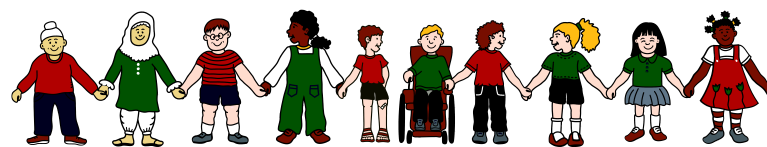


THE
GILES NURSERY
AND
INFANTS' SCHOOL



Curriculum Journey

Computing

2022-23

Nursery

Subject: Computing

Topic: Rhymes & Celebrations

Term: Autumn

Key Vocabulary:

iPad, computer, camera, phone, keyboard, mouse, game, turn on, turn off.

E-Safety

help, safe

Adult led activity	PRE/WTS	EXS
Interactive stories on the Interactive Whiteboard.	Seeks to acquire basic skills in turning on and operating some ICT equipment.	Knows that information can be retrieved from computers.

Nursery

Subject: Computing

Topic: Jungle Animals & Growing

Term: Spring

Key Vocabulary:

iPad, computer, camera, phone, keyboard, mouse, game, turn on, turn off.

E-Safety

help, safe

Adult led activity	PRE/WTS	EXS
Interactive stories on the Interactive Whiteboard.	Seeks to acquire basic skills in turning on and operating some ICT equipment.	Knows that information can be retrieved from computers.
Topic related interactive games.	Seeks to acquire basic skills in turning on and operating some ICT equipment.	Knows that information can be retrieved from computers.

Nursery

Subject: Computing

Topic: Sand & Water

Term: Summer

Key Vocabulary:

iPad, computer, camera, phone, keyboard, mouse, game, turn on, turn off.

E-Safety

help, safe

Adult led activity	PRE/WTS	EXS
Introduce the children to the computers.	Seeks to acquire basic skills in turning on and operating some ICT equipment	Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
To program the bee-bot and other remote-control toys.	Seeks to acquire basic skills in turning on and operating some ICT equipment	Knows how to operate simple equipment.
Interactive stories on iPads.	Seeks to acquire basic skills in turning on and operating some ICT equipment.	Knows that information can be retrieved from computers.
Topic related interactive games.	Seeks to acquire basic skills in turning on and operating some ICT equipment.	Knows that information can be retrieved from computers.

Reception

Subject: Communication and Language

Topic: Autumn 1 – Imaginative story telling linked to the Three Little Pigs

Autumn 2 – Wolves and environments

Term: Autumn

Prior Key Vocabulary:

iPad, computer, camera, phone, keyboard, mouse, game, turn on, turn off.

E-Safety

help, safe

Key Vocabulary:

App, program, interactive whiteboard (IWB), video, internet, Google, picture

E-Safety

Worried, feelings, strangers

Activity	Skills	Knowledge
E-Safety	Verbalise knowledge of how to be safe on the computer and when using Internet.	Knowing how to be safe when using on the computer and which programs are age appropriate. Knowing what to do if something happens on the computer that makes them feel uncomfortable.
Using iPads to take photographs of a sign of autumn.	To recognise a sign of autumn and describe what they can see. Using the camera on the iPad to focus on a sign of autumn and take a photograph.	Knowing what to look for when searching for signs of autumn. Knowing how to handle an iPad and access the camera.

Reception

Subject: Understanding the World

Topic: Autumn 1 – Imaginative story telling linked to the Three Little Pigs

Autumn 2 – Wolves and environments

Term: Autumn

Activity	Skills	Knowledge
Using iPads to take photographs of a sign of autumn.	To recognise a sign of autumn and describe what they can see.	Knowing what to look for when searching for signs of autumn.

