

# Autumn 1 Computing Expectations

## Year 2



### Information Technology

- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school

### Digital Literacy

- 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

Key Skills		Information technology		Digital Literacy	
Intent	Implementation	Intent	Implementation	Intent	Implementation
I can develop an awareness of the keyboard layout and use of a mouse, eg. use the mouse or arrow keys to insert words or sentences	Using the laptops/iPads in the classroom – teach the children how to use the keyboard effectively and what each key is for. <b>(Display with log in procedures available for children to access, PM and Active Learn logs to be kept in reading diary)</b> <b>Keyboard labelling tasks TWINKL</b>	Begin to understand that there are a wide variety of information resources and to begin to understand the differences between them	Discuss what different types of information formats we have and start to make comparisons and links between them  Discuss how we use different apps and software to communicate, talk about the different sorts of apps/programs we can use (eg paint software to draw, word to write, camera app to take photos etc) <b>Active Learn, PM, SWIGGLE</b>	Contribute and respond to an email (with support from a teacher)  Look at others work online and discuss, ensuring permissions are gained  Consider who can see their work  Use a wide range of effects and tools a paint program and talk about their choices  Explore sound and music in animation  Create own documents using text and images, save and retrieve  Using the keyboard to enter text and Shift to type capital letters  Question how to collect and generate data to find answers  Access websites and documents using a QR code independently  Create and interpret pictograms and graphs	Use <b>PM 2email</b> to send “avatar” emails within a safe setting  Using iPads to take photos and short video clips of self/friends – ensure “ <b>CONSENT</b> ” is given beforehand.  When on <b>PM</b> , class page can be seen and others work, if not saved in individual folders, the children will see other’s work...discuss benefits/disadvantages of this scenario <b>PM Digital Footprint</b>  Alongside Music sessions use the PM apps, <b>2Explore, 2Beat, 2Sequence</b> to compose musical pieces! <i>(this could be linked to A2 topic when music is the focus area for learning)</i>  Use a keyboard to write short captions/sentences to attach to work <b>PM – 2publish, Word</b>  Use an iPad to access QR codes created by teacher linked to CP learning intentions <b>QR Code reader</b>  <b>PM – 2Investigate,</b>
I can use the backspace/undo function if I make a mistake		Compare the different ways that messages can be sent (letter, email, message) and start to consider their advantages/disadvantages	Use <b>PM 2email</b> to send “avatar” emails within a safe setting  <b>PM – 2Publish, Microsoft Word,</b>		
I can use the shift key for capital letters		Know that you can improve the presentation of a piece of work by changing font, colour and style	Investigate the different storage methods dependent on the application /device being used.		
I can change the font/size/colour and style of text	<b>PM – 2Publish, Microsoft Word,</b>	Use different layouts and templates for different purposes	Children must use the <b>SWIGGLE</b> app on the iPads to carry out research.		
<i>I can start to use two hands when typing</i>		Understand that folders are used to organise files on a computer			
		Understand that there are different types of content on websites and that some of them may not be true			

<b>Terminology to be used:</b> laptop, iPad, desktop, keyboard, screen, touch screen, mouse/mouse pad, click, drag, apps, program, double click, select, open, log on, log off, names of apps/programs to be used, password, user name, consent, shift, font, capital, colour/style of text, typing, backspace, undo, arrow keys, delete, add, insert	<b>Terminology to be used:</b> email, letter, postcard, phone call, mobile phone, text message, face time, sms, websites, true/false, fake news, authentic, files, storage, organise, data, app/program names	<b>Terminology to be used:</b> Purple Mash, consent, permission, app/program names, avatar, animation, sound and music, QR code, scan, create, interpret, effects, tools, choices, attachment
<b>Additional Support</b>  Purple Mash Knowledge Organisers (Unit 2.2, 2.4, 2.5 & 2.7) “PM - Teacher – Computing Scheme of Work – Year 2 – Unit number – Knowledge Organiser.  CEOP /Think U Know websites		
<h2>E-Safety</h2>		
<b>INTENT</b>	<b>IMPLEMENTATION</b>	
Explain why you need to keep your password and personal data private	Link to PSHE curriculum, when discussing feelings etc, make reference to how these feelings might appear when using iPads/laptops etc	
Describe things that happen online that an adult should be told about and discuss how it makes you feel	Agree e-safety rules together as a class in the same way class rules are established, ensuring children ask for permissions before using equipment, taking photographs of friends (CONSENT) etc	
Talk about why it is important to be kind online and in real life	Ownership of work online – <b>creating and changing avatars on PM, discuss how their appearance is different online and offline (compare with a photo?), save and retrieve by name and document title</b>	
Know that not everyone online is who they say they are	Use <b>PM 2email</b> to send “avatar” emails within a safe setting	
Know how people might look different online	<b>SWIGGLE</b> – age appropriate website to be used for research online by children	
Give examples of bullying behaviour and what it might look like online	<b>“Smartie the Penguin” – Year 2 focus story – use a safe search engine, private and shared information</b>	
Know who to talk to if they make a mistake online		
Rules and expectations in different situations consent when taking photograph	When using iPads to take photographs, ensure <b>CONSENT</b> is discussed and given	
<b>NOTE TO STAFF – The children will be introduced to the intentions for learning this half term, they will not be “experts” by the end of the half term. The expectation is that these “intentions” will then be used alongside teaching points during the rest of the year, so that by the end of the year they are secure in their knowledge and ability, and can use all of the listed programs/apps for any area of learning.</b>		

