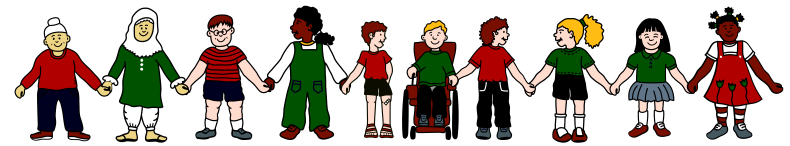


THE  
GILES NURSERY  
AND  
INFANTS' SCHOOL



# Curriculum Journey

## Computing

<b>Nursery</b>		
<b>Subject: Computing</b>		
<b>Topic: Rhymes &amp; Celebrations</b>		
<b>Term: Autumn</b>		
<b>Key Vocabulary:</b> iPad, computer, camera, phone, keyboard, mouse, game, turn on, turn off.		
<b>E-Safety</b> help, safe		
<b>Adult led activity</b>	<b>Skills</b>	<b>Knowledge</b>
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.
Light board	Seeks to acquire basic skills in turning on and operating some ICT equipment.	Explore the effects of light.

<b>Nursery</b>		
<b>Subject: Computing</b>		
<b>Topic: Jungle Animals &amp; Growing</b>		
<b>Term: Spring</b>		
<b>Key Vocabulary:</b> iPad, computer, camera, phone, keyboard, mouse, game, turn on, turn off.		
<b>E-Safety</b> help, safe		
<b>Adult led activity</b>	<b>Skills</b>	<b>Knowledge</b>
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.
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.

<b>Nursery</b>		
<b>Subject: Computing</b>		
<b>Topic: Sand &amp; Water</b>		
<b>Term: Summer</b>		
<b>Key Vocabulary:</b> iPad, computer, camera, phone, keyboard, mouse, game, turn on, turn off.		
<u>E-Safety</u> help, safe		
<b>Adult led activity</b>	<b>Skills</b>	<b>Knowledge</b>
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.

<b>Reception</b>		
<b>Subject: Communication and Language, Understanding the World, Expressive Arts and Design</b>		
<b>Topic: Autumn 1 – Imaginative story telling linked to the Three Little Pigs</b>		
<b>Autumn 2 – Wolves and environments</b>		
<b>Term: Autumn</b>		
<b><u>Prior Key Vocabulary:</u></b>		
iPad, computer, camera, phone, keyboard, mouse, game, turn on, turn off.		
<b><u>E-Safety</u></b>		
help, safe		
<b><u>Key Vocabulary:</u></b>		
App, program, interactive whiteboard (IWB), video, internet, Google, picture		
<b><u>E-Safety</u></b>		
Worried, feelings, strangers		
<b>Activity</b>	<b>Skills</b>	<b>Knowledge</b>
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		
<b>Subject: Communication and Language, Understanding the World, Expressive Arts and Design, Jigsaw (PSED)</b> <b>Topic: Spring 1 – Food technology and science investigations linked to The Gingerbread Man</b> <b>Spring 2 – Safe Journeys</b> <b>Term: Spring</b>		
<b>Prior Key Vocabulary:</b> iPad, computer, camera, phone, keyboard, mouse, game, turn on, turn off. <u>E-Safety</u> help, safe  <b>Key Vocabulary:</b> App, program, interactive whiteboard (IWB), video, internet, Google, picture  <u>E-Safety</u> Worried, feelings, strangers		
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.
<b>Puzzle 4: Healthy Me - Foundation 2 - Piece 6 - Stranger Danger</b> <b>Learning Intention/s: I know what a stranger is and how to stay safe if a stranger approaches me.</b>  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	<ul style="list-style-type: none"> <li>• I will be able to keep myself safe and have an awareness of strangers</li> <li>• I will know what to do if a stranger approaches me</li> <li>• I will be able to identify what a stranger is</li> <li>• I will be able to say how I am feeling</li> <li>• I can help to keep myself safe</li> </ul> I will know who to go to for help.	<ul style="list-style-type: none"> <li>• Know what a stranger is</li> <li>• Know what to do if a stranger approaches me</li> <li>• Know what to do if I get lost</li> <li>• Recognise what feelings and emotions I will feel when I am scared or worried.</li> </ul>

