YEAR 2 COMPUTING

National Curriculum Guidance for Key Stage 1

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world.

Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems.

The core of Computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content.

Computing also ensures that pupils become digitally literate - able to use, and express themselves and develop their ideas through information and technology - at a level suitable for the future workplace and as active participants in a digital world.

Pupils should be taught:

- To understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- To create and debug simple programs
- To use logical reasoning to predict the behaviour of simple programs
- To use technology purposefully to create, organise, store, manipulate and retrieve digital content
- To recognise common uses of information technology beyond school
- To use technology safely and respectfully, keeping personal information private;
- To identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

YEAR 2 COMPUTING LONG TERM PLAN

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Write, use and improve algo-rithms.</td><td>BeeBots : Basics (Barefoot CAS)
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Write, proram and debug.</td><td>Unplugged Algorithms
Kodable</td><td>Scratch Jnr Tinkering
(Barefoot CAS)</td><td>Scratch Jnr</td><td>Pizza Pickle Scratch Debugging Activity - (Barefoot CAS)</td></tr>
<tr><td colspan="7">National Curriculum
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.</td></tr>
<tr><td>I.T.</td><td>Word Processing
Word process, save, retrieve a document, change font, size and colour of text.</td><td>iMovie - Great Fire of London news report.</td><td>Comic Life app
Create a superhero comic strip</td><td>Create a powerpoint presentation on Animals.</td><td>Databases
Email</td><td>Make brochure page for holiday magazine</td></tr>
<tr><td colspan="7">National Curriculum
Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.</td></tr>
<tr><td>Digital Literacy</td><td colspan="2">Pause and Think Online
(Common Sense Media)</td><td colspan="2">How Technology Makes You Feel
(Common Sense Media)
Safer Internet Day</td><td colspan="2">Internet Traffic Lights
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<tr><td colspan="7">National Curriculum
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.</td></tr>
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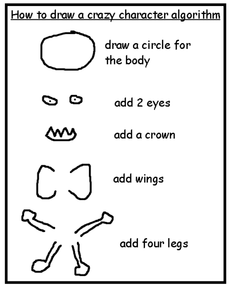
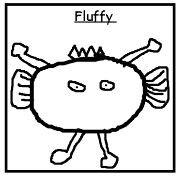
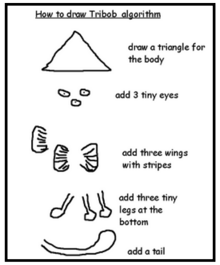
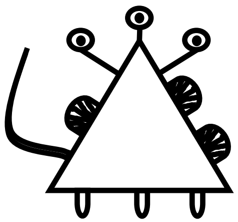
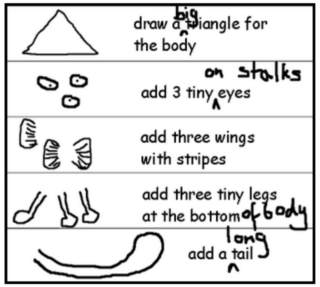
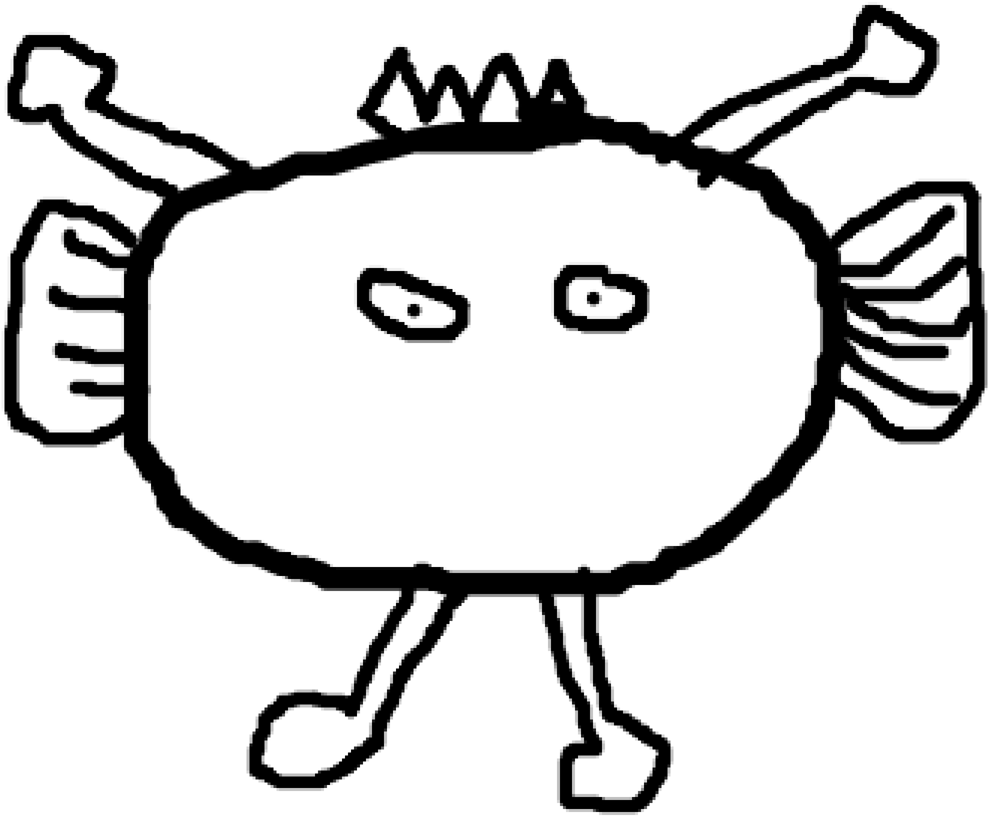
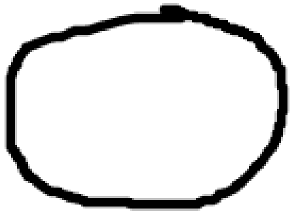
YEAR 2 COMPUTING - Autumn Term 1a - Flat Stanley

Strand	National Curriculum Requirements	Suggested Activities	Skills
Programming    	• To understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions • To create and debug simple programs 	<u>Crazy Character Algorithms (Barefoot CAS)</u> 1. Tell chn they are going to draw a character. Read out steps, giving time to draw each stage. Don't give any extra details. Show them the algorithm (top left). Chn share their creations. Point out that they're all different. Try to choose a picture similar to Fluffy (bottom left). Clear up what you really wanted. Eg "*I wanted legs all around, tiny eyes, striped wings and a big crown.*" How could we change the algorithm so that it is what we want? Discuss the need for precision in algorithms. Give chn a copy of the algorithm and let them improve it, eg tiny; at the top, etc. Explain that an algorithm is a list of instructions/rules to make something happen. 2. Chn will create instructions for drawing their own character. Show chn the character you have in mind. Using the planning sheet, together write an algorithm for the character (eg 4th picture left). Think about a body, eyes, legs, tail, wings. Encourage them to visualise the character. Once instructions are written, ask TA to draw the character. Allow chn to create their own character and draw it (secretly) on a small piece of paper. They then write their own instructions on how to draw it. Then swap sheets with another child who will follow the instructions and draw the character. Swap back. Is it what you expected? Re-think each step and add details so that the tester will know exactly what to draw (see left). Swap sheets again, this time with someone new, and draw the character following the revised instructions. Ash chn to feed back on the task. Which instructions were easier to follow? Reinforce the need for precise algorithms.	• I know what an algorithm is • I can write an algorithm • I can use an algorithm • I can improve my algorithm

Fluffy



How to Draw a Crazy Character Algorithm

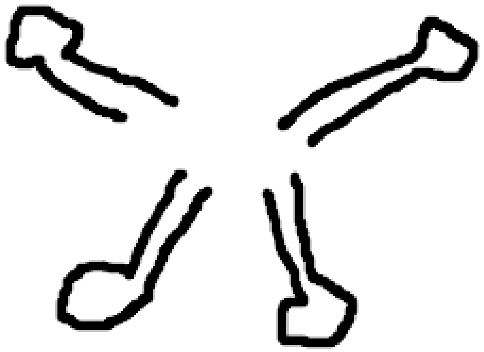


draw a circle for the body

add 2 eyes

add a crown

add wings

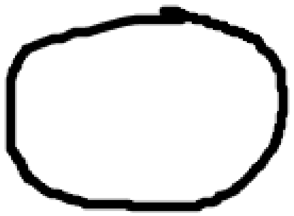


add four legs

YEAR 2 COMPUTING - Autumn Term 1a - Flat Stanley

Strand	National Curriculum Requirements	Suggested Activities	Skills
I.T.	• To use technology purposefully to create, organise, store, manipulate and retrieve digital content	<u>Word Processing</u> Chn to word process information - If I Were Flat Stanley.... Chn will list the things they would do/places they would visit if they were flat. They will save the information then later retrieve it to change font, size and colour of the text. Save again. Extra Activities : • Chn can use Chatterpix (iPad app) to bring the character of Flat Stanley to life. He can describe his adventures (voiced by the chn). • Chn can word process a diary entry.	• I can word process • I can save a document • I can retrieve a document • I can change font, size and colour of text.
Digital Literacy	• To use technology safely and respectfully, keeping personal information private; • To identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	**Pause and Think Online** - (see separate *Common Sense Media* plans) https://www.commonsense.org/education/uk/digital-citizenship/lesson/pause-think-online Pupils will learn how to be safe, responsible and respectful online. Extra Resources : Childnet - Smartie the Penguin - ebook	• I understand the importance of being safe, responsible and respectful online. • I can sing the 'Pause and Think Online' song to remember basic digital citizenship concepts.

