St Anthony's Catholic Primary School

Computing Curriculum

Year 2

Subject Cultural Capital = remembering steps needed to use hardware
Differentiation = please see the differentiation for the EXC EM & SEND (Please see SEND pupils IEPs when planning)
Minimum expectations to check for understanding during lessons = targeted questioning / mini whiteboards/ peer talk /thumb signs
Long term memory skill development strategy = LAST, LAST, LAST linked to the WALT
Literacy & Numeracy skills development = ICT vocabulary bank linked to the WALT & include numeracy skills where they are linked to the WALT in the weekly planning

Progress in computing skills:

Unit	Expectations WALTS	National Curriculum Programme of Study	Software	Hardware	Vocabulary
2.1 **We are astronauts** Programming on screen	Pupils learn to: • Plan a sequence of instructions to move sprites in scratch • Create, test and debug programs for sprites in ScratchJr • Work with input and output in ScratchJr • Use repetition in their programs • Design costumes for sprites	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.	ScratchJr Scratch	Ipads Bee-Bots Blue-Bots	algorithm abstraction bug code debug event input output parallel processing program repetition Scratch sprite

Unit	Expectations WALTS	National Curriculum Programme of Study	Software	Hardware	Vocabulary
2.2 **We are games testers** Working out the rules for games	Pupils learn to: • Observe and describe carefully what happens in computer games. • Use logical reasoning to make predictions of what a program will do and test these predictions. • Think critically about computer games and their use. • Create sequences of instructions for a virtual robot to solve a problem • Work out strategies for playing a game well • Be aware of how to use games safely and in balance with other activities	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Use logical reasoning to predict the behaviour of simple programs. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private.	Scratch	Ipads Chromebooks	abstraction algorithm computational thinking input output parallel processing pattern recognition remix repetition Scratch Source code sprite
2.3 **We are photographers** Taking, selecting and editing digital images	Pupils learn to: • Consider the technical and artistic merits of photographs. • Use a digital camera or camera app. • Take digital photographs. • Review and reject or rate the images they take. • Edit and enhance their photographs.	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.	Camera app Cameras Windows photos	Ipads Digital cameras	adjustment camera roll colour value crop filter pixel rule of thirds sensor

Unit	Expectations WALTS	National Curriculum Programme of Study	Software	Hardware	Vocabulary
2.4 **We are safe researchers** Researching a topic	Pupils learn to: • Develop collaboration skills through working as part of a group. • Develop research skills through searching for information on the internet. • Think through privacy implications of their use of search engines • Be more discerning in evaluating online information • Improve note-taking skills through the use of mind mapping. • Develop presentation skills through creating and delivering a short multimedia presentation.	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.	Google slides Powerpoint	Ipads Chromebooks	Google Google custom search Mind map Presentation Search engine Wikipedia Flipbook animation Frame Media assets Onion skinning Prop Soundtrack Stage Stop-motion Storyboard
2.5 **We are Animators** Creating a stop motion animation	Pupils learn to: • Understand how animation works • Use storyboards to plan an animation • Create their own original characters, props and backgrounds for animation • Film, review and edit a stop-motion animation • Record audio to accompany their animation • Provide constructively critical feedback to their peers	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.	Stop Motion Studio	Ipads Chromebooks	Animation Background Character

Unit	Expectations WALTS	National Curriculum Programme of Study	Software	Hardware	Vocabulary
2.6 **We are zoologists** Collecting data about bugs	Pupils learn to: • Sort and classify a group of items by answering questions. • Collect data using tick charts or tally charts. • Take, edit and enhance photographs. • Use google sheets or Microsoft excel to provide basic charts • Record information on a digital map • Summarise what they have learned in a presentation	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	Google sheets Google slides Google maps	Ipads Chromebooks	Binary Binary tree Branching database Classification key Data database Geological data Global position System (GPS) Pixels Tally charts