<p>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 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>		
<p>E-Safety</p>	<p>Verbalise knowledge of how to be safe on the computer and when using Internet.</p>	<p>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.</p>
<p>Using iPads to take photographs of a sign of spring.</p>	<p>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.</p>	<p>Knowing what to look for when searching for signs of spring. Knowing how to handle an iPad and access the camera.</p>
<p>Using the programme 'Sketchbook' on the iPad to draw a picture of a character from a traditional tale.</p>	<p>Using the painting programme and the tools.</p>	<p>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.</p>

Reception		
<b>Subject: Communication and Language, Understanding the World, Expressive Arts and Design, Mathematics, Physical Development</b> <b>Topic: Summer 1 – Life cycles linked to The Little Red Hen</b> <b>Summer 2 – Growing</b> <b>Term: Summer</b>		
<b>Prior Key Vocabulary:</b> iPad, computer, camera, phone, keyboard, mouse, game, turn on, turn off. <u>E-Safety</u> help, safe  <b>Key Vocabulary:</b> App, program, interactive whiteboard (IWB), video, internet, Google, picture  <u>E-Safety</u> 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'.
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.

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.
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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, search
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
<b>1. Keeping safe online</b>	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.
<b>2. Safe Logins</b>	To log in safely and understand why that is important. <ul style="list-style-type: none"> <li>• To create an avatar and to understand what this is and how it is used.</li> <li>• To be able to create a picture and add their own name to it.</li> <li>• To start to understand the idea of 'ownership' of creative work.</li> <li>• To save work to the My Work area and understand that this is private space.</li> </ul>	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.
<b>3. My Work Area</b>	To learn how to find saved work in the Online Work area. <ul style="list-style-type: none"> <li>• To learn about what the teacher has access to in Purple Mash.</li> </ul>	I know I can find my saved work in the Online Work area of Purple Mash. I know I can find messages that my teacher has left for me on Purple Mash.

	<ul style="list-style-type: none"> <li>• To learn how to see messages left by the teacher on their work.</li> <li>• To learn how to search Purple Mash to find resources</li> </ul>	I can search Purple Mash to find resources
<b>4. Purple Mash Topics</b>	<p>To become familiar with the types of resources available in the Topics section.</p> <ul style="list-style-type: none"> <li>• To become more familiar with the icons used in the resources in the Topics section.</li> <li>• To start to add pictures and text to work.</li> </ul>	<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>
<b>5. Purple Mash Tools</b>	<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"> <li>• To explore the Games area on Purple Mash.</li> <li>• To understand the importance of logging out when they have finished.</li> </ul>	<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>

Year 1
Subject: Computing Topic: Unit 1:9– Technology Outside School Term Autumn
Prior Vocabulary: Log in, log out, avatar, icon, private, password, save, file, search.  New Vocabulary: computer, technology
National Curriculum Statements:  Recognise common uses of information technology beyond school.

Activity	Skills	Knowledge
1. What is Technology?	To find and understand examples of where technology is used in the local community.	I can understand what is meant by 'technology'. I can have considered types of technology used in school and out of school.
2. Technology outside school.	To record examples of technology outside school.	I can have recorded 4 examples of where technology is used away from school.

Year 1		
Subject: Computing Topic: Unit 1:4 – Lego Builders Term Autumn		
Key Vocabulary:  Prior vocabulary Log in, log out, avatar, icon, private, password, save, file, search, computer, technology  New vocabulary Instruction, algorithm, program, computer, debugging, code, sequence		
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. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.		
Activity	Skills	Knowledge
<b>1. Following instructions.</b>	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.
<b>2. Following and creating simple instructions on the computer.</b>	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.