How to Draw a Crazy Character Algorithm

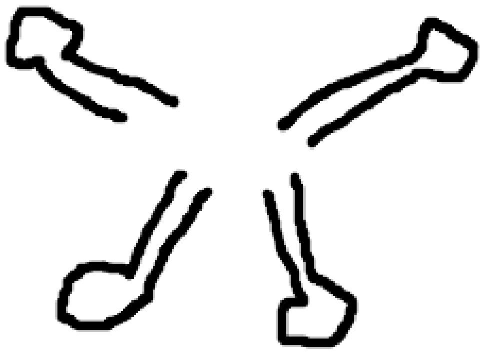


draw a circle for the body

add 2 eyes

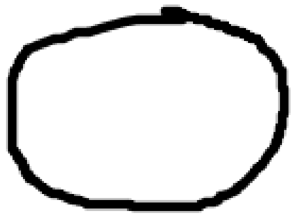
add a crown

add wings



add four legs

How to Draw a Crazy Character Algorithm

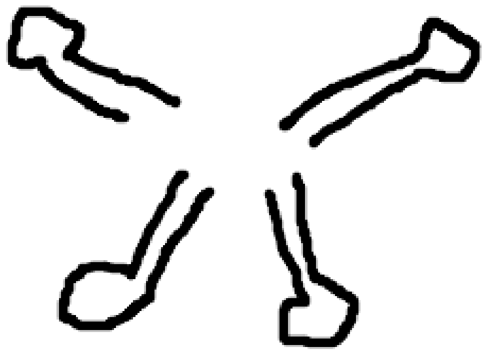


draw a circle for the body

add 2 eyes

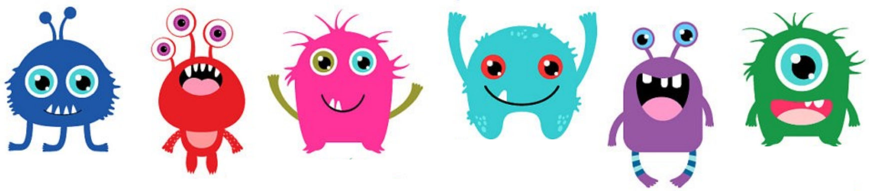
add a crown

add wings



add four legs

Lift up the flap
to see my
algorithm character.



Lift up the flap
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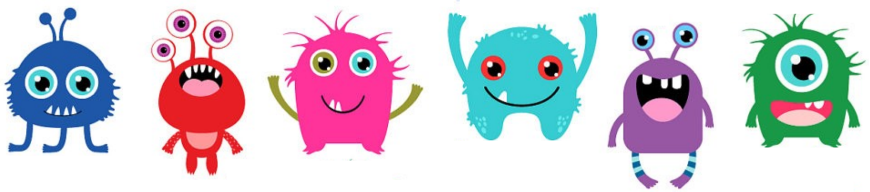
algorithm character.



Lift up the flap
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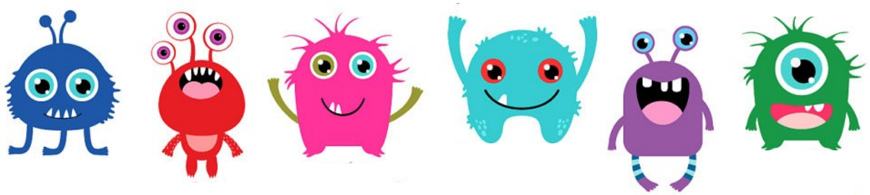

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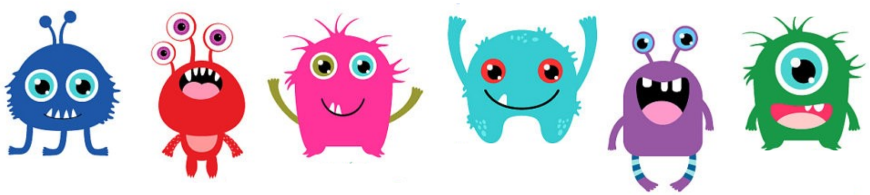


How to draw my character called ……………………………………….

My Algorithm

	body
	eyes
	legs

My friend followed my algorithm and drew	Another friend followed my algorithm and drew
Drawn by	Drawn by

How to draw my character called ……………………………………….

My Algorithm

	body
	eyes
	legs

My friend followed my algorithm and drew	Another friend followed my algorithm and drew
Drawn by	Drawn by

Crazy Characters

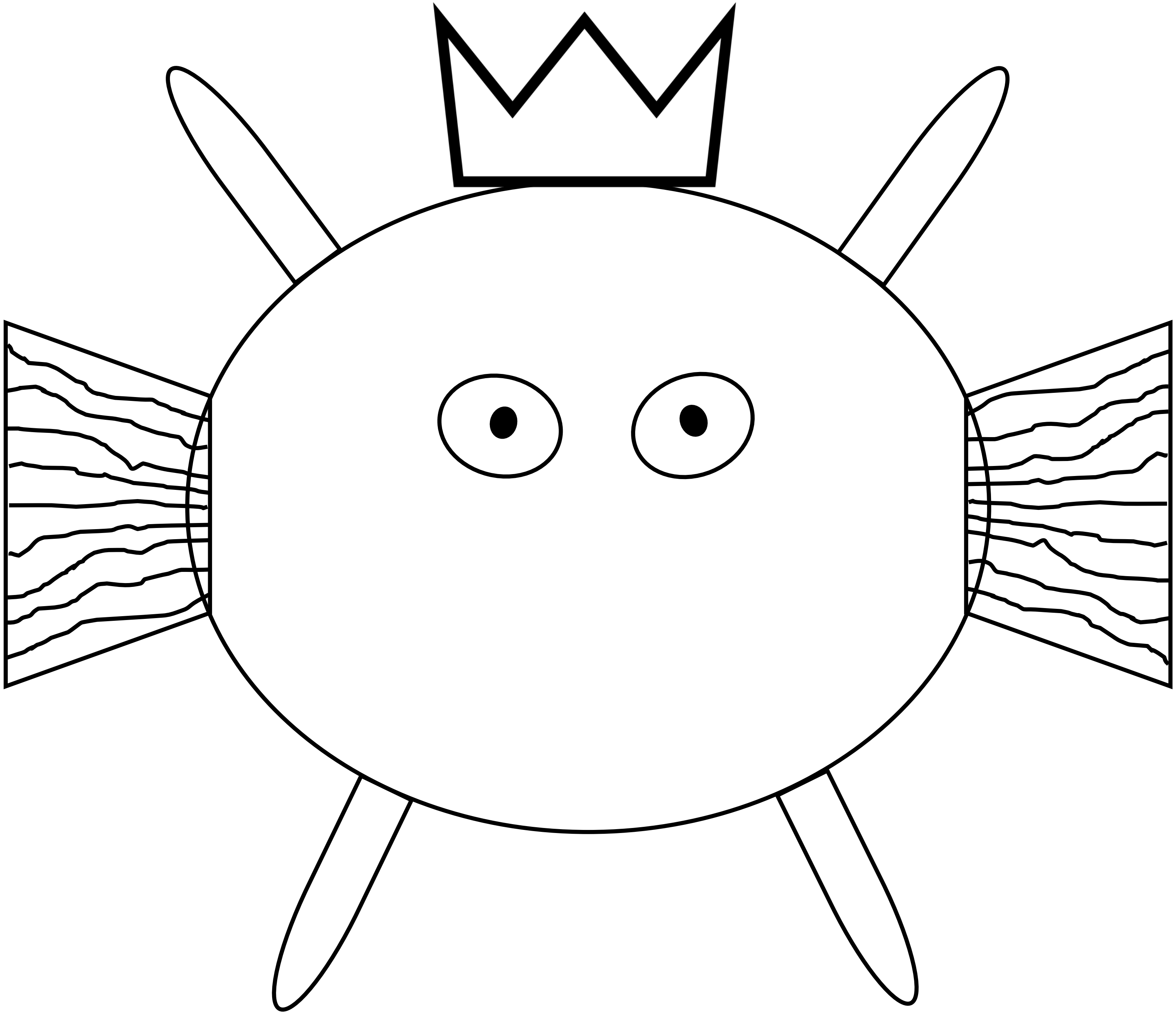
How to draw my character called ....

