



Y2 computing overview 2021-22: *Information Technology around Us, Digital Photography, Programming Quizzes*

Computing Activity	Building Skills and Disciplinary Knowledge	Approaches to Developing Skills and Disciplinary Knowledge	Building Substantive Knowledge and Understanding	Approaches to Developing Substantive Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Exploring Creating	Responding Evaluating	Designing
Algorithms and Programs	<ul style="list-style-type: none"> Use sequence in programs Work with various forms of input and output Use logical reasoning to predict behaviour of simple programs Use sequence in programs 	<ul style="list-style-type: none"> Class/group tuition with technical guidance from the Switched On computing program 	<ul style="list-style-type: none"> Understanding how to collaborate through the internet and how to efficiently find information 	<ul style="list-style-type: none"> Class teacher showing children existing examples Group work on creating and developing their own work 	TERM1: Information Technology around Us <ul style="list-style-type: none"> Identifying and explaining how information technology benefits society in many different settings Explore why choices are made to when information technology and how it is used safely Understanding the repercussions of breaking rules when using information technology TERM2: Digital Photography <ul style="list-style-type: none"> consider the technical and artistic merits of photographs use a digital camera or camera app take digital photographs review and reject or pick the images they take edit and enhance their photographs select their best images to include in a shared portfolio. TERM3: Programming Quizzes <ul style="list-style-type: none"> sort and classify a group of items by answering questions collect data using tick charts or tally charts use Scratch Jr to create digital quiz changing backgrounds, sprites, create algorithms and build sequences to create a quiz programme 	Most children will be able to... (working at)	Some children will not yet be able to...(working towards)	Some children are confidently able to... (exceeding)
Databases	<ul style="list-style-type: none"> Use internet services to create content that presents information Use internet services to create and evaluate content that presents information Design, create, organise, store, manipulate and retrieve digital content 	<ul style="list-style-type: none"> Class/group tuition with reference to existing databases 	<ul style="list-style-type: none"> Understanding how information technology improves our world (shops, hospitals, libraries etc) 					
Using the internet	<ul style="list-style-type: none"> Use search technologies effectively Be discerning in evaluating digital content recognise common uses of information technology beyond 	<ul style="list-style-type: none"> Class/group internet browsing, followed by reflective discussion 	<ul style="list-style-type: none"> Understand how to take photographs and upload them to review 					
Problem solving	<ul style="list-style-type: none"> Solve problems by decomposing them into smaller parts Design programs that accomplish specific goals Write programs that accomplish specific goals Debug programs that accomplish specific goals Use logical reasoning to detect and correct errors in algorithms and programs 	<ul style="list-style-type: none"> Class, then group opportunities for problem solving 	<ul style="list-style-type: none"> Understand that sequences of commands have an outcome in coding, using this to modify, design, create and evaluate programmes 					
Communicating	<ul style="list-style-type: none"> Understand the opportunities networks offer for communication and collaboration Use a variety of software (including internet services) to present information 	<ul style="list-style-type: none"> Observational opportunities to work as part of a group 						
SMSC	<ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour To know how to seek help – where to go, and how to set privacy settings Recognise acceptable/ unacceptable behaviour Knowing how to find out about website or game policies 	<ul style="list-style-type: none"> Teacher guidance on safe internet use and introduction to supportive websites (NSPCC) 						