Year 2 Computing Curriculum Map

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing Systems and Networks – IT around us	Creating Media – Digital photography	Programming A – Giving instructions	Data information – Pictograms	Creating Media – Digital Music	Programming B – Programming quizzes
Lesson 1: To identify technology. • I can explain technology as something that helps us • I can locate examples of technology in the classroom • I can explain how these technology examples help us	**Lesson 1: To use a digital device to take a photograph.** • I can recognise what devices can be used to take photographs • I can talk about how to take a photograph • I can explain what I did to capture a digital photo	**Lesson 1: To describe a series of instructions as a sequence** • I can follow instructions given by someone else • I can choose a series of words that can be enacted as a sequence • I can give clear instructions	**Lesson 1: To recognise that we can count and compare objects using tally charts** • I can record data in a tally chart • I can represent a tally count as a total • I can compare totals in a tally chart	**Lesson 1: To say how music can make us feel** • I can identify simple differences in pieces of music • I can describe music using adjectives • I can say what I do and don't like about a piece of music	**Lesson 1: To explain that a sequence of commands has a start.** • I can identify the start of a sequence • I can identify that a program needs to be started • I can show how to run my program
Lesson 2: To identify a computer and its main parts. • I can name the main parts of a computer • I can switch on and log into a computer • I can use a mouse to click and drag	**Lesson 2: To make choices when taking a photograph.** • I can explain the process of taking a good photograph • I can take photos in both landscape and portrait format • I can explain why a photo looks better in portrait or landscape format	**Lesson 2: To explain what happens when we change the order of instructions.** • I can use the same instructions to create different algorithms • I can use an algorithm to program a sequence on a floor robot • I can show the difference in outcomes between two sequences that consist of the same commands	**Lesson 2: To recognise that objects can be represented as pictures.** • I can enter data onto a computer • I can use a computer to view data in a different format • I can use pictograms to answer simple questions about objects	**Lesson 2: To identify that there are patterns in music.** • I can create a rhythm pattern • I can play an instrument following a rhythm pattern • I can explain that music is created and played by humans	**Lesson 2: To explain that a sequence of commands has an outcome.** • I can predict the outcome of a sequence of commands • I can match two sequences with the same outcome • I can change the outcome of a sequence of commands •

Lesson 3: To use a mouse in different ways. • I can use a mouse to open a program • I can click and drag to make objects on a screen • I can use a mouse to create a picture	**Lesson 3: To describe what makes a good photograph.** • I can identify what is wrong with a photograph • I can discuss how to take a good photograph • I can improve a photograph by retaking it	**Lesson 3: To use logical reasoning to predict the outcome of a program.** • I can follow a sequence • I can predict the outcome of a sequence • I can compare my prediction to the program outcome	**Lesson 3: To create a pictogram.** • I can organise data in a tally chart • I can use a tally chart to create a pictogram • I can explain what the pictogram shows	**Lesson 3: To experiment with sound using a computer.** • I can connect images with sounds • I can use a computer to experiment with pitch • I can relate an idea to a piece of music	**Lesson 3: To create a program using a given design.** • I can work out the actions of a sprite in an algorithm • I can decide which blocks to use to meet the design • I can build the sequences of blocks I need
Lesson 4: To use a keyboard to type on a computer. • I can say what a keyboard is for • I can type my name on a computer • I can save my work to a file	**Lesson 4: To decide how photographs can be improved.** • I can explore the effect that light has on a photo • I can experiment with different light sources • I can explain why a picture may be unclear	**Lesson 4: To explain that programming projects can have code and artwork** • I can explain the choices I made for my mat design • I can identify different routes around my mat • I can test my mat to make sure that it is usable	**Lesson 4: To select objects by attribute and make comparisons.** • I can tally objects using a common attribute • I can create a pictogram to arrange objects by an attribute • I can answer 'more than'/'less than' and 'most/least' questions about an attribute	**Lesson 4: To use a computer to create a musical pattern.** • I can identify that music is a sequence of notes • I can explain how my music can be played in different ways • I can refine my musical pattern on a computer	**Lesson 4: To change a given design.** • I can choose backgrounds for the design • I can choose characters for the design • I can create a program based on the new design
Lesson 5: To use the keyboard to edit text. • I can open my work from a file • I can use the arrow keys to move the cursor • I can delete letters	**Lesson 5: To use tools to change an image.** • I can recognise that images can be changed • I can use a tool to achieve a desired effect • I can explain my choices	**Lesson 5: To design an algorithm.** • I can explain what my algorithm should achieve • I can create an algorithm to meet my goal	**Lesson 5: To recognise that people can be described by attributes** • I can choose a suitable attribute to compare people • I can collect the data I need	**Lesson 5: To create music for a purpose.** • I can create a rhythm which represents an animal I've chosen • I can create my animal's rhythm on a computer • I can add a sequence of notes to my rhythm	**Lesson 5: To create a program using my own design.** • I can choose the images for my own design • I can create an algorithm

		• I can use my algorithm to create a program	• I can create a pictogram and draw conclusions from it		• I can build sequences of blocks to match my design
Lesson 6: To create rules for using technology responsibly. • I can identify rules to keep us safe and healthy when we are using technology in and beyond the home • I can give examples of some of these rules • I can discuss how we benefit from these rules	**Lesson 6: To use tools to change an image.** • I can recognise that images can be changed • I can use a tool to achieve a desired effect • I can explain my choices	**Lesson 6: To create and debug a program that I have written** • I can test and debug each part of the program • I can plan algorithms for different parts of a task • I can put together the different parts of my program	**Lesson 6: To explain that we can present information using a computer** • I can use a computer program to present information in different ways • I can share what I have found out using a computer • I can give simple examples of why information should not be shared	**Lesson 6: To review and refine our computer work.** • I can review my work • I can explain how I changed my work • I can listen to music and describe how it makes me feel	**Lesson 6: To decide how my project can be improved** • I can compare my project to my design • I can improve my project by adding features • I can debug my program