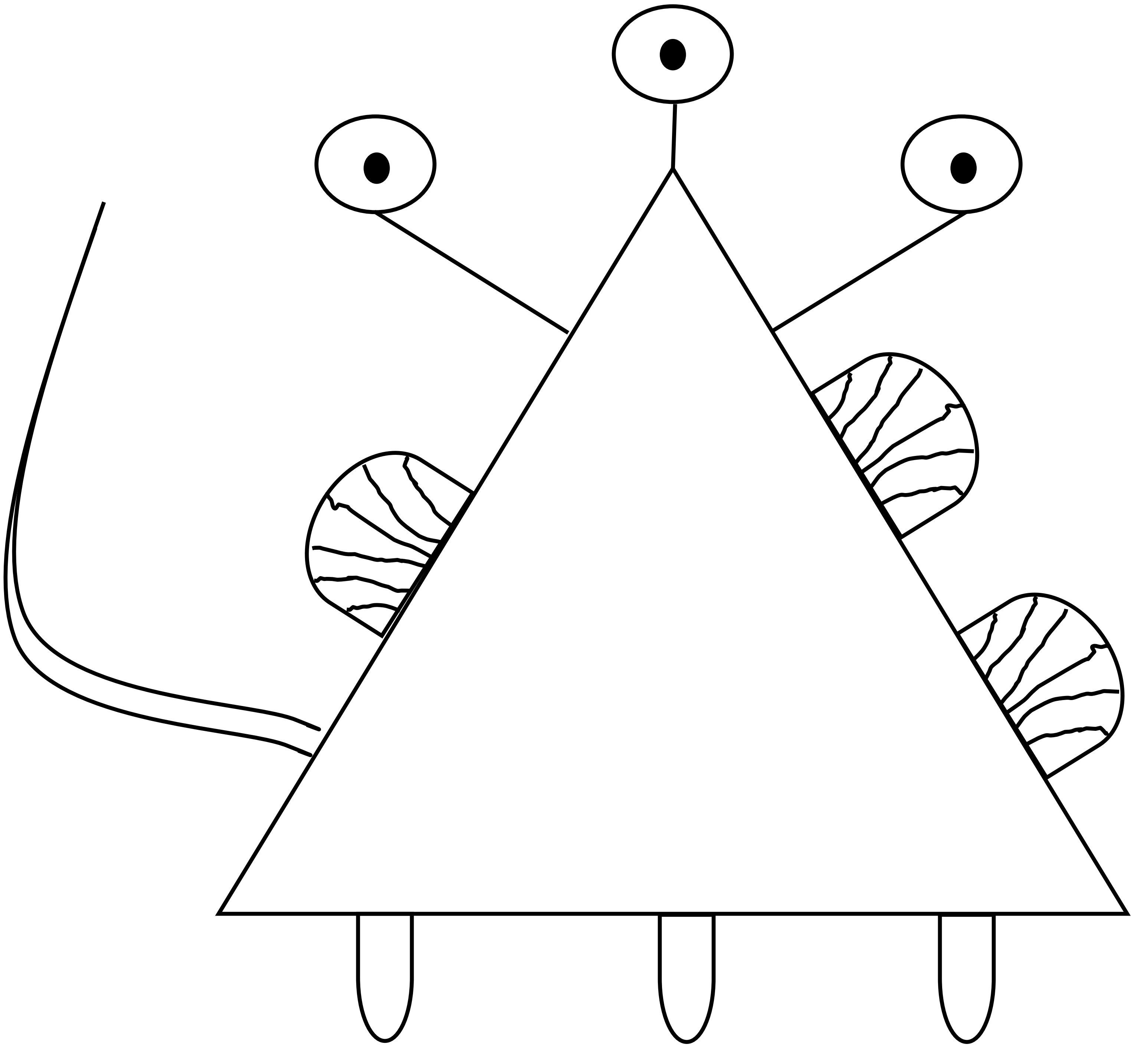
My Algorithm

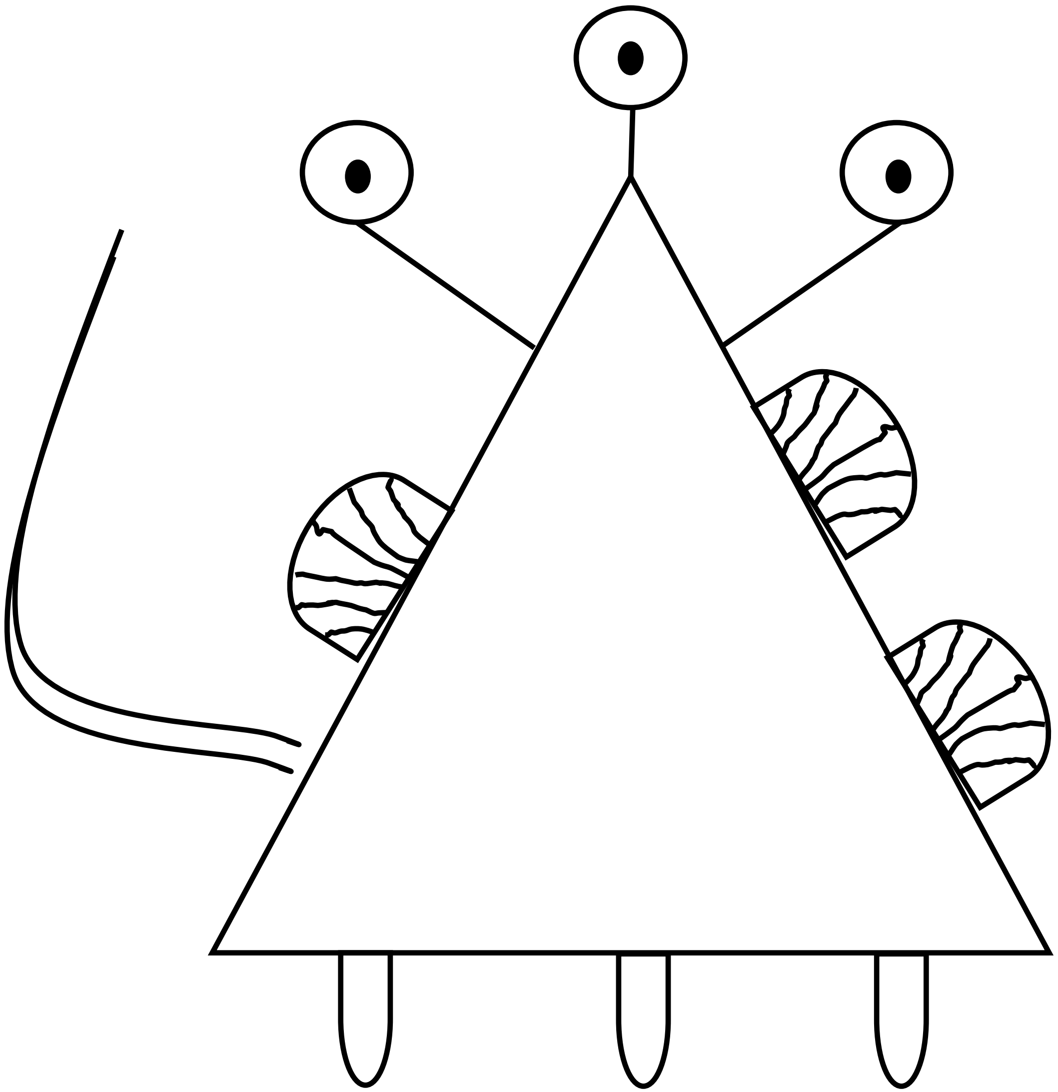
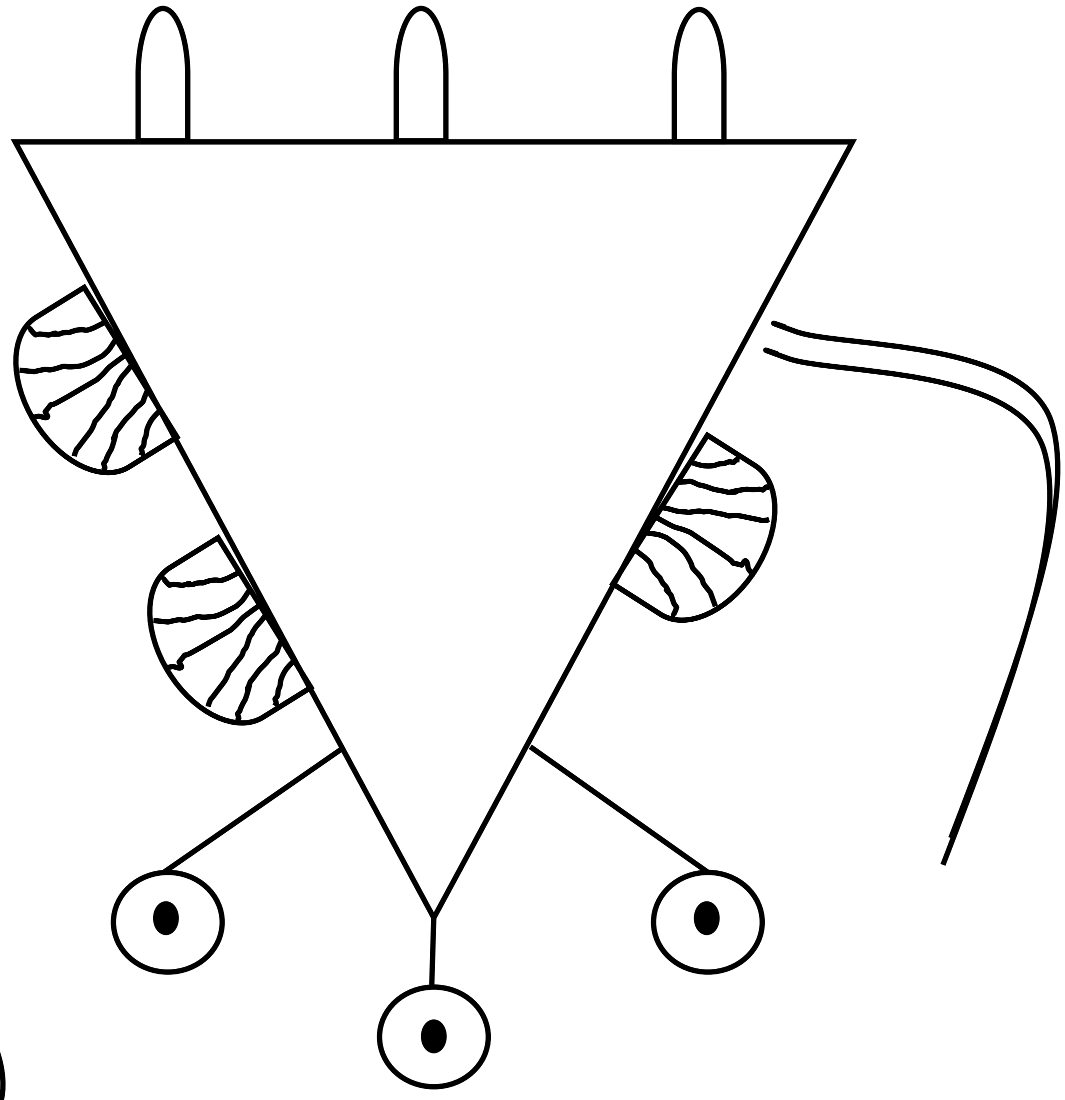
	body
	eyes
	legs

