	TERM 1A		TERM 1B		TERM 2A		TERM 2B		TERM 3A		TERM 3B	
	Being Kind online, Word, Unplugged — Crane		**Scratch Jr**		**Search engines** **(Safer Internet Day during Feb)**		**Book Creator**		**Thinkuknow - Gaming**		**Microsoft Publisher Posters**	

Y2 Computing

	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills
	To know the main components of a computer are the screen, keyboard and mouse. To know to only send kind messages. Nasty messages should be kept. Tell a trusted adult. To know trusted adults can be our parents, family members and teachers. To know Word processing software (such as Microsoft Word) can be used to create text. To know it is possible to change the font and the size and colour of text. To know an algorithm is a list of instructions, or rules that make something happen. To know we solve many problems every day, such as how to brush our teeth or get dressed.	To be able to know who to tell and what to do if you see something upsetting on the internet. To be able to be polite when talking to people, online and offline. To be able to use Microsoft Word to create sentences and learn how to edit sentences (change font, size, colour). To be able to highlight the text you wish to change. To be able to articulate ideas, perseverance, predicting, decomposition, pattern recognition, creativity and communication.	To know code can make things happen on your computer. To know that in the right order (sequence), code will tell your computer what to do (run). To know each Sprite (character) has its own set of instructions (algorithm) made from blocks of code. To know we start every algorithm with a yellow block. To know blue blocks are for movement.	To be able to follow a set of instructions. To be able to create own animations. To be able to understand what algorithms are; programs execute (run) by following precise and unambiguous instructions; create and debug simple programs; start to use logical reasoning to predict the behaviour of simple programs.	To understand that there are ways to use children's search engines (Swiggle, Kiddle, Gogglekids, KidRex) to find information safely. To know if something goes wrong, minimise the page and tell a trusted adult.	To be able to use technology safely and respectfully. To be able to identify where to go for help and support when they have concerns about content or contact on the internet. To be able to know how to open a search engine and safe ways of researching. To begin to understand that the internet is a network of computers. To be able to start using simple search engines, using key words.	To know images can be saved from the internet to the camera roll and can be inserted into digital books. To know to only use images which are labelled for reuse. To know pages should not be too crowded. To know to leave 'white space'. To know books are <u>organised as a sequence</u> of pages.	To be able to create an information book about Japan. To be able to insert pictures, sounds, video and text. To be able to use technology purposefully to create, organise, store, manipulate and retrieve digital content. To be able to use software on a range of digital devices to design and create content that accomplishes a given goal, including presenting information.	To know some games are meant for older children and grown-ups. Not everyone is who they say they are online. To know how to keep our personal information safe by not sharing it with people we don't know. To know personal information can include our full name, address, name of our school and phone number. To know personal information is not our favourite colour, a song we like or what we had for lunch. To know to tell a trusted adult about concerns about anything that happens online.	To be able to recognise common uses of information technology beyond school. To be able to use technology safely and respectfully, keeping personal information private. To be able to recognise different feelings encountered online. To be able to identify where to go for help and support when they have concerns about content or contact on the internet. To be able to recognise when something 'doesn't feel right'. To be able to identify signs of manipulative behaviour and respond safely to it. To be able to understand the difference between online and offline friendships and the importance of being kind online. To be able to understand the importance of identifying and seeking help from a trusted adult when they need it and how to do this.	To know Microsoft Publisher can be used to create a poster. To know how to alter text in size and colour. To know text can only be added when a 'text box' is created to place it in. To know how to save work by clicking on the save symbol. Highlight the text we wish to change. We can change the font, the size and colour of text.	To be able to use software on a range of digital devices to design and create content that accomplishes a given goal, including presenting information. To be able to use technology purposefully to create, organise, store, manipulate and retrieve digital content. To be able to log on. To be able to create eye-catching posters using Publisher. To be able to add text, changing fonts, size and colours.

	Enquiry/question/outcome/ activity/genre of unit/text		Enquiry/question/outcome/ activity/genre of unit/text		Enquiry/question/outcome/ activity/genre of unit/text		Enquiry/question/outcome/ activity/genre of unit/text		Enquiry/question/outcome/ activity/genre of unit/text		Enquiry/question/outcome/ activity/ genre of unit/text	
	Why is it important to only send nice messages to people? What should we do if we receive a nasty message by text/email/online? Who can we tell when something goes wrong?		Successfully <u>program and run</u> an animation to include a <u>sequence and repetition.</u>		How can I safely <u>access </u>children's <u>search</u> engine to find <u>information and data?</u>		Using my digital literacy skills, how can I create digital books by importing images and control text?		What information should I share online? How do I know who a trusted adult is?		What software skills do I need to control text and import images?	

	Key vocabulary (tier 2)	Key vocabulary (tier 3)	Key vocabulary (tier 2)	Key vocabulary (tier 3)	Key vocabulary (tier 2)	Key vocabulary (tier 3)	Key vocabulary (tier 2)	Key vocabulary (tier 3)	Key vocabulary (tier 2)	Key vocabulary (tier 3)	Key vocabulary (tier 2)	Key vocabulary (tier 3)
	adult collaborating creating left messages nasty persevering right	algorithm decomposition predicting trusted	block code collaborating (pair work?) creating instructions/algorithm, sequence	debugging predict sprite tinkering	adult help information safely technology trusted	internet key words minimise search engine	image text	insert manipulate	adult feeling share tell trusted	content online personal information	background dark font image light poster size title	insert text box

Year 2 Curriculum Map - COMPUTING