		<p>I know that computers need precise instructions to follow.</p> <p>I know that an algorithm written for a computer to follow is called a program.</p>
<p><b>3. To consider how the order of instructions affects the result.</b></p>	<p>To consider how the order of instructions affects the result.</p>	<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, search, Instruction, algorithm, program, computer, debugging, code, sequence, computer, technology  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. Sort- Put things together by features they have in common.  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.
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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, search, Instruction, algorithm, program, computer, debugging, code, sequence. criteria, describe, groups, sort (, more than, less than, equal – maths needed for Unit 1.2), computer, technology  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.
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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, search, Instruction, algorithm, program, computer, debugging, code, sequence. criteria, describe, groups, sort (, more than, less than, equal – maths needed for Unit 1.2), Data, Pictogram, Visual, Title, Results, Compare, Total, computer, technology		
New Vocabulary: Undo, delete, command, direction (forwards, backwards, left, right), route,		
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
<b>1. Introduction to coding (offline).</b>	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.

<p><b>2. Introduction to coding using 2Go using functionality keys.</b></p>	<p>To understand the functionality of basic direction keys.</p> <p>To be able to use the direction keys.</p>	<p>I can use direction keys to move forwards, backwards, left and right.</p> <p>I can say how far to move my character in a direction that I specify.</p> <p>I can clear the memory.</p>
<p><b>3. Introduction to coding using 2Go recording instructions.</b></p>	<p>To write a program and test it.</p>	<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>
<p><b>4. Using coding to set challenges.</b></p>	<p>To set a challenge for a peer.</p>	<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>

<p>Subject: Computing  Topic: Unit 1:7 – Coding  Term Summer</p>
<p>Key Vocabulary:  Prior vocabulary  Log in, log out, avatar, icon, private, password, save, file, search, Instruction, algorithm, program, computer, debugging, code, sequence.  criteria, describe, groups, sort (, more than, less than, equal – maths needed for Unit 1.2), Data, Pictogram, Visual, Title, Results, Compare, Total, Undo, delete,  command, direction (forwards, backwards, left, right), route, computer, technology</p> <p>New Vocabulary:  Coding, event, object, output, action</p>
<p>National Curriculum Statements:</p>

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.

<p><b>1. Instructions</b></p>	<p>To understand what instructions are.</p> <p>To predict what will happen when instructions are followed.</p> <p>To understand that computer programs work by following instructions called code. understand what instructions are.</p> <p>To predict what will happen when instructions are followed.</p> <p>To understand that computer programs work by following instructions called code.</p>	<p>I can give and follow instructions.</p> <p>I can draw symbols to represent instructions.</p> <p>I can arrange code blocks to create a set of instructions.</p>
<p><b>2. Objects and Actions</b></p>	<p>To use code to make a computer program.</p> <p>To understand what objects and actions are.</p>	<p>I can create a program using code blocks.</p> <p>I can use object and action code blocks.</p>
<p><b>3. Events</b></p>	<p>To understand what an event is.</p> <p>To use an event to control an object.</p>	<p>I can create a simple program using code blocks.</p> <p>I can use event, object and action code blocks.</p>
<p><b>4. When Code Executes</b></p>	<p>To understand what an event is.</p> <p>To begin to understand how code executes when a program is run.</p>	<p>I can create a simple program using code blocks.</p> <p>I can use event, object and action code blocks.</p> <p>I can notice when their code executes when their program is run.</p>
<p><b>5. Setting the Scene</b></p>	<p>To understand what backgrounds and objects are.</p> <p>To understand how to use the scale attribute (property).</p>	<p>I can edit a scene by adding, deleting and moving objects.</p> <p>I can change the size of objects using the attributes (properties) table.</p>
<p><b>6. Using a Plan</b></p>	<p>To plan a computer program.</p> <p>To make a computer program.</p>	<p>I can create a design plan for their Free Code Scene program.</p> <p>I can use code to make the program they have designed work.</p>