	Using the camera on the iPad to focus on a sign of autumn and take a photograph.	Knowing how to handle an iPad and access the camera.
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Reception		
Subject: Understanding the World		
Topic: Autumn 1 – Imaginative story telling linked to the Three Little Pigs		
Autumn 2 – Wolves and environments		
Term: Autumn		
Activity	Skills	Knowledge
E-Safety	Verbalise knowledge of how to be safe on the computer and when using Internet.	Knowing how to be safe when using on the computer and which programs are age appropriate. Knowing what to do if something happens on the computer that makes them feel uncomfortable.
Using iPads to take photographs of a sign of autumn.	To recognise a sign of autumn and describe what they can see. Using the camera on the iPad to focus on a sign of autumn and take a photograph.	Knowing what to look for when searching for signs of autumn. Knowing how to handle an iPad and access the camera.
Using the program 'Sketchbook' on the iPad to draw a picture of a character from a traditional tale.	Using the painting program and the tools.	Knowing how to use the program and the different tools within the program. Knowing which colours to use. Knowing how to use shape to draw a picture.

Reception**Subject: Expressive Arts and Design****Topic: Autumn 1 – Imaginative story telling linked to the Three Little Pigs****Autumn 2 – Wolves and environments****Term: Autumn**

Activity	Skills	Knowledge
Using the programme 'Sketchbook' on the iPad to draw a picture of a character from a traditional tale.	Using the painting programme and the tools.	Knowing how to use the programme and the different tools within the programme. Knowing which colours to use. Knowing how to use shape to draw a picture.

Reception		
Subject: Communication and Language		
Topic: Spring 1 – Food technology and science investigations linked to The Gingerbread Man		
Spring 2 – Safe Journeys		
Term: Autumn		
Activity	Skills	Knowledge
Using iPads to take photographs of a sign of winter.	To recognise a sign of winter and describe what they can see. Using the camera on the iPad to focus on a sign of winter and take a photograph.	Knowing what to look for when searching for signs of winter. Knowing how to handle an iPad and access the camera.

Reception
Subject: Physical Development

Topic: Spring 1 – Food technology and science investigations linked to The Gingerbread Man

Spring 2 – Safe Journeys

Term: Spring

Prior Key Vocabulary:

iPad, computer, camera, phone, keyboard, mouse, game, turn on, turn off.

E-Safety

help, safe

Key Vocabulary:

App, program, interactive whiteboard (IWB), video, internet, Google, picture

E-Safety

Worried, feelings, strangers

Activity	Skills	Knowledge
Using iPads to take photographs of a sign of winter.	Using their senses to explore the world around them. Observational skills, explaining what they can see and feel. Application of vocabulary and language to describe what is happening to the ice. Predicting what will happen in different circumstances. Evaluating what happens to the ice.	Knowledge of ice and how it is formed. Knowledge of their senses. Knowing the language and vocabulary to be able to describe. Knowledge of how to use scientific skills.

Reception

Subject: Personal, Social, Emotional Development

Topic: Spring 1 – Food technology and science investigations linked to The Gingerbread Man

Spring 2 – Safe Journeys

Term: Spring

Activity	Skills	Knowledge
<p>Puzzle 4: Healthy Me - Foundation 2 - Piece 6 - Stranger Danger Learning Intention/s: I know what a stranger is and how to stay safe if a stranger approaches me.</p> <p>Read Red Riding Hood. Did RRH know the wolf? He was a stranger. Should she have talked to him? Jigsaw Jenie asks the children; What does a stranger look like? Read 'Not Everyone is Nice' by Ann Tedesco (or similar). A stranger is anyone you don't know. Strangers can be men, women or teenagers. If you have never met them in real life, they are a stranger! Although there are kind strangers, some strangers are not always kind and some can hurt you. A stranger who is not kind does not have to look scary. They can be good-looking, clean and well-dressed. There is no way to tell if someone is good just by looking at them. Bad people can pretend to be nice to try to fool you. Don't be fooled! Just stay away. What do strangers look like? What should you do if you get lost? How can you get help, who do you go to? Things to remember: grown-ups who need help would ALWAYS ask another grown-up for help, so if they are asking you for help, say NO and DON'T GO. This includes someone who asks for directions or wants to show you an animal. You should not tell</p>	<ul style="list-style-type: none">• I will be able to keep myself safe and have an awareness of strangers• I will know what to do if a stranger approaches me• I will be able to identify what a stranger is• I will be able to say how I am feeling• I can help to keep myself safe• I will know who to go to for help.	<ul style="list-style-type: none">• Know what a stranger is• Know what to do if a stranger approaches me• Know what to do if I get lost• Recognise what feelings and emotions I will feel when I am scared or worried.