My friend followed my algorithm and drew

I can write my own algorithm.





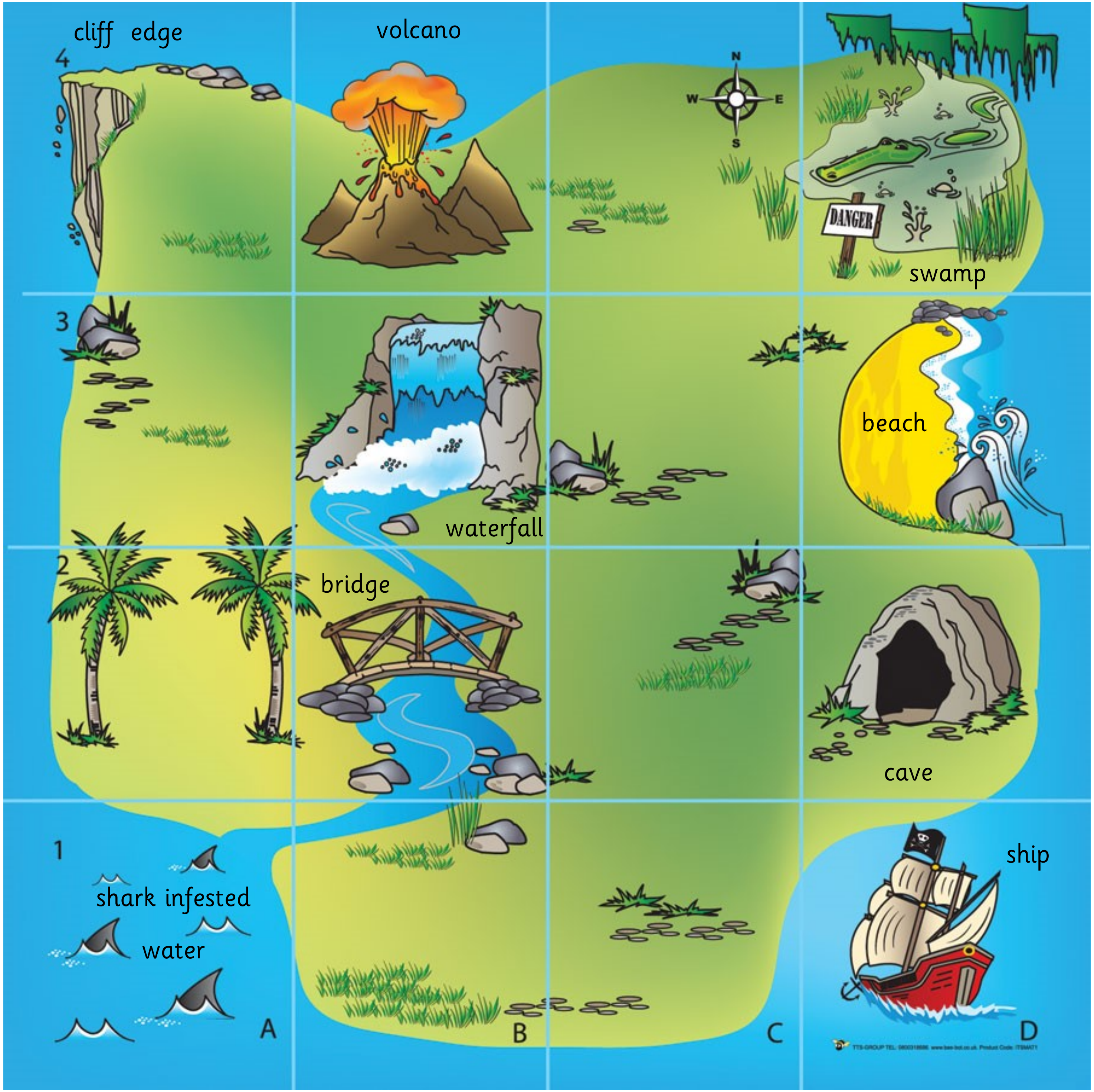



YEAR 2 COMPUTING - Autumn Term 1b - Homes in the Past

Strand	National Curriculum Requirements	Suggested Activities	Skills
Programming	• To create and debug simple programs • To use logical reasoning to predict the behaviour of simple programs	Using masking tape, make a large 5x5 grid on the floor. Use the routes from the treasure island activity. Ask children to predict where the route will finish. Then choose a child, each time, to walk the route. Debug if necessary. The following week, give children a starting square and a finishing square and they work in pairs to write the algorithm. Test it out. Did it work? Debug if necessary. BeeBots : Basics (Barefoot CAS) Sit around a BeeBot mat with the BeeBot on one of the squares. Which directions can BeeBot move? (forward/back/left/right). Ask chn to draw symbols on whiteboards to show these movements (arrows). Ask chn to write an algorithm for getting from A to B (approx. 4-5 steps). Once this is done, do this as a class and Teacher to jot down the algorithm. Show chn that they can use a fake bot to check and debug. Choose a 'programmer' to program the BeeBot. Did it work? If not, what needs to be changed? Was the algorithm wrong or was there a problem when we programmed it? Correct the mistake and explain that this is debugging. In groups of 4 (ideally) - two chn to be the algorithm writers and two to be the programmers. Give them the challenges on a planning sheet. Take turns to work through the challenges. The whole team checks the result and debugs as necessary. Swap roles. Talk about successes, challenges and surprises from the task. Wild West Challenge and Treasure Island Challenge Display the Wild West BeeBot map on the white board. Remind children of the symbols (*right, left, right turn, left turn*) and their meaning. Children will predict where BeeBot will end up. Model how to make predictions on the activity sheet. Choose a 'programmer' to follow the algorithm, moving the BeeBot. Discuss children's predictions. Where they correct/incorrect? Talk about successes, challenges and surprises from the task. Children complete Treasure Island Challenge independently.	• I can write an algorithm • I can program a BeeBot • I can debug an algorithm and program *Algorithms are for people* *Programs are for computers* iPad Apps to extend learning: • A.L.E.X. • Kodable