Year 1		
Subject: Animated Story Books Topic: Unit 1:6 – Animated Story Books Term Summer		
Key Vocabulary: Prior vocabulary Log in, log out, avatar, icon, private, password, save, file, instruction, algorithm, program, computer, debugging, code, computer, technology  New Vocabulary: Animation, copy, E-book, edit, paint tool, paste, save, text, undo,		
National Curriculum Statements: Use technology purposefully to create, organise, store, manipulate, retrieve digital content.		
Activity	Skills	Knowledge
1. Drawing and creating	To understand the differences between traditional books and ebooks.	I know the difference between a traditional book and an e-book.
	To explore the tools of 2Create a Story's My Simple Story level.	I can use the different drawing tools to create a picture on the page.
	To save the page they have created.	I know can add text to a page
2. Animation	To add animation to a picture.	I can open previously saved work.
	To play the pages created so far.	I can add an animation to a page.
	To save the additional changes and overwrite the file.	I can play the pages created.  I can save changes and overwrite the file.

<p><b>3. Sounds and More!</b></p>	<p>To add a sound effect to a picture.</p> <p>To add a voice recording to the picture.</p> <p>To add created music to the picture.</p>	<p>I can add a sound to the page.</p> <p>I can add voice recording to the page.</p> <p>I can create music for a page</p> <p>I can add a sound to the page.</p> <p>I can add voice recording to the page.</p> <p>I can create music for a page</p>
<p><b>4. Making a Story</b></p>	<p>To add a background to the story.</p> <p>To demonstrate a good understanding of all the tools they have used in 2Create a Story and use these successfully to create their own story.</p>	<p>I can add a background to the page.</p> <p>I can use the additional drawing tools on My Story mode.</p> <p>I can change the font style and size.</p>
<p><b>5. Copy and Paste</b></p>	<p>To use the copy and paste feature to create additional pages.</p> <p>To continue and complete an animated story.</p> <p>To create a class display board of the story books created by the class.</p>	<p>I can use the copy and paste function to add more pages to their animated e-book.</p> <p>I can share their e-books on a class story book display board.</p>

Year 2
Subject: Computing Topic: Unit 2.1 – Coding Term: Autumn 1
Key Vocabulary: Prior Vocabulary: Coding, event, object, output, action  <b>New Vocabulary:</b> <b>Algorithm</b> , bug, instructions, button, debug, run, sequence, test
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
<b>Update avatar.</b>  <b>Algorithms</b>	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.
<b>Collision Detection</b>	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
<b>Using a Timer</b>	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.
<b>Different Object Types</b>	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.
<b>Buttons</b>	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
<b>'Smelly Code' Debugging</b>	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:  New Vocabulary: beat, compose, note, tune, repeat, sound effect, sound track, tempo, volume
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.

		<p>Children can change the volume of the background sounds.</p> <p>Children have created two tunes which depict two feelings.</p>
Soundtracks	<p>To upload a sound from a bank of sounds into the Sounds section.</p> <p>To record their own sound and upload it into the Sounds section.</p> <p>To create their own tune using the sounds which they have added to the Sounds section</p>	<p>Children have uploaded and used their own sound chosen from a bank of sounds.</p> <p>Children have created, uploaded and used their own recorded sound.</p> <p>Children have created their own tune using some of the chosen sounds.</p>
Pointillist Art (unit 2.6)	<p>To look at the work of pointillist artists such as Seurat.</p> <p>To recreate pointillist art using the Pointillism template.</p>	<p>Children can explain what pointillism is.</p> <p>Children can use 2Paint a Picture to create art based upon this style.</p>

Year 2
Subject: Computing Topic: Unit 2.2 Online Safety Term: Spring 1
Key Vocabulary: Prior Vocabulary: Log in, log out, avatar, icon, private, password, save, file, search  New Vocabulary: filter, internet, sharing, email, attachment, reply, personal information, private information, digital footprint, secure
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
<b>Searching and sharing</b>	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.
<b>Email using 2Respond</b>	<p>To know that Email is a way to communicate.</p> <p>To open and send online communication in the form of an email.</p>	<p>Children know that Email is a form of digital communication.</p> <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>
<b>Digital Footprint</b>	<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>