<p>someone you don't know your name or where you live, unless your adult says it is OK. Do not leave with someone you don't know. Your adult will never ask a stranger to get you. Do not take anything from a stranger, especially sweets, an animal, money or a ride in their car. If you feel scared, find someone who will help you.</p>		
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Reception		
Subject: Understanding the World		
Topic: Spring 1 – Food technology and science investigations linked to The Gingerbread Man		
Spring 2 – Safe Journeys		
Term: Spring		
Activity	Skills	Knowledge
Using iPads to take photographs of a sign of winter.	To recognise a sign of winter and describe what they can see.	Knowing what to look for when searching for signs of winter.

	Using the camera on the iPad to focus on a sign of winter and take a photograph.	Knowing how to handle an iPad and access the camera.
Completing an ordering, matching or counting game based around the Gingerbread Man using the iPads and IWB.	Application of knowledge of number. Using counting skills up to 10. Application of knowledge of how to use the programme.	Knowledge of numbers. Knowledge of order of numbers Counting skills 1:1 correspondence Knowledge of how to use an iPad.
E-Safety	Verbalise knowledge of how to be safe on the computer and when using Internet.	Knowing how to be safe when using on the computer and which programs are age appropriate. Knowing what to do if something happens on the computer that makes them feel uncomfortable.
Using iPads to take photographs of a sign of spring.	To recognise a sign of spring and describe what they can see. Using the camera on the iPad to focus on a sign of spring and take a photograph.	Knowing what to look for when searching for signs of spring. Knowing how to handle an iPad and access the camera.
Using the programme 'Sketchbook' on the iPad to draw a picture of a character from a traditional tale.	Using the painting programme and the tools.	Knowing how to use the programme and the different tools within the programme. Knowing which colours to use. Knowing how to use shape to draw a picture.

Reception

Subject: Communication and Language

Topic: Summer 1 – Life cycles linked to The Little Red Hen

Summer 2 – Growing

Term: Summer

Prior Key Vocabulary:

iPad, computer, camera, phone, keyboard, mouse, game, turn on, turn off.

E-Safety

help, safe

Key Vocabulary:

App, program, interactive whiteboard (IWB), video, internet, Google, picture

E-Safety

Worried, feelings, strangers

Activity	Skills	Knowledge
Using iPads to take photographs of a sign of summer.	To recognise a sign of winter and describe what they can see. Using the camera on the iPad to focus on a sign of winter and take a photograph.	Knowing what to look for when searching for signs of winter. Knowing how to handle an iPad and access the camera.
Celebrating 'One World Week'.	Sources of Wisdom. Retelling the story in their own words using wooden figures. Manipulation of materials to make doves, rainbows. Artwork to create a Noah's Ark and the animals, iPad drawings to create rainbows. Counting the animals in 2s into Noah's Ark. Working within an enclosed space to make a pattern or picture.	Knowing the Christian story of 'Noah's Ark'.

Reception**Subject: Physical Development****Topic: Summer 1 – Life cycles linked to The Little Red Hen****Summer 2 – Growing**

Term: Summer		
Activity	Skills	Knowledge
Making nutritious bread rolls and bread in a bread machine.	Following instructions. Mixing and manipulate the dough.	Knowledge of how to make bread. Knowledge of what ingredients you need to make bread. Knowledge of how to keep safe when cooking and using cooking equipment.
Making sandwiches and a graph of the fillings.	Choosing the filling. Spreading the butter and the filling. Putting the sandwich together. Cutting the sandwich in half. Being able to place their vote on the graph correctly.	Knowledge of how to make a healthy sandwich. Knowing what graphs are. Knowing how to create a graph.

