

## Year 2 Computing Coverage

<p>As coders we identify how we can make things happen and solve problems when they arise.          As digital creators we learn how to use and make content to share our ideas safely.          As online users we learn how to stay safe and act appropriately when using technology.</p>						
	Autumn Term 1 Computing lessons - Code.org - Course A 2-10 Course B 7,9, 11,12	Autumn Term 2 Computing lessons - We are astronauts (Scratch blue and purple blocks)	Spring Term 1 Computing lessons - We are games testers	Spring Term 2 Computing lessons - We are animators - Stop Frame Animation	Summer Term 1 Computing lessons - We are photographers. PPT, Ipads	Summer Term 2 Computing lessons - We are communicators - email
National Curriculum	<p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p>	<p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p>	<p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p> <p>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.</p>	<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>recognise common uses of information technology beyond school</p>	<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>recognise common uses of information technology beyond school</p> <p>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.</p>	<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>recognise common uses of information technology beyond school</p> <p>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.</p>
Subject Focus	<p>In this unit the children begin to learn the basics of coding from joining blocks to beginning to create loops to minimise repeating the same instruction on several occasions.</p> <p>Passwords and personal information</p>	<p>In this unit children will build upon their experience using code.org by starting to programme in scratch. They import a space background and add four sprites (space ship and planets). Then they make the space ship visit each planet, playing a sound when it gets to the end.</p>	<p>In this unit children 'test' 4 different scratch games. They identify how they work and analyse good points and how the game could be improved. Children have to also try to decide who the intended audience for the game is.</p> <p>How can I give kind comments</p>	<p>In this unit children will explore stop frame animation. They will begin with Pivot Animator to see that changes must be small. They then animate objects on screen using small world objects. Finally, they use plasticine models to explore Claymation.</p>	<p>In this unit the children review photos online, practise using a digital camera/iPad to take photo to fit a given theme, edit their photos, and then select their best images to include in a portfolio using Moldiv or Book Creator.</p>	<p>In this unit the children learn how to send emails to other children within the year group. They will learn how to receive them and reply. A large focus of this unit will be linked to internet safety, not giving out personal details and not opening emails from people that we don't know.</p>
Top Ten / Fab Five	<ol style="list-style-type: none"> <li>1 Learn to drag and drop</li> <li>2 Understand that an input is needed to make things happen</li> <li>3 Use one block for each instruction</li> <li>4 Debug a simple problem</li> <li>5 Begin to use simple loops (moving things in one direction x number of times)</li> </ol>	<ol style="list-style-type: none"> <li>1 Import sprites</li> <li>2 Grow/shrink sprites</li> <li>3 Drag/position sprites</li> <li>4 Motion blocks (blue) - know how to change speed of sprite</li> <li>5 Understand that locations work on numbers (children do not need to understand the coordinates)</li> <li>6 Make things move - motion blocks (blue) - go to/glide to</li> <li>7 Use an input to make thing happen (brown) - closed top - 'when green flag is clicked'</li> <li>8 Control when things happen (yellow) - 'wait' command</li> <li>9 Add a sound (pink)</li> <li>10 Import a background</li> </ol>	<ol style="list-style-type: none"> <li>1 Open and play a game made by someone else</li> <li>2 Identify good points</li> <li>3 Identify how it could be made better</li> <li>4 Use different inputs to make things happen</li> </ol>	<ol style="list-style-type: none"> <li>1 Animate an object on screen</li> <li>2 Create a range of frames which 'tell a story' or show a movement on screen</li> <li>3 Use small world objects to create a stop frame animation</li> <li>4 Manipulate plasticine to create their own claymation</li> </ol>	<ol style="list-style-type: none"> <li>1 Consider what makes a good image</li> <li>2 Take a picture</li> <li>3 Learn how to rotate and crop an image</li> <li>4 Change colour by applying a filter</li> <li>5 Change the contrast of an image</li> <li>6 Add an image to a frame/document</li> <li>7 Change a background</li> <li>8 Add text</li> </ol>	<ol style="list-style-type: none"> <li>1 Know how to login to my email account</li> <li>2 Understand how to send a basic email</li> <li>3 Understand how to receive and reply to a basic email</li> <li>4 Be selective about the emails I look at</li> <li>5 Discuss how to stay safe on the internet</li> <li>6 Talk about what personal information/data is</li> </ol>

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Unit specific Vocabulary	Drag and drop, repeat, input	Script, block, motion, events, control, glide, go to, costume, resize, grow, shrink.	Aim, audience, outcome, playability, engaging	Frame, stop-frame, animation, step-by-step, capture, ghost/overlay, frames per second, adjust	Frame, stop-frame, animation, step-by-step, capture, ghost/overlay, frames per second, adjust	Logon, password, inbox, sent, trash, send, discard, to,
Software Knowledge	Code.org	Scratch	Scratch	I Can Animate	Moldiv/Powerpoint	Microsoft 365

Green highlighting indicates areas linked to online safety.