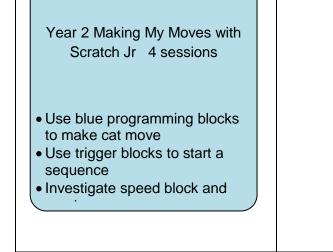
## **Computing Curriculum Planner: Gala - Year 2**

Autumn	Spring	Summer	
e-Safety- planned within PSHE / Citizenship using Somerset BYTE Awards	e-Safety- planned within PSHE / Citizenship using Somerset BYTE Awards	e-Safety – planned within PSHE / Citizenship using Somerset BYTE Awards	
I am kind and responsible	l am safe	I am healthy	
Agree class internet rules based on personal responsibilities. Include cyberbullying messages in Anti-bullying week.	Keep personal details private, consider who you are talking to online and make sure a trusted adult knows what you are doing online. Use Safer Internet Day to focus on use of the internet and different technologies.	Consider age-appropriate and healthy use of technology. Include consideration of time spent using technology and recognition of appropriate websites and games in Health week.	Basic Skills
	and different technologies.	riealtit week.	(to support my learning across the curriculum)
TIOL 1 - CORE	TIOL 2 – CORE	Handling Data 1 – CORE	<ul> <li>Use personal log in for online resources</li> <li>Open Apps and software</li> </ul>
Year 2 Technology in My Life 2 sessions • Think about technology • Present the technology as a	Year 2 Do I Trust My Internet Search? 2/3 sessions	Year 2 Sorting My Birds 5 sessions	<ul> <li>Save and Open files and images</li> <li>Insert images within apps and software</li> <li>Use simple children's</li> </ul>
<ul> <li>day timeline</li> <li>Talk about the benefits of using technology</li> <li>Look at a map of a town and talk about the different technologies that are used</li> </ul>	<ul> <li>Think about 'What is the internet?'</li> <li>Look at the validity of Tomato Spider website</li> <li>Consider where the information on school website</li> </ul>	<ul> <li>Investigate and sort bird pictures</li> <li>Talk about types of data and how it can be collected</li> <li>Make a decision tree</li> <li>Generate questions</li> </ul>	<ul> <li>search engine eg Kiddle</li> <li>Use keyboard to enter text (index fingers left and right hand)</li> <li>Know when and how to use the</li> </ul>
Programming 5 – Alternative Core Year 2 Light up My Lightbot	comes from • Make own creature and information on a 'website'	<ul> <li>Collect, record &amp; present data</li> <li>Compare different ways to present information</li> </ul>	<ul> <li>RETURN/ENTER key.</li> <li>Use SHIFT and CAPS LOCK to enter capital letters</li> <li>Use DELETE and</li> </ul>
3 sessions	Multimedia 1 – CORE	Handling Data 4 – Choice	BACKSPACE buttons to correct text
<ul> <li>Explore levels 1 – 4 Lightbot hour of code</li> <li>Give instructions to a friend</li> <li>Identify a range of algorithms for level 5</li> </ul>	Year 2 Present My Information 4+1 sessions	Year 2 My Branch Sorting Investigation 2 sessions	Additional unplugged activities to reinforce computational thinking
<ul> <li>'Write' programs with programming cards</li> <li>Predict and debug</li> <li>Complete levels 5 - 8</li> </ul>	<ul> <li>Explore ways in which we can present information</li> <li>Present information we have researched</li> <li>Develop key board skills</li> <li>Share the information with</li> </ul>	<ul> <li>Collect and sort objects, images or numbers</li> <li>Compose questions with yes and no answers</li> <li>Use a branching database</li> </ul>	<ul> <li>Program the teacher (10 minutes)</li> <li>Give instructions to the teacher to move to a particular destination in the classroom OR make a sandwich or other activity</li> </ul>
Programming 4 – CHOICE	others using a class blog, school website, etc	Open Ended Challenge	<ul> <li>Explain how providing clear instructions is critical to computer programming.</li> </ul>



challenge to allow children to

Identify an appropriate

- Use computational thinking to plan, develop and evaluate their use of technology
- Have a differentiated ٠ learning experience including developing mastery
- Demonstrate attainment in • computing

Tut, clap or jive (30 minutes)

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

- 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 <u>Barefoot Computing</u>.

www.somersetelim.org

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