Reception		
Subject: Mathematics		
Topic: Summer 1 – Life cycles linked to The Little Red Hen		
Summer 2 – Growing		
Term: Summer		
Activity	Skills	Knowledge
Making sandwiches and a graph of the fillings.	Choosing the filling. Spreading the butter and the filling. Putting the sandwich together. Cutting the sandwich in half. Being able to place their vote on the graph correctly.	Knowledge of how to make a healthy sandwich. Knowing what graphs are. Knowing how to create a graph.

Reception
Subject: Understanding the World

Topic: Summer 1 – Life cycles linked to The Little Red Hen
Summer 2 – Growing
Term: Summer

Activity	Skills	Knowledge
Celebrating 'One World Week'.	Sources of Wisdom. Retelling the story in their own words using wooden figures. Manipulation of materials to make doves, rainbows. Artwork to create a Noah's Ark and the animals, iPad drawings to create rainbows. Counting the animals in 2s into Noah's Ark. Working within an enclosed space to make a pattern or picture.	Knowing the Christian story of Noah's Ark.
Creating artwork in the style of an artist on an iPad. (Claude Monet)	Using the painting programme and the tools.	Knowing how to use the programme and the different tools within the programme. Knowing which colours to use. Knowing how to use shape to draw a picture.

Year 1

Subject: Computing

Topic: Unit 1:1 – Online Safety and Exploring Purple Mash

Term Autumn

Key Vocabulary:

Log in, log out, avatar, icon, private, password, save, file

National Curriculum Statements:

To 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 (NC)

Activity	Skills	Knowledge
1. Keeping safe online	To use technology safely and increasingly respectfully, knowing how to respond if anything they access makes them feel uncomfortable or worried.	I know who I can trust. I know who I can ask for help if I'm worried. Understanding that the internet is a useful place but knowing you have to be safe.
2. Safe Logins	To log in safely and understand why that is important. <ul style="list-style-type: none">• To create an avatar and to understand what this is and how it is used.• To be able to create a picture and add their own name to it.• To start to understand the idea of 'ownership' of creative work.• To save work to the My Work area and understand that this is private space.	I know how to log in to my Purple Mash account. I know how to create an avatar and understand why they are used. I know how to add my name to a picture that I created on the computer. I am developing an understanding of ownership of work online. I know I can save work into the My Work folder in Purple Mash and understand that this is a private saving space just for my work.

<p>3. My Work Area</p>	<p>To learn how to find saved work in the Online Work area.</p> <ul style="list-style-type: none"> • To learn about what the teacher has access to in Purple Mash. • To learn how to see messages left by the teacher on their work. • To learn how to search Purple Mash to find resources 	<p>I know I can find my saved work in the Online Work area of Purple Mash.</p> <p>I know I can find messages that my teacher has left for me on Purple Mash.</p> <p>I can search Purple Mash to find resources</p>
<p>4. Purple Mash Topics</p>	<p>To become familiar with the types of resources available in the Topics section.</p> <ul style="list-style-type: none"> • To become more familiar with the icons used in the resources in the Topics section. • To start to add pictures and text to work. 	<p>I know I can use the different types of topic templates in the Topics section confidently.</p> <p>I know I am confident with the functionality of the icons in the topic templates.</p> <p>I know how to use the different icons and writing cues to add pictures and text to my work.</p>
<p>5. Purple Mash Tools</p>	<p>To explore the Tools area of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New.</p> <ul style="list-style-type: none"> • To explore the Games area on Purple Mash. • To understand the importance of logging out when they have finished. 	<p>I know how to explore the Tools section on Purple Mash and become familiar with some of the key icons: Save, Print, Open and New.</p> <p>I have explored the Games section and know how to navigate there.</p> <p>I know how to log out of Purple Mash when I have finished using it and know why that is important.</p>

