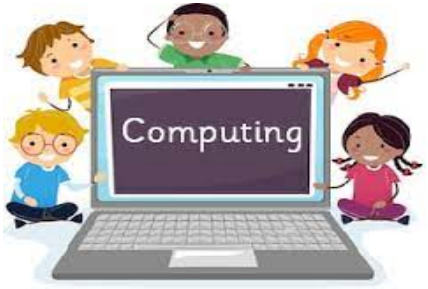

Year Two

Autumn

Crucial Knowledge- Online Safety/Keyboard and Mouse Skills/IT around us	Expanded Knowledge	Apply/Prove
IT Around Us: • Know that information technology is anything that is a computer, has a computer inside or works with computers. • Identify examples of computers and their uses. • Identify that a computer is a part of information technology. • Know how to open a file on a computer/laptop. • Know how to move and resize images on a computer/laptop or tablet. • List different uses of information technology. • Compare different types of information technology and explain how they help people. • Recognise and name how to use information technology responsibly.	• Explain the purpose of information technology in the home. • Recognise that information technology can be connected. • Explain simple guidance for using information technology in different environments and settings. • Identify websites and apps that are just right or not right. • Know what to do when you do not have a good feeling when using technology.	• Performing the online safety learning songs. • Verbal responses to questioning. • Written/drawn responses to lessons. • Teacher's observation notes.
Keyboard and Mouse Skills: • A keyboard is used on technology to input information. • We use a QWERTY keyboard.		

• The home row of a keyboard is where you place your hands. • F and J has raised bumps on the keyboard as guidance to hand placement. • A mouse lets you move a cursor and input an action. • You can left click, right click and double click.		

Spring

Crucial Knowledge- Pictograms Unit	Expanded Knowledge	Apply/Prove
• Know how to record data in a tally chart using information technology. • Know how to represent a tally count as a total using information technology. • Compare totals in a tally chart using information technology. • Enter data onto a computer. • Use a computer to view data in a different format. • Organise data in a tally chart using information technology. • Use a tally chart to create a pictogram using information technology. • Tally objects using a common attribute using information technology. • Create a pictogram to arrange objects by an attribute using information technology. • Choose a suitable attribute to compare people using information technology. • Use a computer program to present information in different ways. • Share what I have found out using a computer.	• Represent a tally count as a total. • Use pictograms to answer simple questions about objects. • Explain what the pictogram shows. • Answer more than/less than, most/least questions about an attribute. • Create a pictogram and draw conclusions from it. • Give simple examples of why information should not be shared.	• Verbal responses to questioning. • Saved evidence of online content. • Written/drawn responses to lessons. • Teacher's observation notes. • Pictures of Pictogram results. Completed worksheets.

Summer

Crucial Knowledge- Robot Algorithms Unit	Expanded Knowledge	Apply/Prove
• Know that an algorithm is a series of specific instructions in order. • Use an algorithm to program a sequence on a floor robot. • Follow a sequence using information technology. • Predict the outcome of a sequence. • Explain the choices made during mat design. • Identify different routes around the mat. • Create an algorithm to meet my goal. • Use my algorithm to create a program. • Plan algorithms for different parts of a task. • Test and debug each part of the program.	• Give clear and unambiguous instructions. • Create different algorithms for a range of sequences (using the same commands). • Show the difference in outcomes between two sequences that consist of the same commands. • Compare my prediction to the program outcome. • Explain what my algorithm should achieve. • Put together the different parts of my program.	• Using bee bots or the bee bot emulator website for algorithms. • Verbal responses to questioning. • Written/drawn responses to lessons.