

Year 2 Scheme of Work – Computing

Unit	Time (Wks)	Activities	Outcomes	Differentiation	Assessment	NC Links	Other Subject Link
Previous learning: Y1 – Safe search filter; SMART rules for internet; personal information; construct email				Next learning: Y3 – Cyberbullying; reporting cyberbullying; benefits/disadvantages of email; unsafe emails; safely send and receive emails; word order affects search results; save/share webpages; targeted online adverts			
2.1 Computer Skills / E-Safety (IT, DL)	6-9	<p>L1 - Understand that the information I put online leaves a digital footprint. L2 - Identify kind and unkind behaviour online.</p> <p>L3 - Switch on and shut down a computer. Use a computer mouse and keyboard. L4 - Launch an application, manipulate windows and save a file.</p> <p>L5 - Search the Internet using one word. L6 - Search the Internet to find results suitable for children. L7 - Follow links to another web page.</p> <p>Software: Microsoft Word</p>	<ul style="list-style-type: none"> - Switch a computer on and off independently. - Log on and log off on a computer independently. - Manipulate an application window by moving and resizing it. - Save a file and be able to retrieve it. - Identify search results that will give some useful information; - Know where to find the address of a link; - Explain what 'digital footprint' means; - Know how people can use the information they put online; - Know that a digital footprint contains information about a person; - Identify unkind online behaviour; - Know the course of action to take if they think someone is being unkind to them online; 	<ul style="list-style-type: none"> - Modelling - Step-by-step instructions 	<p>Continuous throughout.</p> <p>E-Safety discussions.</p>	<p>To use technology purposefully to retrieve digital content.</p> <p>To 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>	PSHCE, Islamic Studies
Previous learning: Y1 – Word - type/edit/format text; format font; type symbols				Next learning: Y3 – Slide templates; hyperlinks; themes/transitions/animations; action settings; audio/video			
2.2 Presentation Skills (IT, DL)	6	<p>L1 - Use basic computer skills. L2 - Organise ideas for a presentation. L3 - Create a simple presentation with text. L4 - Add and format an image. L5 - Reorder slides and present a presentation.</p> <p>Software: Microsoft PowerPoint</p>	<ul style="list-style-type: none"> - Create slides for a presentation. - Add and format images. - Format text and text boxes. 	<ul style="list-style-type: none"> - Modelling -Tinker time - Use-Modify-Create - Pair work 	<p>Continuous throughout.</p> <p>Complete presentation.</p>	<p>Use technology safely and respectfully.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	Any subject e.g. History, Geography, Science
Previous learning: Y1 – ScratchJr – program character to grow/shrink; move at different speeds/distance' repeat command; sound; sequence				Next learning: See Y2 Animation unit			
2.3 Scratch (CS)	6		<ul style="list-style-type: none"> Understand the concept of sequence. - Use a pre-created short dialogue. 	<ul style="list-style-type: none"> - Pair programming - Concept before code 	Create a short dialogue.	Understand what algorithms are; and that programs	

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		<p>Dialogue L1 - Understand the concept of sequence through everyday examples. Extend the concept of sequence through role play. L2 - Understand the idea, algorithm and finished code. L3 - Modify an example program. L4 - Plan their own short dialogue around a theme. L5 - Turn their algorithmic planning into their own programmed dialogue. Debug and refine program.</p> <p>Software: Scratch 3.0</p>	<ul style="list-style-type: none"> - Modify a pre-created short dialogue. - Plan and create a short dialogue using an appropriate sequence. 	<ul style="list-style-type: none"> -Tinker time - Use-Modify-Create scaffolding - Unplugged Activities - Modelling 		<p>execute by following precise and ambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs</p>	<p>Maths, Literacy, Drama</p>
<p>Previous learning: Y1 – Paint with different colours/brushes; shapes; fill area; add text</p>				<p>Next learning: Y3 – desktop publishing – draw shapes/lines; order/group objects; combine text/images</p>			
<p>2.4 Computer Art (IT)</p>	<p>6</p>	<p>L1 - Use a range of tools in a computer program to reproduce a style of art. L2 - Change the shade of a colour for effect. L3 - Retrieve a file to edit in a computer program. L4 - Use a range of skills to create a piece of art.</p> <p>Software: Paint</p>	<ul style="list-style-type: none"> - Recreate a piece of art using a computer program; - Manipulate shapes and objects to recreate an art style. - Use different shades of colours for effect. 	<ul style="list-style-type: none"> - Pair work - Tinker time -Use-Modify-Create - Modelling -Step-by-step instructions 	<p>Continuous throughout. Create a publication.</p>	<p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Art</p>
<p>Previous learning: See Y2 Dialogue unit</p>				<p>Next learning: Y3 – sequence/input; say command; change costume; loops; pen function;</p>			

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<p>2.5 Scratch (CS)</p>	<p>6</p>	<p>Animation L1 - Understand the concept of repetition through everyday examples. Extend the concept of repetition through role play. L2 - Use an example idea, algorithm and code using loops and switching costumes. L3 - Modify an example idea. L4 - Learn about all the different animation techniques and how they were created. L5 - Plan their own animations to go with a previously designed and created dialogue. L6 - Code their stage directions, music & background changes. Code animations. Test and refine their creations.</p> <p>Software: Scratch 3.0</p>	<ul style="list-style-type: none"> - Understand the concept of repetition. - Use a pre-created animation. - Modify a pre-created short animation. - Plan and create an animation to go with their dialogues. - Use repetition loops. - Add audio to dialogue. - Change the background. 	<ul style="list-style-type: none"> - Pair programming - Concept before code -Tinker time - Unplugged Activities - Use-Modify-Create scaffolding - Modelling 	<p>Create algorithms. Create an animation.</p>	<p>Understand what algorithms are; and that programs execute by following precise and ambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs</p>	<p>Maths, Literacy, Drama</p>
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