

## THE YEAR 2 LEARNER WILL COVER THE FOLLOWING:

AUTUMN 1		AUTUMN 2	
<b>WE ARE INTERNET USERS</b> Using the Internet safely, responsibly & respectfully		<b>WE ARE CODERS</b> Creating on-screen programs 1	
Knowledge	Skills	Knowledge	Skills
In Year 2, pupils learn about how what they do online leaves a trail called a digital footprint. They look at how to improve the efficiency of their online searches, the types of websites that are best for children to access when looking for information, as well as how to identify inappropriate content and the actions they should take if they do. Children will be introduced to the term 'cyberbullying' and look at how they should communicate online and deal with instances of people being unkind via digital means.	Know that a digital footprint contains information about a person.	In this unit, pupils learn how algorithms are implemented as programs on-screen, and make links with their previous experience of programming floor robots. They create their own simple on-screen algorithms using a sequence of commands in a turtle program. They build on their logical reasoning skills by making predictions and testing their code for expected outcomes. When outcomes are not as expected they make changes to their algorithms to try and correct them.	Begin to plan algorithms by first recording them on paper.
	Begin to identify possible dangers online		Convert simple algorithms to screen-based programs.
	Know what to do if a website makes them uncomfortable.		Predict what a simple program will do.
	Identify unkind online behaviour and know what to do if they think someone is being unkind to them online.		Spot and fix (debug) errors in programs.
SPRING 1		SPRING 2	
<b>WE ARE COLLECTORS</b> Collecting and presenting data		<b>WE ARE RESEARCHERS</b> Researching and presenting a topic	
Knowledge	Skills	Knowledge	Skills
In this unit, pupils learn the advantages of collecting information in an organised way. They learn that information can be presented as digital content in a variety of ways for different purposes, and gain practical experience of this. They work together to develop collaboration skills and begin to critically evaluate the merits of different data presentations.	Collect data using simple methods such as tick charts or tally charts.	In this unit, pupils research a topic – safely, effectively and efficiently – using a structured approach (mind mapping). They share their findings with others through a short multimedia presentation.	Suggest some keywords to use when searching for information on the internet.
	Use simple charting software to produce pictograms and other basic charts.		Record information as notes through the use of mind mapping.
	Use a branching database to sort and classify a group of items by answering questions.		Further develop skills in combining text and graphics and manipulating them for purpose.
	Retrieve previously saved files from a personal network location.		Create and deliver a short multimedia presentation.
	Begin to think independently about using meaningful names when saving digital files.		Collaborate with peers by working as part of a group.

SUMMER 1

SUMMER 2

**WE ARE CODERS**  
Creating on-screen programs 2

**WE ARE ANIMATORS**  
Making an animation

Knowledge	Skills	Knowledge	Skills
<p>In this unit, pupils are given the chance to consolidate, or further, their understanding of how algorithms are implemented as programs on digital devices. They create simple algorithms for a block programming language and further hone their logical reasoning skills through debugging and predicting outcomes.</p>	<p>Begin to plan algorithms by recording them first.</p> <p>Convert simple algorithms to screen-based programs.</p> <p>Predict what a simple program will do.</p> <p>Spot and fix (debug) errors in programs.</p>	<p>In this unit, pupils are introduced to the concept of animation. They will look at different examples of cartoon and stop motion animation techniques and then use a basic software program to create a simple animation of their own. They will learn to plan a piece of sequential work using a story map format.</p>	<p>Plan a short sequence of events using a story map.</p> <p>Create frames for each event using a simple software package.</p> <p>Begin to combine different media (such as graphics, text and sound) for effect.</p> <p>Make simple edits to correct and improve work.</p>

