

Computing Curriculum Building Year 2 (e-Safety part of PSHE/SRE)

Select core block and at least one choice block from each colour/area of computing to add to yearly plan

Autumn Term	Spring Term	Summer Term
<p>e-Safety – CORE Lessons within PSHE/SRE (For planning see Gigabyte BYTE Award)</p> <p>I am kind and responsible</p> <p>Agree class internet rules based on personal responsibilities. Cyberbullying messages part of Anti-bullying week.</p>	<p>e-Safety – CORE Lessons within PSHE /SRE (For planning see Gigabyte BYTE Award)</p> <p>I am safe</p> <p>Keep personal details private, consider who you are talking to online and ensure a trusted adult knows what you are doing online. Safer Internet Day or Week focuses on use of the internet, different devices and technologies.</p>	<p>e-Safety – CORE Lessons within PSHE/SRE (For planning see Gigabyte BYTE Award)</p> <p>I am healthy</p> <p>Age-appropriate and healthy use of technology (age indicators for games, time spent online and sites used). Make part of a Health week.</p>
<p>Programming 1 - CORE</p> <p>Year 2 Moving Around to Fix My Factory 3 sessions</p> <ul style="list-style-type: none"> Follow instructions to move through obstacle course Talk through algorithms Work through levels 1 – 6 Fix the Factory Debug sequences Build word bank for programming 	<p>TIOL 1 - CORE</p> <p>Year 2 Technology in My Life 2 sessions</p> <ul style="list-style-type: none"> Think about technology Present the technology as a day timeline Talk about the benefits of using technology Look at a map of a town and talk about the different technologies that are used 	<p>Programming 4 – CHOICE</p> <p>Year 2 Making My Moves with Scratch Jr 4 sessions</p> <ul style="list-style-type: none"> Use blue programming blocks to make cat move Use trigger blocks to start a sequence Investigate speed block and create a race Add hide, show and tell blocks Create a wizard scene
<p>Multimedia 1 – CORE</p> <p>Year 2 Present My Information 4+1 sessions</p> <ul style="list-style-type: none"> Explore ways in which we can present information Present information we have researched Develop key board skills Share the information with others using a class blog, school website, etc 	<p>Handling Data 1 – CORE</p> <p>Year 2 Sorting My Shapes 5/6 sessions</p> <ul style="list-style-type: none"> Explore and sort shapes Create block graph of 2D shapes Make a decision tree Explore and sort Furbles Use a branching data base Create pictogram of Furbles 	<p>Multimedia 4 – Choice</p> <p>Year 2 Save My World 3 sessions</p> <ul style="list-style-type: none"> Consider and research environmental concerns Storyboard and plan resources to represent an environmental issue Practise and evaluate use of stop motion animation app or software Create a stop motion video about environmental issue
<p>TIOL 3 - CHOICE</p> <p>Year 2 My Internet Search 5 sessions</p> <ul style="list-style-type: none"> Talk about the Internet Use search engines to find specific information Search and navigate through simple information sites Use the internet (blog or school website) to share learning 	<p>TIOL 2 – CORE</p> <p>Year 2 Do I Trust My Internet Search? 2/3 sessions</p> <ul style="list-style-type: none"> Think about 'What is the internet?' Look at the validity of Tomato Spider website Consider where the information on school website comes from Make own creature and information on a 'website' 	<p>Handling Data 3 – CHOICE</p> <p>Year 2 My Habitat Investigation 2 sessions</p> <ul style="list-style-type: none"> Use photos to think about where snails like to live Use photos and block graphs to show findings of investigation
<p>Programming Espresso coding</p>		<p>Programming Espresso coding</p>



Basic Skills
(to support my learning across the curriculum)

- Use personal log in for online resources
- Open Apps and software
- Save and Open files and images
- Insert images within apps and software
- Use simple children's search engine eg Kiddle
- Use keyboard to enter text (index fingers left and right hand)
- Know when and how to use the RETURN/ENTER key.
- Use SHIFT and CAPS LOCK to enter capital letters
- Use DELETE and BACKSPACE buttons to correct text

Additional unplugged activities to reinforce computational thinking

Program the teacher (10 minutes)

- Give instructions to the teacher to move to a particular destination in the classroom OR [make a sandwich](#) or other activity
- Explain how providing clear instructions is critical to computer programming.

<https://www.scratchjr.org/teach.html>

[Tut, clap or jive](#) (30 minutes)

- Create sequences of movements including hand clapping, hand tutting or hand jive
- Start to think about breaking problems down or decomposing

Sign up free to [Barefoot Computing](#).

Open Ended Challenge

[Identify an appropriate challenge](#) to allow children to

- Use computational thinking to plan, develop and evaluate their use of technology
- Have a differentiated learning experience including developing mastery
- Demonstrate attainment in computing