.</li> <li>• To create a digital art piece in a Pointillism style.</li> <li>• To create a digital art piece that is in the style of Piet Mondrian's work.</li> <li>• To create digital art patterns in the style of the Arts and Crafts movement.</li> <li>• To create a portfolio of digital art.</li> </ul>
<b>Spr 1</b> <b>Unit title:</b> Spreadsheets	<u><b>National Curriculum coverage</b></u> - use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses of information technology beyond school	<u><b>Key computing skills</b></u> <ul style="list-style-type: none"> <li>• To understand what a spreadsheet is and how to navigate one using 2Calculate.</li> <li>• To edit and improve a spreadsheet so that information is organised clearly and displayed correctly.</li> <li>• To explore how spreadsheets can complete calculations automatically.</li> <li>• To explore the range of tools available in 2Calculate and understand how they can change the way data is used.</li> <li>• To create and interpret block diagrams from data.</li> <li>• To use our learning about spreadsheets to help us complete a project.</li> </ul>
<b>Spr 2</b> <b>Unit title:</b> Questioning	<u><b>National Curriculum coverage</b></u> - use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses of information technology beyond school	<u><b>Key computing skills</b></u> <ul style="list-style-type: none"> <li>• To understand how data can be used to help answer a question.</li> <li>• To ask an appropriate question, gather data using a tally chart and present it using digital tools.</li> <li>• To begin to explore how yes or no questions can be used to sort data.</li> <li>• To understand how branching databases work and practise navigating them to find answers.</li> </ul>
<b>Sum 1</b> <b>Unit title:</b> Coding	<u><b>National Curriculum coverage</b></u> - 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 - use logical reasoning to predict the behaviour of simple programs	<u><b>Key computing skills</b></u> <ul style="list-style-type: none"> <li>• To create a computer program using an algorithm.</li> <li>• To understand ways that the collision detection event can be used in a program.</li> <li>• To design a program that follows a timed sequence.</li> <li>• To understand that different objects have different attributes (properties).</li> <li>• To understand the function of button objects in a program.</li> <li>• To understand the importance of testing and debugging.</li> </ul>

<p><b>Sum 2</b>  <b>Unit title:</b>          Making Music/Route Explorers</p>	<p><b><u>National Curriculum coverage</u></b>          - use technology purposefully to create, organise, store, manipulate and retrieve digital content          - recognise common uses of information technology beyond school</p>	<p><b><u>Key computing skills</u></b></p> <ul style="list-style-type: none"> <li>• To explore, edit and combine sounds using 2Sequence.</li> <li>• To improve a tune and make music based around a feeling.</li> <li>• To compose background music for a video.</li> <li>• To use the direction keys in 2Go to move the turtle along a route.</li> <li>• To use units of distance along with the direction keys in 2Go to move along a route.</li> <li>• To write instructions to complete more than one step of a route at once.</li> <li>• To build up instructions for a longer route.</li> </ul>
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