YEAR 2 COMPUTING - Autumn Term 1b - Homes in the Past

Strand	National Curriculum Requirements	Suggested Activities	Skills
I.T.	• To use technology purposefully to create, organise, store, manipulate and retrieve digital content	Using iMovie, make a news report on The Great Fire of London. Include video footage that chn have created, maps, photos and on scene interviews. Extra Activities : Using the iPad app 'Book Creator' - chn will create a book on The Great Fire of London. This will involve searching for pictures, saving them, word processing text, recording speech.	• I can use apps to create digital content. Book Creator + to add photo (or video from the camera roll), text, sound. Once text is typed, highlight it and click i to make it bigger/ change colour, alignment, font, underline it or delete it, etc.

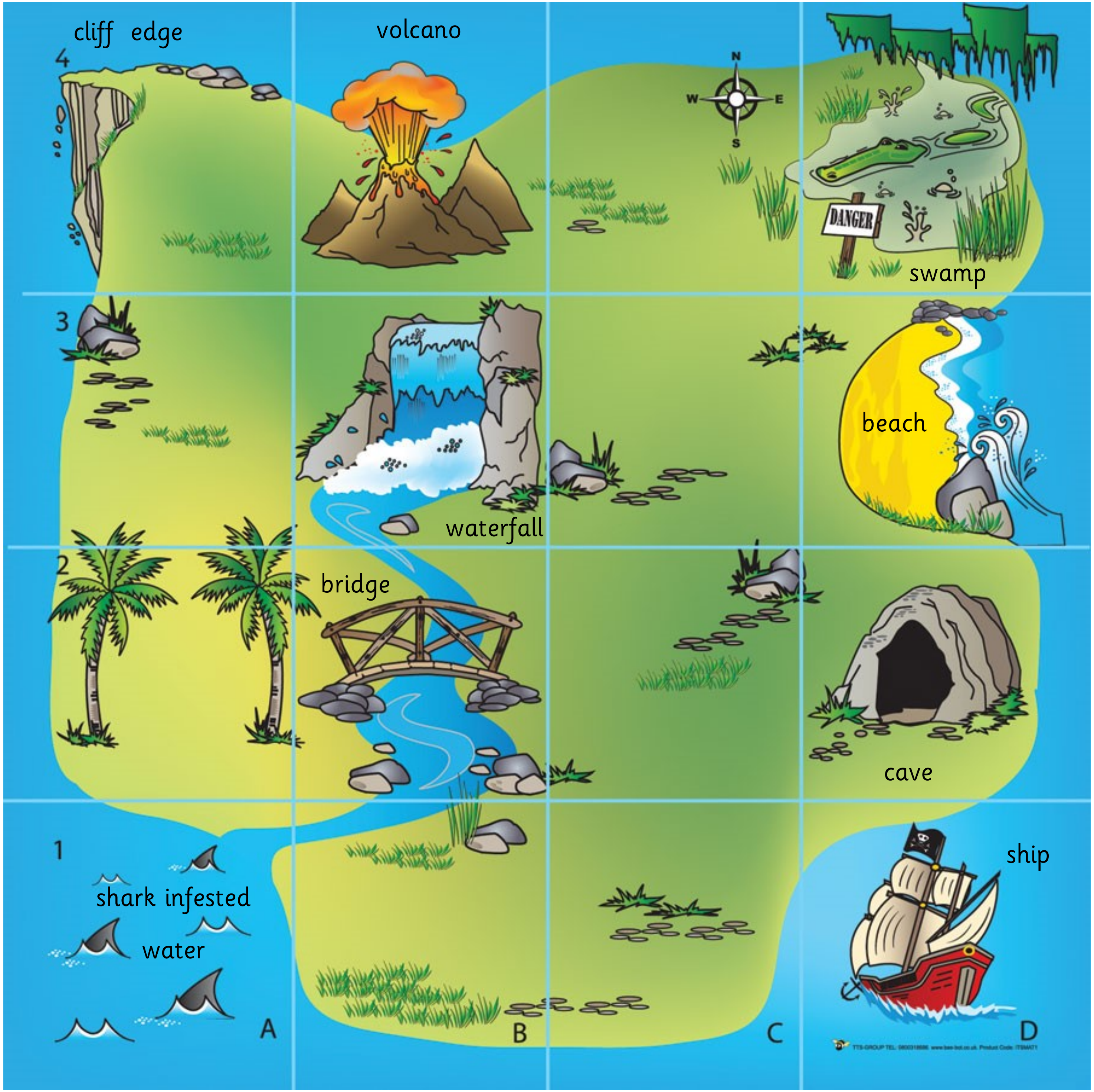

cliff edge
volcano
N
W
E
S
4
3
2
1
DANGER
swamp
beach
waterfall
bridge
cave
ship
shark infested
water
A
B
C
D


GO
CLEAR
PAUSE

Treasure Island Challenge				
Route	Algorithm	Prediction	Correct ✓	Incorrect ✗
Route 1	↑ ↑ ↱ ↑ ↑	BeeBot will end up		
Route 2	↑ ↱ ↑ ↑	BeeBot will end up		
Route 3	↰ ↑ ↱ ↑ ↑ ↑	BeeBot will end up		
Route 4	↑ ↑ ↑ ↱ ↑ ↑	BeeBot will end up		
Route 5	↑ ↰ ↑ ↱ ↑ ↑ ↱ ↑	BeeBot will end up		
Own Route		BeeBot will end up		

Treasure Island Challenge		
Route	Algorithm	
Route 1	↑ ↑ ↱ ↑ ↑	BeeBot will end up ....
Route 2	↑ ↱ ↑ ↑	BeeBot will end up ....
Route 3	↰ ↑ ↱ ↑ ↑ ↑	BeeBot will end up ....
Route 4	↑ ↑ ↑ ↱ ↑ ↑	BeeBot will end up ....
Route 5	↑ ↰ ↑ ↱ ↑ ↑ ↱ ↑	BeeBot will end up ....

I can follow an algorithm to find the end destination.


cliff edge
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bridge
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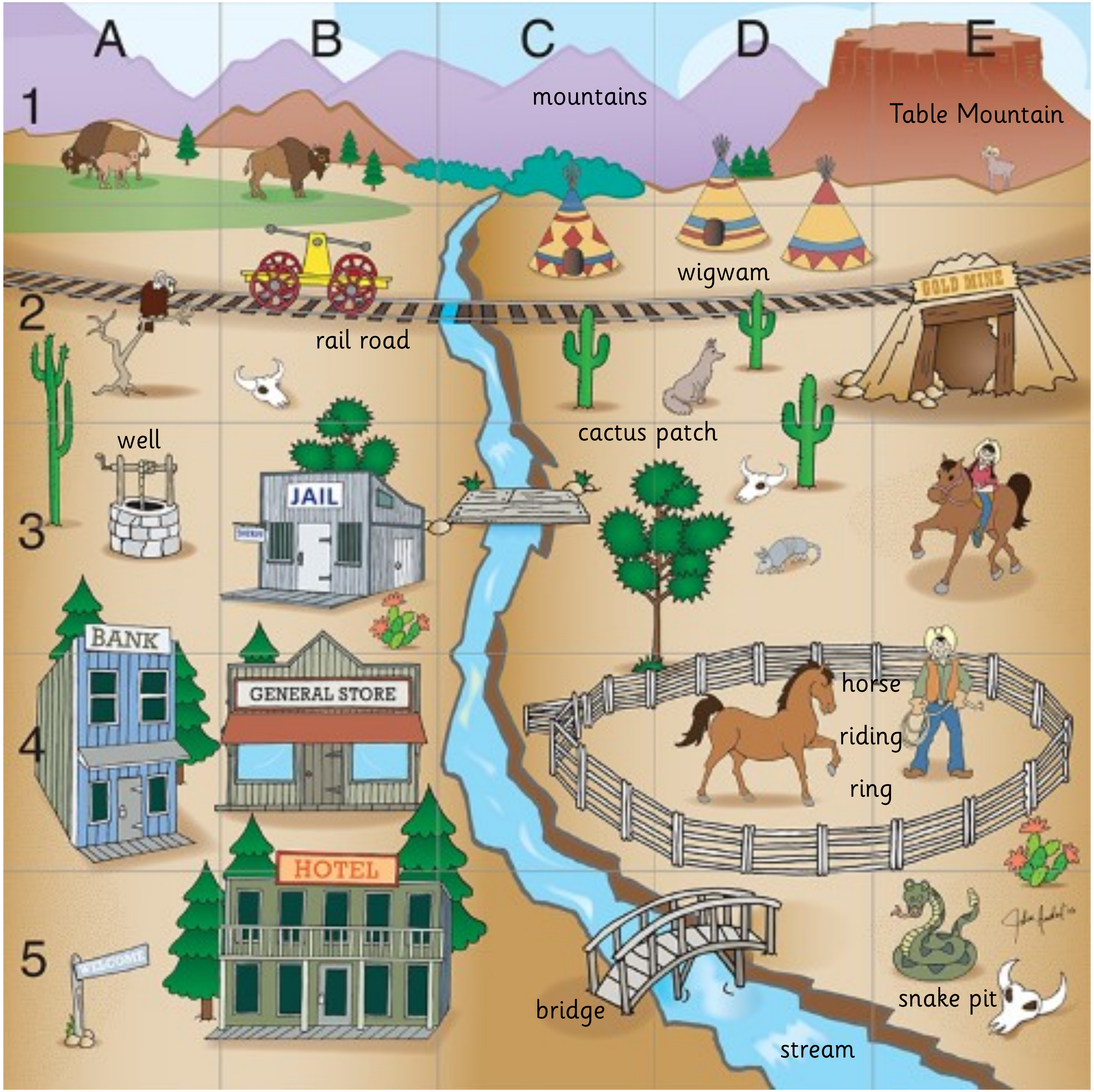
shark infested
water
ship
A
B
C
D