<p>Year 1</p>
<p>Subject: Computing</p>
<p>Topic: Unit 1:4 – Lego Builders</p>
<p>Term Autumn</p>
<p>Key Vocabulary:</p>

Prior vocabulary

Log in, log out, avatar, icon, private, password, save, file

New vocabulary

Instruction, algorithm, program, computer, debugging, code

National Curriculum Statements:

To 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 (NC)

Activity	Skills	Knowledge
1. Following instructions.	To emphasise the importance of following instructions.	I can achieve the effect I want when building something, I know I need to follow accurate instructions. I can follow instructions correctly, to get the correct result. I know that an algorithm is a precise, step-by-step set of instructions used to solve a problem or achieve an objective.
2. Following and creating simple instructions on the computer.	To follow and create simple instructions on the computer.	I can follow instructions in a computer program. I can explain the effect of carrying out a task with no instructions. I know that computers need precise instructions to follow.

		I know that an algorithm written for a computer to follow is called a program.
3. To consider how the order of instructions affects the result.	To consider how the order of instructions affects the result.	<p>I understand how the order in which the steps of a recipe are presented affects the outcome.</p> <p>I can organise instructions for a simple recipe.</p> <p>I know that correcting errors in an algorithm or program is called 'debugging'.</p>

Year 1
Subject: Computing
Topic: Unit 1:2 – Grouping and Sorting
Term Spring

Key Vocabulary:

Prior vocabulary

Log in, log out, avatar, icon, private, password, save, file, Instruction, algorithm, program, computer, debugging, code

New vocabulary

Criteria – a way in which something is judged.

Describe – To give a detailed account of something.

Groups- Objects arranged and put together because they have features in common.

Activities Task you do and complete.

Vocabulary check from maths needed in this unit –

Sort, more than, less than, equal.

National Curriculum Statements:

To recognise common uses of information technology beyond school (NC)

To use technology purposefully to create, organise, store, manipulate and retrieve digital content (NC).

Activity	Skills	Knowledge
1. To sort items using a range of criteria – Offline.	To sort items using a range of criteria.	I can describe various items using a range of criteria.
2. To sort items using a range of criteria - Online	To sort items using a range of criteria.	I can use my knowledge to sort items online, using a variety of criteria. I can explain my ideas and how I have sorted the items.

Year 1		
Subject: Computing		
Topic: Unit 1:3 – Pictograms		
Term Spring		
Key Vocabulary:		
Prior vocabulary		
Log in, log out, avatar, icon, private, password, save, file, Instruction, algorithm, program, computer, debugging, code, criteria, describe, groups, activities (sort, more than, less than, equal – maths needed for Unit 1.2)		
New vocabulary		
Data, Pictogram, Visual, Title, Results, Compare, Total		
National Curriculum Statements:		
To recognise common uses of information technology beyond school (NC)		
To use technology purposefully to create, organise, store, manipulate and retrieve digital content (NC).		
Activity	Skills	Knowledge
1. To understand that data can be presented in picture format.	To contribute to a class pictogram.	To interpret data and understand the information being displayed.
2. To understand how pictograms are made.	To use data to make a pictogram.	To interpret data and understand its use in the wider environment.

Year 1

Subject: Computing

Topic: Unit 1:5 – Maze Explorers

Term Spring

Key Vocabulary:

Prior vocabulary

Log in, log out, avatar, icon, private, password, save, file, instruction, algorithm, program, computer, debugging, code

New Vocabulary:

Undo, delete, command

National Curriculum Statements:

To 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 (NC)

Activity	Skills	Knowledge
1. Introduction to coding (offline).	To create a sequence of instructions.	I can give a specific instruction. I can change my instruction if it is not understood by my friend. I can follow a specific instruction.
2. Introduction to coding using 2Go using functionality keys.	To understand the functionality of basic direction keys.	I can use direction keys to move forwards, backwards, left and right.

