

Year 2

Computing Systems & Networks / Key Skills

- Recognise examples of information technology.
- Recognise that a range of digital devices contain computers, e.g. phone, games console, smart speaker.
- Explain what the basic parts of a computer are used for e.g. mouse, keyboard
- > Open key applications independently.
- > Save and open files to/from a given folder.
- > Move and resize an image in a document.
- Explain that information technology is a computer or something that works with a computer.
- Talk about uses of information technology in the real world.
- Remember a simple password to log onto the computer or a website.
- Identify rules for acceptable use of technology in school.

Creating Media

- > Create simple digital content for a purpose, e.g. digital music.
- Recognise that we can use technology in different ways, e.g. to make music or take and view photographs.
- > Apply edits to digital content to achieve a particular effect, e.g. add a filter to a photo.
- > Present ideas and information by combining media, e.g. text and images.
- Explain how content has been improved.
- Describe the features of a good piece of content, e.g. a photo.
- Recognise that we can use different types of media to convey information, e.g. text, image, audio, video.
- Recognise what personal information is and the need to keep it private.
- Recognise that images can be changed.

Data & Information

- Recognise different forms of digital content, i.e. text, image, video and audio.
- > Collect simple data (e.g. likes/dislikes) on a topic.
- > Present simple data using images, e.g. number of animals.
- Recognise charts and pictograms and why we use them.
- > Explain information shown in a simple chart or pictogram.
- > Modify simple charts or pictograms, e.g. add title, item or labels.
- Identify the key features of a chart or pictogram.
- > Collect data on a topic (eye colour, pets etc.) and present in a pictogram or chart.

Programming

- Explain that computers have no intelligence and we have to program them to do things.
- > Create a program with multiple steps e.g. to control a floor robot.
- > Predict the outcome of an algorithm or program with multiple steps.
- > Identify and correct errors in a given algorithm or program, and recognise the term debugging.
- Recognise that there may be more than one solution to a problem.
- Recognise that the order of instructions in a sequence is important.
- Explain what an algorithm is, and that when inputted on a computer it is called a program.
- > Plan out a program by creating an algorithm and evaluate its success.