A
B
C
D
E
1
2
3
4
5
mountains
Table Mountain
wigwam
rail road
GOLD MINE
well
JAIL
cactus patch
BANK
GENERAL STORE
horse
riding
ring
HOTEL
WELCOME
bridge
snake pit
stream

Wild West Challenge

Route	Algorithm	Prediction	Correct ✓	Incorrect ✗
Route 1	↑ ↑ ↱ ↑ ↑ ↑	BeeBot will end up		
Route 2	↑ ↑ ↑ ↱ ↑ ↑ ↰ ↑	BeeBot will end up		
Route 3	↑ ↑ ↱ ↑ ↑ ↑ ↰ ↑	BeeBot will end up		
Route 4	↱ ↑ ↑ ↑ ↑ ↰ ↑ ↑ ↑	BeeBot will end up		
Route 5	↱ ↑ ↑ ↰ ↑ ↑ ↰ ↑	BeeBot will end up		
Own Route		BeeBot will end up		

Challenge	Algorithm
From A → To E	
From E → To G	
From A → To B	
Fr M → To J	
From F → To A	
Fr H → To E	
From C → To I	


GO

GO

GO

GO

GO

GO

GO

GO

GO

GO

GO

GO

GO

GO

GO

GO

GO

GO

GO

GO

GO

GO

GO

GO

GO

GO

GO

GO

GO

GO


A
Shotton Hall Comp
B
Town Centre
C
Fire Station
D
Park
E
WALKERS
Crisp Factory
F
Leisure Centre
G
ASDA
H
Church
I
Industrial Estate
J
ACRE RIGG INFANT SCHOOL
K
Cricket Club
L
Health Centre
M
Police Station
N


A
Shotton Hall Comp
B
Town Centre
C
Fire Station
D
Park
E
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G
ASDA
H
Church
I
Industrial Estate
J
ACRE RIGG INFANT SCHOOL
K
Cricket Club
L
Health Centre
M
Police Station
N


Houses were dry due to a hot Summer.
Fire spread quickly through the streets of London because...
Fire Brigade was introduced .
They used buckets of water and squirts.
They started to build using bricks and stone.
5 days
It took 5 days to put the fire out.
Fire hooks were used to pull houses down.
Army called in to blow up houses.
The wind dropped.
The Great Fire of London
Fire broke out in a bakery on Pudding Lane.
Houses were made from wood.
Baker's family escape through upstairs window. Sadly maid died.
Houses were close together.
St Pauls Cathedral was built.
At 2am on September 2nd 1666.


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YEAR 2 COMPUTING - Autumn Term 2a - Superheroes

Strand	National Curriculum Requirements	Suggested Activities	Skills
Programming 	• To understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions • To create and debug simple programs • To use logical reasoning to predict the behaviour of simple programs • To recognise common uses of information technology beyond school	**Lesson 1** - Make a maze on the floor, using equipment from the classroom (books, boxes, construction equipment). Send a child through the maze. Write a class algorithm to show the route they took. Eg **R4, ^2, L3, ^1, R5** or similar. Discuss other things you could write an algorithm for (making a sandwich, brushing teeth). Talk about the Kodable app and the similarities between the arrows and the algorithm they've just written. Chn then program 'Fuzz' to complete tasks/work through levels on 'Kodable'. Chn work at their own pace. **Lesson 2** - Discuss methods chn used to progress through the levels. What happened when the algorithm didn't work? Did they make the route with their finger as they went along? Did they predict the route in one go from the start? Chn to complete further tasks using the Kodable app. *Other apps to use : Blue Bot, A.L.E.X.*	• I can recognise directions as an algorithm. • I can recognise steps through a maze or making a sandwich as an algorithm. • I can predict behaviour of simple programs. • I can correct any errors in algorithms.
I.T.	• To use technology purposefully to create, organise, store, manipulate and retrieve digital content	Using the iPad app Comic Life, children create their own comic strip for their own superhero story.	• I can create and save digital content.
Digital Literacy	• To use technology safely and respectfully, keeping personal information private; To identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	**How Technology Makes You Feel** - (see separate *Common Sense Media* plans) **https://www.commonsense.org/education/uk/digital-citizenship/lesson/how-technology-makes-you-feel** Pupils will learn to pay attention to their feelings while using technology, whether it be good, bad or anything in between. Safer Internet Day	• I can recognise the different kinds of feelings I can have when using technology. • I know what to do when I don't have a good feeling when using technology.

YEAR 2 COMPUTING - Autumn Term 2b - Animals

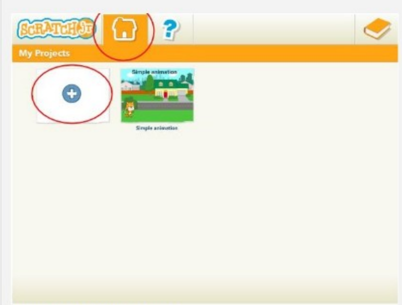
Strand	National Curriculum Requirements	Suggested Activities	Skills
Programming	• To understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions • To create and debug simple programs • To use logical reasoning to predict the behaviour of simple programs • To recognise common uses of information technology beyond school	ScratchJr Tinkering - (Barefoot CAS) Tinkering with ScratchJr allows chn to find out what it does and how to create programs in it. Tinkering means trying things out; this is the exploratory phase of learning about something. In order to program chn should understand how a programming language works. They need to understand what keywords they can use, what they do and in what order and context they can use those keywords. Tinkering With A Scratch Program (Part 1) Technology, including software programs, is always advancing, so it's important to be able to learn how to use new things ourselves. Ask chn about digital technology they have used and how they or their families found out how to use these things. Mind map for a few minutes onto flip-chart paper the different ideas pupils have for how we can find out about a new computer based item. Model how to open the 'Under the sea' project from the sample project resources in ScratchJr then give chn time to tinker with the project, either independently, in pairs or in small groups. *Can you change how the creatures move?* *Can you stop some of the creatures moving?* *What else can you get the creatures to do? Change size, say something, disappear.* * When tinkering with a sample project in ScratchJr a number of features are not available, including being able to: add additional characters, edit the characters or background, or save any changes you make. *What do you think this command does? How do you know?* *Have you changed anything? What happened when you changed…? Why do you think it changed like that?* *Are there any commands you recognise? What do they do?* *What have you learnt from tinkering? How have you learnt that?* *How could you learn more?*	• I can explore ScratchJr for myself  When you open the ScratchJr app select the 'Question mark' then the click the play arrow to watch the introductory animation.  Demonstrate how to open the 'Under the sea' project.  The 'Under the sea' ScratchJr project which pupils can tinker with.

