

Year

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	Key ideas	Link to NC Students should be taught to:	KPI Pupils can:
Autumn A	Moving stories - using programming in Scratch junior to tell a story	<p>understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</p> <p>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p>	<p>control the movement of a screen turtle/robot using algorithms and can explain similarities and differences to programming toys/floor turtles/robots</p> <p>predict the behaviour of simple programs, identifying where a screen robot/turtle will finish after a series of commands</p> <p>debug algorithms for a screen robot/turtle so that the defined outcome is achieved</p>
Autumn B		<p>use technology purposefully to create, organise, store and retrieve digital content</p> <p>can recognise common uses of information technology beyond school</p>	<p>can say why a wide range of technologies are used at school, home and beyond</p> <p>can identify key parts of a computer or a technology containing a 'computer' as input, output, memory and processor</p>

Spring A	<p>Blogging/vlogging - combining different types of content in blog posts - pictures, video, text; blog posts related to topic for term</p>	<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about the content or contact on the internet or other online technologies</p>	<p>use technology to store and retrieve digital content across a range of devices</p> <p>explain that information can be stored in different ways by computers</p> <p>communicate respectfully online</p> <p>explain how to alert adults to concerns about digital content or contact</p>
Spring B	<p>Programming - Beebots and Scratch junior - making the transition from floor turtle to screen turtle</p>	<p>understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</p> <p>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p>	<p>control the movement of a screen turtle/robot using algorithms and can explain similarities and differences to programming toys/floor turtles/robots</p> <p>predict the behaviour of simple programs, identifying where a screen robot/turtle will finish after a series of commands</p> <p>debug algorithms for a screen robot/turtle so that the defined outcome is achieved</p>

<p>Summer A</p>	<p>Creating quality e-books</p>	<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	<p>use technology purposefully to manipulate and combine different types of digital content</p> <p>use technology to store and retrieve digital content across a range of devices</p> <p>can identify some ways that technology helps us to communicate with others</p>
<p>Summer B</p>			

Curriculum Context	Useful resources
Towers, Tunnels and Turrets - Creating a story based in a castle. Link to Literacy	
Towers, Tunnels and Turrets - using digitally inported images to create a castle story	

<p>Land Ahoy - blog about places they visit within their topic, adding in images and videos</p>	
<p>Land Ahoy - create a game to guide a ship around a course</p>	

Dinosaur Planet - create an ebook about Dinosaurs	Seaside, holidays in past, puppets