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| **Year 2** | **Computing Unit** | **Computing Focus:** | **Programmes of Study** | **Suggested Software** |
| **Autumn 1**  **Land Ahoy** | 2.1 I AM A DETECTIVE In this unit pupils will use emails to ask questions to solve a mystery. Before this can happen, children need to be aware of e-safety when using emails. What information should and should not be shared. Children will learn how log in, send and reply to emails then be asked to solve a mystery using their questioning skills. Extensions can be set on a blog also. There are good links to literacy because of learning how to write a question but mysteries about maths can also be solved. | * Email * Type input * Logging in | * use technology safely and respectfully, keeping personal information private | * School Pupil Emails: Discuss with IT as emails for the children are set up*.* * Blog |
| **Autumn 2**  **Street De3tectives** | 2.5 I AM A PROGRAMMER In this unit pupils will program a screen turtle around a scene. This unit is the building block for year 3’s I Am an Animator unit. Pupils will have to program the screen turtle to move to a specific spot in one go. First children will need to familiarise themselves with the language of direction and then learn how to write programs involving numerical amounts to determine the size of movement. | * Control * Programming | * understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions * create and debug simple programs * use logical reasoning to predict the behaviour of simple programs | * Hopscotch * Tynker * Scratch * Bee Bot * Kodable * Big seed * Move the turtle * Daisy the Dino * Light Bot |
| **Spring 1**  **Beat Band Boogie** | 2.4 I AM A STOP-MOTION ANIMATOR This unit provides an opportunity to retell story through stop-motion animation. Children will experiment with software that takes still images and plays them at high speed. Children could retell a section of a story that they have planned as a storyboard and then have it clipped together to tell the complete version. Project weeks would be a good time to allow skills to progress, or literacy can be linked to the final outcome. | * Research * Storyboarding * Animation * Photography | * understand what algorithms are * use technology purposefully to create, organise, store, manipulate and retrieve digital content * recognise common uses of information technology beyond school | * I Can Animate   imovie |
| **Spring 2**  **The Scented Garden** | 2.3 I AM A JOURNALIST In this unit pupils will make a newsletter using text and graphics. Children will need to be able to input text and import pictures as well as be able to manipulate them. Opportunity to take and upload photos should be taken too. This will then allow them to write as a journalist for a newspaper. The content can fit whatever is current in the classroom but must use the correct tense. This is a great opportunity to write for a different purpose or audience. | * Word processing * Text and image manipulation * Photography | * use technology purposefully to create, organise, store, manipulate and retrieve digital content * recognise common uses of information technology beyond school * use technology safely and respectfully, | * Docs * Keynote * Edublogs * Pages * Book Creator App |
| **Summer 1**  **Bounce** | 2.6 I AM A DATA HANDLER In this unit pupils will make graphs and charts to show data that is collected from observations from the environment. *This could include a bug or leaf hunt, materials search or variation in humans.* Pupils must record their results in tables and charts to then transfer them to graphs. There are huge links to many areas of science. | * Data collecting * Data handling * Charts and graphs | * use technology purposefully to create, organise, store, manipulate and retrieve digital content * recognise common uses of information technology beyond school | * Easy chart HD * iGraph It Lite * Sheets |
| **Summer 2**  **Towers, Tunnels and Turrets** | 2.2 I AM A DIGITAL ILLUSTRATOR In this unit pupils create digital scenes for a written text. These can be traditional tales or books related to topic. First children should learn the tools and their capabilities. Then allow pupils to illustrate pictures they have knowledge of. Finally, pupils should create a picture from an unknown piece of writing and produce a picture based on the description in the text and save their work in a specific folder. This unit links very nicely to literacy and topic. | * Graphics * Mouse control | * use technology purposefully to create, organise, store, manipulate and retrieve digital * recognise common uses of information technology beyond school | * HuePaint APP * Brushes APP * Sketchbookx * Sketch Pad |