CAS Barefoot Supported by BT

YEAR 2 COMPUTING - Autumn Term 2b - Animals

Strand	National Curriculum Requirements	Suggested Activities	Skills
I.T.	• To use technology purposefully to create, organise, store, manipulate and retrieve digital content	Chn create a slideshow on an animal they have researched online (lion, giraffe, tiger or zebra) using PowerPoint. Chn will create a page on: **1)** Name of animal and photo **2)** Appearance **3)** Habitat **4)** Diet Chn need to know how to insert new slide (Home Menu). Save regularly throughout, at least every new page. They must select photos carefully (rate/reject) before copying and pasting. Make sure they are clear and relevant. Resize and move them. Add text, change size and font. *Extension - use the Morfo app and add photos of animals and bring them to life.*	• I can create a powerpoint, including pictures and text.

YEAR 2 COMPUTING - Summer Term 3a

Strand	National Curriculum Requirements	Suggested Activities	Skills
Programming	• To understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions • To create and debug simple programs • To use logical reasoning to predict the behaviour of simple programs • To recognise common uses of information technology beyond school	<u>Tinkering With A Blank Scratch Program (Part 2)</u> Open up a blank project. *Can you make the cat move? Can you make the cat say something?* *Can you make the cat change size? Can you make your program play a sound?* *Can you add another character to your program?* Chn could tinker with ScratchJr either independently, in pairs in small groups. *What have you created? How have you created it?* *What does it do? How does it do that?* *What else does it do? How?* *Why have you used that? How have you used that?* *What can it not do? Why? How could it be changed to do that?* *What could make it better? Why? How?* *What have you learnt?* *How could you learn more?* Remind chn of the different ways we thought of that we could learn. Who could they ask? Could they use a search engine to find information on using ScratchJr? Could they find tutorial videos to watch online? Pair chn up and get them to play a verbal tennis match in which they take it in turns to say one thing each that they have learnt about ScratchJr from their tinkering session. They have 1 minute to say as many points each as possible. Get chn to swap partners and repeat the game several times. Share what they've learned with the class. Ask chn to talk to a partner to consider: What could you use ScratchJr for based on what you have learnt that it can do? Share a selection of chns' ideas.	• I can explore ScratchJr for myself  The 'Under the sea' ScratchJr project.

YEAR 2 COMPUTING - Summer Term 3a - Explorers

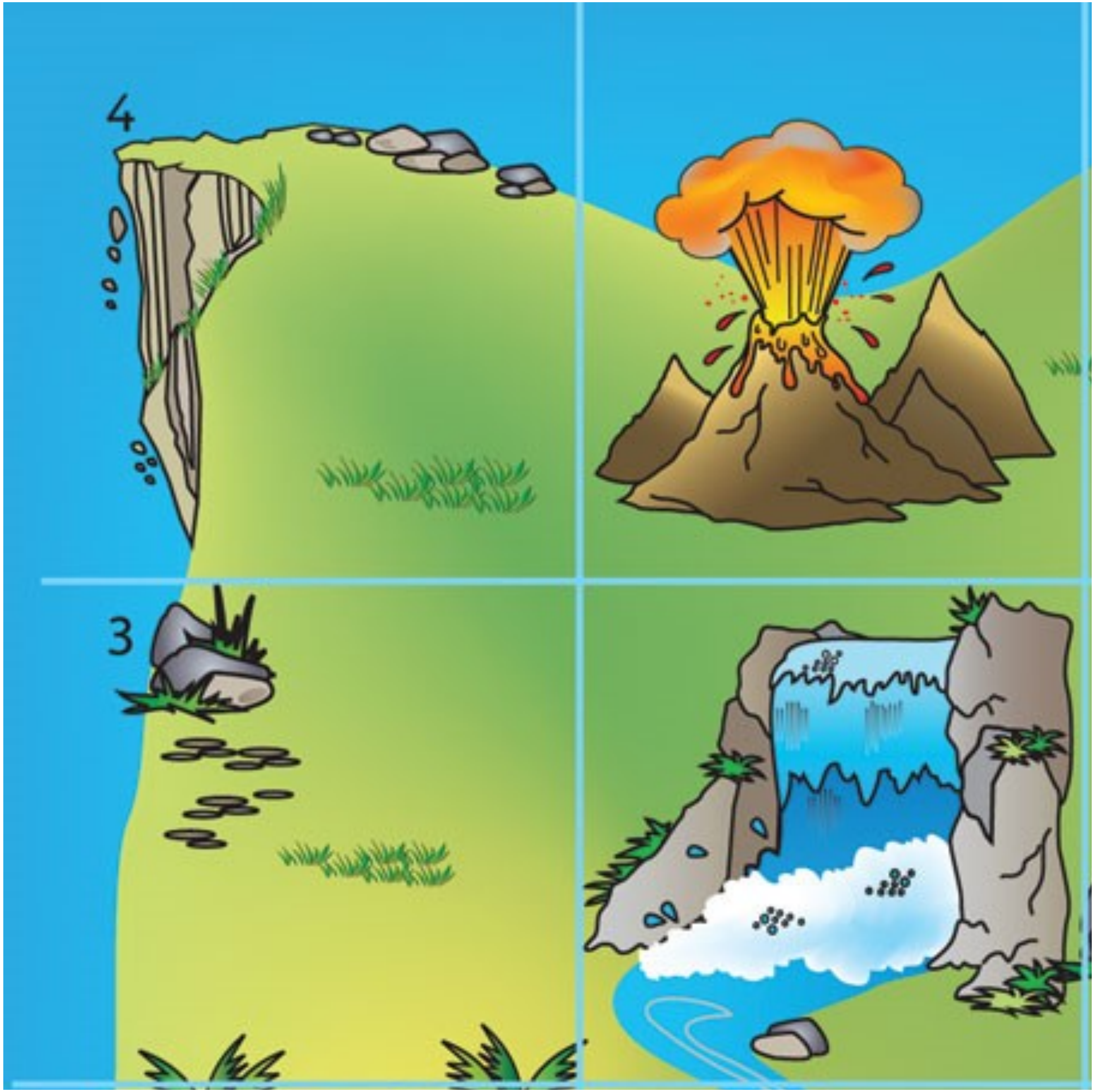
Strand	National Curriculum Requirements	Suggested Activities	Skills
I.T.	• To use technology purposefully to create, organise, store, manipulate and retrieve digital content Databases Communication - Email	Database of explores and mode of transport. Email teacher/peers. Use Chatterbox/Office 365. Open attachments from emails and complete (then save).	• I can create a database. • I can communicate through email. • I can open an attachment.
Digital Literacy	• To use technology safely and respectfully, keeping personal information private; • To identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	Internet Traffic Lights - (see separate *Common Sense Media* plans) https://www.commonsense.org/education/uk/digital-citizenship/lesson/internet-traffic-light Look at a range of websites and discuss which ones are good for us to visit. Colour code them (green, amber, red). AVG - Magda and Mo - appropriate websites https://www.avg.com/stc/campaign/magda-and-mo/magda-and-mo2-en.html	• I understand being safe online is similar to staying safe in real life. • I can identify websites and apps that are 'just right' and 'not right' for me. • I know how to get help from an adult if I am unsure about a website.

YEAR 2 COMPUTING - Autumn Term 3b - Seasides

Strand	National Curriculum Requirements	Suggested Activities	Skills
Programming	• To understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions • To create and debug simple programs • To use logical reasoning to predict the behaviour of simple programs • To recognise common uses of information technology beyond school	Pizza Pickle Scratch Debugging Activity - (Barefoot CAS) (Need to create a login for the barefootcas.org.uk website. https://barefootcas.org.uk/login/ See website for info.	• I can debug a program. • I can say what a program will do. • I can explain what the bug was and how I fixed it.

