

Subject	Skills and Objectives	
Computing		
Year 2	Using a computer Working above: Working below:	<p>To continue to develop typing speed and accuracy to enable independent and efficient access to a computer.</p> <p>To understand the purpose of, and begin to independently use a range of different technology.</p> <ul style="list-style-type: none"> • Work on developing typing speed, aiming for a minimum speed of 13wpm by the end of the year. • Continue exposure to and increasingly independently use a range of technology, including cameras, tablets, microphones/recording devices and computers
	Using the Internet Working above: Working below:	<p>To talk about the different forms of information (text, images, sound, multimodal) and understand some are more useful than others.</p> <p>To understand and talk about how the information can be used to answer specific questions.</p> <p>To begin to develop key questions and find information to answer them.</p> <p>To recognise the layout of a web page, recognise web addresses, menu buttons and links.</p> <p>To understand that the internet contains a large amount of information and recognise the need to use search tools and search engines to begin to find information.</p> <ul style="list-style-type: none"> • Recognise that not all information is useful some information is more useful • Use web based resources to find answers to questions • Develop questions about a specific topic and use information to answer those questions • Begin to navigate within a website using hyperlinks and menu buttons to locate information • Begin to manipulate information using copy and paste for a specific purpose • Enter given text into a search engine to find specific given web sites • Understand that web sites have a specific address e.g. www.bbc.co.uk/ • Locate links to web sites from Favourites or saved hyperlinks, intranet or from the Learning Platform • Use basic information from the internet.
	Communicating and collaborating online Working above: Working below:	<p>To start to understand that messages can be sent electronically over distances.</p> <p>To understand that email can be used to send messages electronically and people can reply to emails</p> <ul style="list-style-type: none"> • Look at the different ways that messages can be sent, letters, telephone, email, text, instant messaging etc • Continue to contribute ideas to a class or group email and together respond to messages- this can be to real life of 'fictitious' characters.
	Creating and Publishing Working above:	<p>To use technology to word process work, making a wide range of edits and using common features of word processing tools.</p> <p>To use technology to create basic presentations giving consideration to the layout of slides and combining images and sound.</p> <p>To use the skills and techniques learnt to organise, reorganise and communicate ideas for a specific purpose in different contexts.</p>

	Working below:	<ul style="list-style-type: none"> • Word process work, changing the font, font size, colour and adding images and using text boxes, word art, and cut, copy and paste ensuring they can save and load their work. • Create basic presentations (for example using Microsoft PowerPoint) changing the layout of slides and adding images and sound.
	Digital media Working above: Working below:	To know they can explore sound and music in ICT using keyboards, and onscreen music software To know they can record sound using ICT that can be stored and played back and independently using a range of tools to record sound. To independently record video and sound using a range of tools. To use the computer to create basic images. To choose to take photographs for a range of different purposes. • Use a computer to compose and record basic rhythms. (only if not covered in Y1) • Record video for a range of purposes. • Use a computer to create basic images. • Continue to take photographs for a range of different purposes, developing independence. • Independently record sounds using a range of different tools.
	Programming and control Working above: Working below:	To continue to develop their understanding of how a computer processes instructions and commands. To understand that devices or on screen turtles are controlled by sequences of instructions or actions, and that these can be inputted using icons or by text. To create, edit and refine sequences of instructions for a variety of programmable devices. • Further develop their understanding of computational thinking. • Continue to explore floor turtles, combining sequences of instructions to follow a pattern or create a shape. • Explore an on screen turtle navigate it around a course or grid and/or draw shapes by inputting a sequence of instructions. • Begin to understand that the on screen turtle can be directed through the use of text.
	Modelling and simulation Working above: Working below:	To use a range of basic simulations to represent real life situations and explore the effects of changing variable and the benefits of using the simulations. • Enter information into a basic computer simulation and explore the effects of changing the variables in simulations and discuss the benefits of using these simulations. • Discuss their use of simulations and compare with reality.
	Using Data Working above: Working below:	To use technology to create graphs and amend created graphs. To begin to create their own branching databases using ICT, identifying objects and questions to classify data. • Use technology to create graphs and pictograms, adding labels and amending the charts as appropriate. • Begin to create their own branching database using ICT, identifying objects using yes or no questions.
	E-safety	