	To be able to use the direction keys.	<p>I can say how far to move my character in a direction that I specify.</p> <p>I can clear the memory.</p>
3. Introduction to coding using 2Go recording instructions.	To write a program and test it.	<p>I can write the instructions down for my character to follow.</p> <p>I can test my instructions.</p> <p>I can debug my program.</p>
4. Using coding to set challenges.	To set a challenge for a peer.	<p>I can set a challenge for a peer.</p> <p>I can attempt a challenge set by a peer.</p> <p>I can discuss what I liked and what challenges I faced.</p>

Year 2
Subject: Computing
Topic: Unit 2.1 – Coding
Term: Autumn 1
Key Vocabulary: Algorithm , Action, bug, command, instruction

National Curriculum Statements:

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions (NC)

Activity	Skills	Knowledge
Update avatar. Algorithms	To understand what an algorithm is. To create a computer program using an algorithm.	I know how to explain that an algorithm is a set of instructions. I can describe the algorithms I have created. I can explain that for the computer to make something happen, it needs to follow clear instructions.
Collision Detection	To create a program using a given design. To understand the collision detection event.	I can plan an algorithm that includes collision detection. I can create a program using collision detection. I can read blocks of code and predict what will happen when it is run
Using a Timer	To understand that algorithms follow a sequence. To design an algorithm that follows a timed sequence.	I can create a program that uses a timer-after command. I can explain what the timer-after command does in their program. I can predict what will happen in a program that includes a timer-after command.
Different Object Types	To understand that different objects have different properties. To understand what different events do in code.	I can create a computer program that includes different object types. I can modify the properties of an object.

		I can use different events in the program to make objects move.
Buttons	To create a program using a given design. To understand the function of buttons in a program.	I can create a computer program that includes a button object. I can explain what a button does in my program. I can modify the properties of a button to fit my program design
'Smelly Code' Debugging	To know what debugging means. To understand the need to test and debug a program repeatedly. To debug simple programs	I can explain what debug (debugging) means. I can use a design document to start debugging a program. I can debug simple programs

Year 2
Subject: Computing
Topic: Unit 2.7 – Making Music
Term: Autumn 2
Key Vocabulary: Create, explore, edit, upload, record

National Curriculum Statements:

Use technology purposefully to create, organise, store, manipulate and retrieve digital content. (NC)

Activity	Skills	Knowledge
Introducing 2Sequence	To be introduced to making music digitally using 2Sequence. To explore, edit and combine sounds using 2Sequence.	Children understand what 2Sequence is and how it works. Children have used the different sounds within 2Sequence to create a tune. Children have explored how to speed up and slow down tunes. Children understand what happens to the tune when sounds are moved.
Making Music	To add sounds to a tune to improve it. To think about how music can be used to express feelings and create tunes which depict feelings.	Children have added sounds to a tune they have already created to change it. Children have considered how music can be used to express feelings. Children can change the volume of the background sounds. Children have created two tunes which depict two feelings.
Soundtracks	To upload a sound from a bank of sounds into the Sounds section. To record their own sound and upload it into the Sounds section. To create their own tune using the sounds which they have added to the Sounds section	Children have uploaded and used their own sound chosen from a bank of sounds. Children have created, uploaded and used their own recorded sound. Children have created their own tune using some of the chosen sounds.

Year 2

Subject: Computing

Topic: Unit 2.2 Online Safety

Term: Spring

Key Vocabulary:

Search, filter, internet, sharing, display board, email, attachment, reply, personal information, private information,

National Curriculum Statements:

Use technology purposefully to create, organise, store, manipulate and retrieve digital content. (NC)

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 (NC)

Recognise common uses of information technology beyond school (NC).

