



Year 2 - Year Group Overview Computing

Year 2	
Online Safety (Using Project Evolve)	Self-Image and Identity I can explain how other people may look and act differently online and offline. I can give examples of issues online that might make someone feel sad, worried, uncomfortable, or frightened; I can give examples of how they might help. Online Relationships I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky (e.g. email, online gaming, a pen-pal in another school/county). I can explain who I should ask before sharing things about myself or others online. I can describe ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. I can explain why I have a right to say, 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. I can identify who can help me if something happens online without consent. I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. I can explain why I should always ask a trusted adult before clicking, 'yes', 'agree' or 'accept' online. Online Reputation I can explain how information put online about someone can last for a long time. I can describe how anyone's online information could be seen by others. I know who to talk to if something has been put online without consent or if it is incorrect. Online Bullying I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying is not to blame. I can talk about how anyone experiencing bullying can get help. Managing Online Information I can use simple keywords in search engines. I can demonstrate how to navigate a simple webpage to get information I need (e.g. home, forward, back, buttons; links, tabs and sections). I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google, Siri). I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. I can explain why some information I find online may not be real or true.

		Health, Well-being and Lifestyle I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. I can say how those rules / guides can help anyone accessing online technologies. Privacy and Security I can explain how passwords can be used to protect information, accounts and devices. I can explain and give examples of what is meant by 'private' and 'keeping things private'. I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions). Copyright and Ownership I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them.	
Year 2		Declarative	Procedural
Autumn 1 Computing Systems and Networks	Technology Around Us	To recognise different types of computers used in school To identify that a computer is a part of information technology To recognise the features of information technology To talk about uses of information technology To explain how information technology benefits us To say how rules for using information technology can help us To recognise that choices are made when using information technology	To describe some uses of computers To identify information technology in school To identify information technology beyond school To show how to use information technology safely
Autumn 2 Creating Media	Digital Photography	To recognise that some digital devices can capture images using a camera To talk about how to take a photograph To recognise that photographs can be saved and viewed later To make choices when composing my photograph To recognise features of 'good' photographs To identify how a photograph could be improved To explain the effect of light on a photograph To recognise that photographs can be changed after they have been taken To recognise that some images are not accurate	To capture a digital image To take photographs in both landscape and portrait format To view photographs on a digital device To decide which photographs to keep To hold the camera still to take a clear photograph To use zoom to change the composition of a photograph To consider lighting before taking a photograph To use filters to edit the appearance of a photograph To improve a photograph by retaking it
Spring 1 Programming A	Robot Algorithms	To describe that a series of instructions is a sequence To explain what happens when we change the order of instructions To recall that a series of instructions can be issued before they are enacted	To choose a series of words that can be enacted as a sequence To choose a series of instructions that can be run as a programme To create a programme

		To recognise that you can predict the outcome of a programme	- To trace a sequence to make a prediction - To run a programme on a device - To debug a programme that i have written
Spring 2 Data and Information	Pictograms	- To use a tally chart to collect data - To compare objects that have been grouped by attribute - To suggest appropriate headings for tally charts and pictograms - To construct (complete) a given comparison question, e.g. Are there more _____ balls than _____ balls - To use a computer program to present information in different ways - To explain that we can present information using a computer - To give simple examples of why some information should not be shared	- To show I can enter data onto a computer - To recognise that people, animals and objects can be described by attributes - To use a computer to view data in different formats - To use pictograms to answer single-attribute questions - To use a computer to answer comparison questions (graphs, tables)
Summer 1 Creating Media	Digital Music	- To identify that computers can be used to play sounds of different instruments - To identify that the same pattern can be represented in different ways - To compare playing music on instruments with making music on a computer	- To experiment with musical patterns on a computer - To experiment with different sounds on a computer - To use a computer to create a musical pattern - To use a computer to compose a rhythm and a melody on a given theme - To use a computer to play the same music in different ways (tempo) - To evaluate a musical composition created on a computer - To improve a musical composition created on a computer
Summer 2 Programming B	Programming Quizzes	- To describe a series of instructions as a 'sequence' - To recall that a series of instructions can be issued before they are enacted - To use logical reasoning to predict the outcome of a program	- To choose a series of words that can be enacted as a sequence - To explain what happens when we change the order of instructions - To choose a series of commands that can be run as a program - To create and debug a program that I have written - To trace a sequence to make a prediction - To test a prediction by running a sequence - To run a program on a device