



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Curriculum Map: Computing Year 2

	Autumn 1 Computing systems and networks – IT around us	Autumn 2 Creating media – Digital photography	Spring 1 Creating media – Making music	Spring 2 Data and information - Pictograms	Summer 1 Programming A – Robot algorithms	Summer 2 Programming B = An introduction to quizzes
Content Declarative Knowledge 'I know'	<ul style="list-style-type: none"> *Recognise different types of computers used in school *Identify that a computer is a part of IT *Recognise the features of information technology <u>*Say how rules for using IT can help us</u> *Explain how IT benefits us <u>*Recognise choices are made when using IT</u> 	<ul style="list-style-type: none"> *recognise that some digital devices can take photographs *know how to take a photograph *know the features of 'good' photos (composition, light, zoom etc) *know how a photo could be improved <u>*recognise that some images aren't accurate</u> 	<ul style="list-style-type: none"> *identify that computers can be used to play sounds of different instruments *identify that the same pattern can be represented in different ways *compare playing music on instruments with making music on a computer 	<ul style="list-style-type: none"> *know how to enter data onto a computer *recognise that people, animals and objects can be described by attributes *use a computer to view data in different formats *use a computer to answer comparison questions 	<ul style="list-style-type: none"> *know that a series of instructions is a sequence *explain what happens when we change the order of instructions *recall that a series of instructions can be issued before they are enacted *recognise that you can predict the outcome of a program 	<ul style="list-style-type: none"> *describe a series of instructions as a sequence *recall that a series of instructions can be issued before they are enacted *use logical reasoning to predict the outcome of a program
Skills Procedural Knowledge 'I know how to'	<ul style="list-style-type: none"> *describe uses of some computers *identify IT in school *identify IT beyond school <u>*show how to use IT safely</u> 	<ul style="list-style-type: none"> *capture a digital image *take photos in landscape and portrait format *view photos on a digital device 	<ul style="list-style-type: none"> *experiment with sounds and musical patterns on a computer *use a computer to create a musical pattern 	<ul style="list-style-type: none"> *use a tally chart to collect data *compare objects that have been grouped by attribute *construct a given comparison question 	<ul style="list-style-type: none"> *choose a series of words that can be enacted as a sequence *choose a series of instructions that can be run as a program *create a program 	<ul style="list-style-type: none"> *choose a series of words that can be enacted as a sequence *explain what happens when we change the order of instructions

		<ul style="list-style-type: none"> *decide which photos to keep *consider lighting *use filters to edit the appearance of a photo *hold camera still to take a clear photo 	<ul style="list-style-type: none"> *use a computer to compose a rhythm and a melody on a given theme *use a computer to play some music in different ways (ie vary tempo) *evaluate and improve a musical composition 	<ul style="list-style-type: none"> *use a computer program to present information in different ways *suggest appropriate headings for tally charts and pictograms <u>*give simple examples of why some information should not be shared</u> 	<ul style="list-style-type: none"> *trace a sequence to make a prediction *run a program on a device *debug a program that I have written 	<ul style="list-style-type: none"> *choose a series of commands that can be run as a program *trace a sequence to make a prediction *test a prediction by running a sequence *create and debug a program *run a program on a device
Vocabulary	Information technology (IT), computer, barcode, scanner/scan	device, camera, photograph, capture, image, digital, landscape, portrait, framing, subject, compose, light sources, flash, focus, background, editing, filter, format, framing, lighting,	music, quiet, loud, feelings, emotions, pattern, rhythm, pulse, pitch, tempo, rhythm, notes, create, emotion, beat, instrument, open, edit.	more than, less than, most, least, common, popular, organise, data, object, tally chart, votes, total, pictogram, enter, data, compare, objects, count, explain, attribute, group, same, different, conclusion, block diagram, sharing	instruction, sequence, clear, unambiguous, algorithm, program, order, prediction, artwork, design, route, mat, debugging, decomposition	sequence, command, program, run, start, outcome, predict, blocks, design, actions, sprite, project, modify, change, algorithm, build, match, compare, debug, features, evaluate, decomposition, code.
Key Questions	What is IT? Where have we seen IT in and beyond school? <u>How can we use IT responsibly?</u>	What devices can capture photos? How can we capture, edit and improve photos? How can we identify fake images?	How does music make us feel? How can we create digital music?	What are data? How can we use a tally chart to collect data? What is an attribute? How can we use a pictogram/block diagram to present data?	What is a sequence? How can we predict the outcome of a sequence? How does the order of commands affect the outcome? What is debugging?	How can I make predictions about an outcome based on a sequence of commands? How can I use ScratchJr to create a quiz? How can I evaluate and improve my work?
Assessment	Self-assessment in every lesson with success criteria for each lesson Observations by teacher					

<p>Cross Curricular Links/Character Education</p>	<p>E-safety/digital citizenship: online – well-being – understanding importance of rules to keep us safe</p>	<p>Art and Design Digital citizenship: self-image and identity – awareness of fake images</p>	<p>Music – vocabulary, Holst - planets Digital citizenship: copyright and ownership – knowing work created belongs to me</p>	<p>Maths: pictograms Digital citizenship: self-image and identity - knowing data shouldn't always be shared; knowing when to speak to an adult if you are sad, worried or uncomfortable</p>	<p>Individual liberty: pupils are given freedom to experiment with creating programs Individual liberty: Composition provides opportunity</p>
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