<b>Year 2</b>
<p>Subject: Computing</p> <p>Topic: Unit 2.5 Effective Searching</p> <p>Term: Spring 1</p>
<p>Key Vocabulary:</p> <p>Prior Vocabulary:</p> <p>Log in, log out, avatar, icon, private, password, save, file, search. computer, technology</p> <p>New vocabulary:</p> <p>Network, Browser, Web Address URL, Search Engine, digital footprint</p> <p><b>Check knowledge - Internet, World Wide Web, Device, Web Page, Website,</b></p>

**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
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.
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.
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 2

**Key Vocabulary:**

E-Book, Mind Map, presentation

**Check knowledge – Quiz, multiple choice,  
, non fiction,**

**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
Presenting a Story Three Ways	To explore how a story can be presented in different ways	Children have examined a traditional tale presented as a mind map, as a quiz, as an e-book and as a fact file.  Children know that digital content can be represented in many forms.
Presenting Ideas as a Quiz	To make a quiz about a story or class topic.	Children have made a quiz about a story using 2Quiz.  Children can talk about their work and make improvements to solutions based on feedback received.
Surrealism and eCollage (unit 2.6)	To look at some surrealist art and create your own using the eCollage function in 2Paint A Picture.	Children can describe surrealist art. Children can use the eCollage function in 2Paint a Picture to create surrealist art using drawing and clipart.
Piet Mondrian (unit 2.6)	To look at the work of Piet Mondrian and recreate it using the Lines template.	Children can describe the main features of Piet Mondrian's work. Children can use 2Paint a Picture to art based upon his style.

<b>Year 2</b>
Subject: Computing Topic: Unit 2.4 Questioning Term: Summer
Key Vocabulary: Prior vocabulary: Log in, log out, avatar, icon, private, password, save, file, search, Instruction, algorithm, program, computer, debugging, code, sequence, computer, technology 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. Sort- Put things together by features they have in common.
New Vocabulary: Data, Information, question, record, search,

Creating Pictures (throughout the year):

Prior vocabulary

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

Animation, copy, E-book, edit, paint tool, paste, save, text, undo,

New Vocabulary: Art, ClipArt, palette, style,

National Curriculum Statements:

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

Activity	Skills	Knowledge
Using and Creating Pictograms	To show that the information provided on pictograms is of limited use beyond answering simple questions	Children understand that the information on pictograms cannot be used to answer more complicated questions.
Asking Yes / No Questions	To use yes/no questions to separate information	Children have used a range of yes/no questions to separate different items.
Binary Trees	To construct a binary tree to separate different items	Children understand what is meant by a binary tree. Children have designed a binary tree to sort pictures of children
Using 2Question - a Computer Based Binary Tree Program	Use 2Question (a binary tree) to answer questions	Children understand that questions are limited to 'yes' and 'no' in a binary tree. • Children understand that the user cannot use 2Question to find out answers to more complicated questions. • Children have matched 2Simple item pictures to names using a binary tree.
Impressionism (unit 2.6)	To explore 2Paint A Picture. To look at the work of Impressionist artists and recreate them using the Impressionism template.	Children can describe the main features of impressionist art. Children can use 2Paint a Picture to create art based upon this style.
William Morris and Pattern (unit 2.6)	To look at the work of William Morris and recreate it using the Patterns template.	Children can describe the main features of art that uses repeating patterns. Children can use 2Paint a Picture to create art by repeating patterns in a variety of ways. Children can combine more than one effect in 2Paint a Picture to enhance patterns.

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 private information Avatar	responsibility online safety suitable
Spring			online unsure uncomfortable butterfly feeling (worried) address	permission social media agreement digital footprint Secure Filter Internet Sharing Attachment
Summer			safely respectfully trusted	report concerns content