Activity	Skills	Knowledge
1. Searching and sharing	To refine searches using the Search tool on Purple Mash. To know how to share work.	Children can use the search facility to refine searches on Purple Mash by year group and subject. Children can share the work they have created to a display board. Children understand that the teacher approves work before it is displayed. Children are beginning to understand how things can be shared electronically for others to see both on Purple Mash and the Internet.
2. Email using 2Respond	To know that Email is a way to communicate.	Children know that Email is a form of digital communication.

	To open and send online communication in the form of an email.	<p>Children understand how 2Repond can teach them how to use email.</p> <p>Children can open and send an email to a 2Respond character.</p> <p>Children have discussed their own experiences and understanding of what email is used for.</p> <p>Children have discussed what makes us feel happy and what makes us feel sad.</p>
3. Digital Footprint	<p>To understand what a digital footprint is.</p> <p>To identify how to keep personal data and hardware secure.</p>	<p>Children can explain what a digital footprint is.</p> <p>Children can give examples of things that they would not want to be in their digital footprint.</p>

Year 2
<p>Subject: Computing</p> <p>Topic: Unit 2.5 Effective Searching</p> <p>Term: Spring</p>
<p>Key Vocabulary:</p> <p>Network, Browser, Domain, Web Address URL, Search Engine, digital footprint</p>
<p>Check knowledge - Internet, World Wide Web, Device, Web Page, Website,</p>
<p>National Curriculum Statements:</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. (NC)</p>

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 (NC)
 Recognise common uses of information technology beyond school (NC).

Activity	Skills	Knowledge
1. Understanding the Internet and Searching	To understand the terminology associated with the Internet and searching.	Children can recall the meaning of key Internet and searching terms.
2. Searching the Internet	To gain a better understanding of searching the Internet.	Children can identify the basic parts of a web search engine search page. Children have learnt to read a web search results page.
3. Sharing Knowledge of the Internet and Effective Searching	To create a leaflet to help someone search for information on the Internet.	Children have created a leaflet to consolidate knowledge of effective Internet searching.

Year 2

Subject: Computing

Topic: Unit 2.8 Presenting Ideas

Term: Spring

Key Vocabulary:

E-Book, Mind Map, Node, presentation

Check knowledge – Quiz, multiple choice, fiction, non fiction, fact file – English

National Curriculum Statements:

Use technology purposefully to create, organise, store, manipulate and retrieve digital content. (NC)

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 (NC)
 Recognise common uses of information technology beyond school (NC).

Activity	Skills	Knowledge
<p>1. Presenting a Story Three Ways</p>	<p>To explore how a story can be presented in different ways</p>	<p>Children have examined a traditional tale presented as a mind map, as a quiz, as an e-book and as a fact file.</p> <p>Children know that digital content can be represented in many forms.</p>
<p>2. Presenting Ideas as a Quiz</p>	<p>To make a quiz about a story or class topic.</p>	<p>Children have made a quiz about a story using 2Quiz.</p> <p>Children can talk about their work and make improvements to solutions based on feedback received.</p>
<p>3. Making a Non-Fiction Fact File</p>	<p>To make a fact file on a non-fiction topic.</p>	<p>Children have extracted information from a 2Connect file to make a publisher fact file on a non-fiction topic.</p> <p>Children have added appropriate clipart.</p> <p>Children have added an appropriate photo.</p> <p>Children know that data can be structured in tables to make it useful.</p>

4. Making a Presentation	To make a presentation to the class.	<p>Children can use a variety of software to manipulate and present digital content and information.</p> <p>Children can collect, organise and present data and information in digital content.</p> <p>Children can create digital content to achieve a given goal by combining software packages.</p>
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E-Safety Vocabulary Progression

Terms	Nursery	Reception	Year One	Year Two
Autumn	help safe	worried feelings strangers	private password eSafety helping hand trusted grown up personal information	responsibility online safety suitable
Spring			online unsure uncomfortable butterfly feeling (worried)	permission social media agreement digital footprint

			address	
Summer			safely respectfully trusted	report concerns content