YEAR 2 COMPUTING - Autumn Term 3b - Seasides

Strand	National Curriculum Requirements	Suggested Activities	Skills
I.T.	• To use technology purposefully to create, organise, store, manipulate and retrieve digital content	Children will create a page in a holiday brochure advertising the tourist spots in Brazil. Use photos and a range of fonts, sizes and colours. Make a short TV advert, advertising the tourist attractions for Brazil. (Green screen app)	• I can create and save digital content, including the use of images and text. • I can create and save video footage using an iPad.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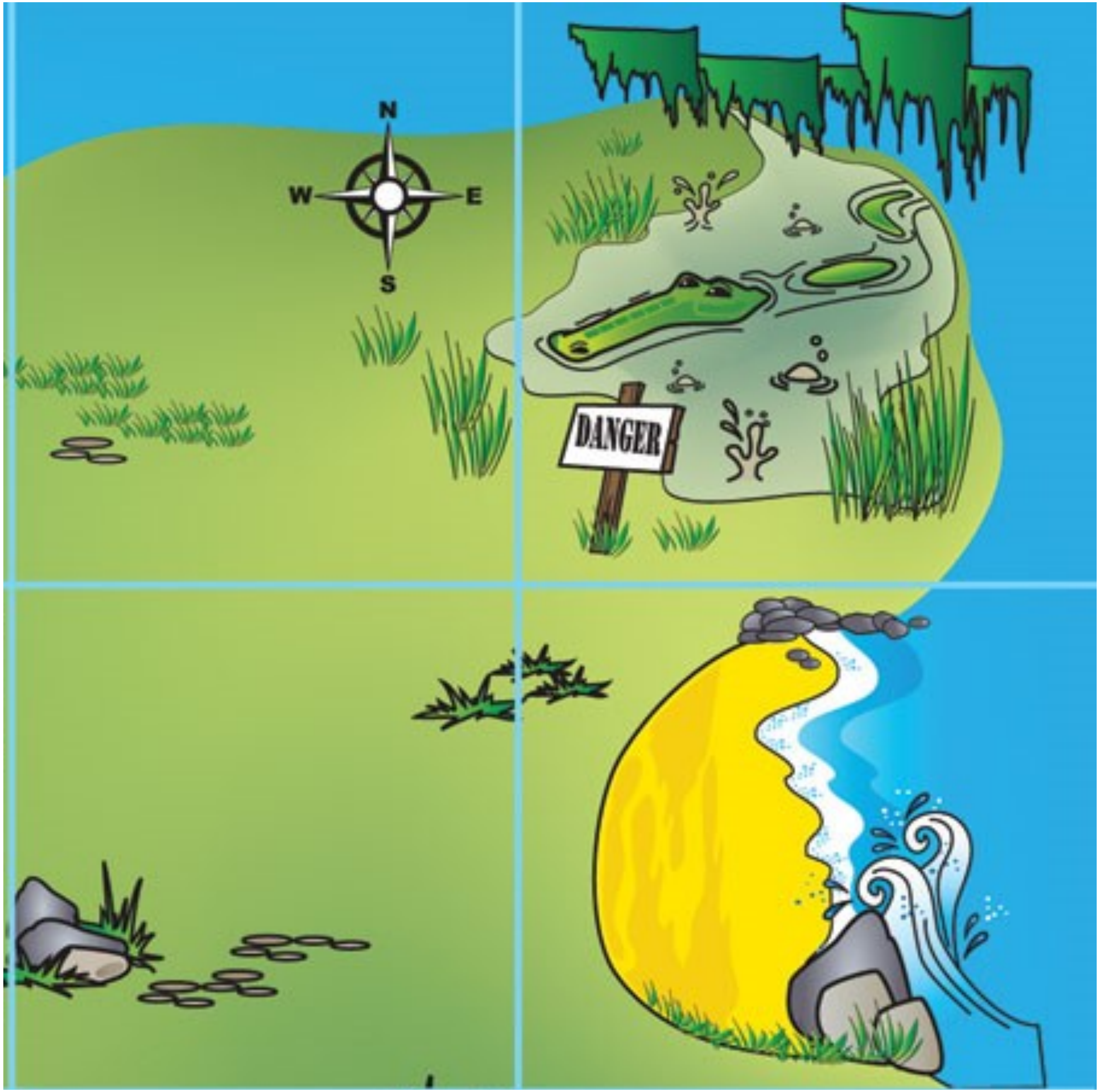
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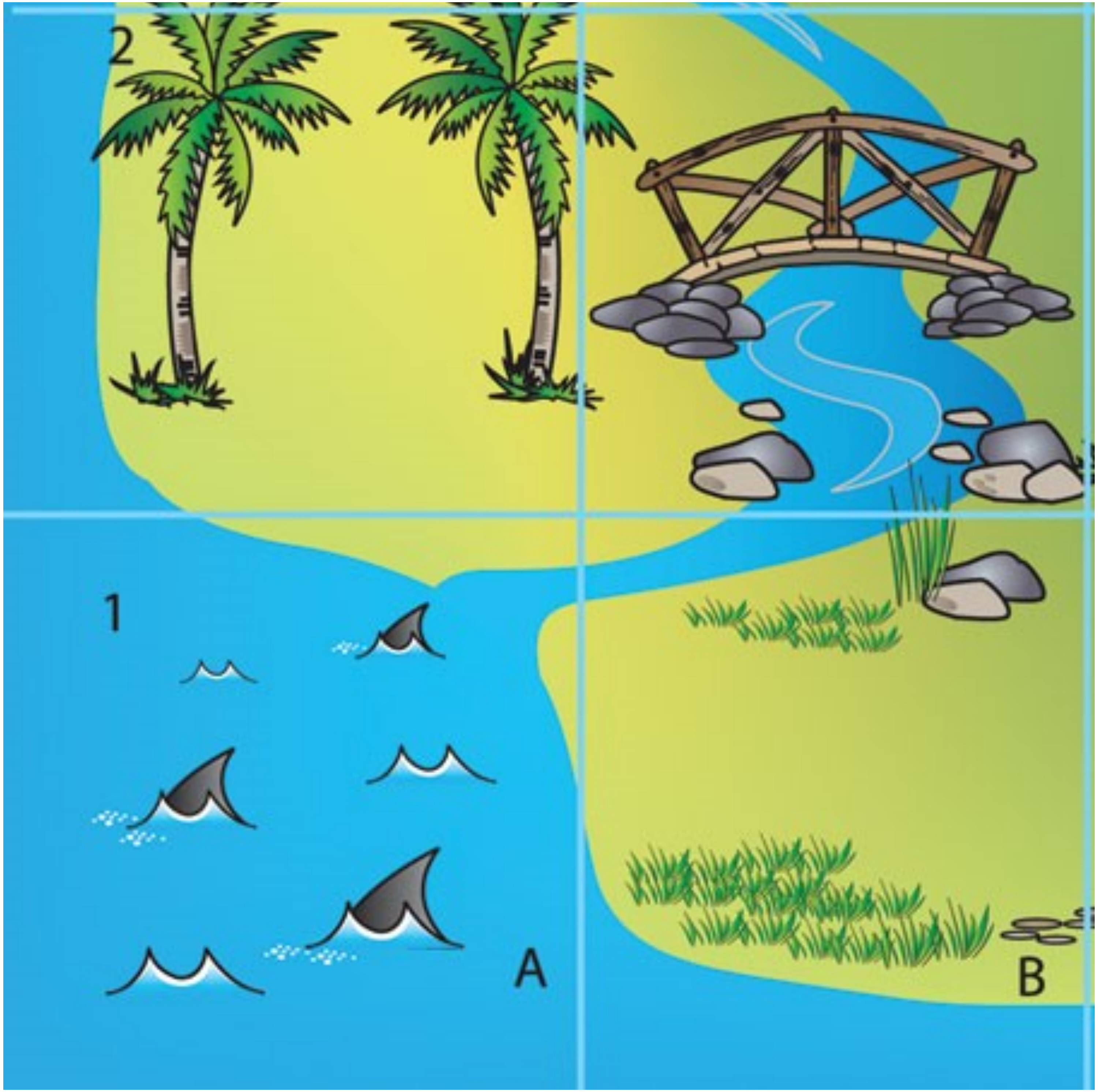
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Class 7

Class Code : Class72016

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Instructions to create a character

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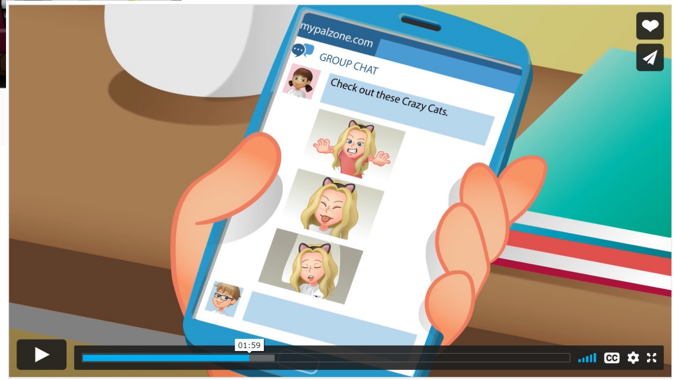
RBC Cyber Security - Powerful Passwords

https://www.youtube.com/watch?v=IhlXtBNNuKs

RBC Cyber Security - Keep it Private

https://www.youtube.com/watch?v=EuPmIEH8zLg



HeroCyberSmart https://www.esafety.gov.au/educators/classroom-resources/cybersmart-challenge/cybersmart-hero

RBC Cyber Security - No Phishing!

https://www.youtube.com/watch?v=pgRc8w44XFE

RBC Cyber Security - Socially Cautious

https://www.youtube.com/watch?v=eN4Lc-MtUp0