Curriculum Map

Y2 - Sparrows Class

	At the end of each unit, children will be able to:					
	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**	**Lesson 6**
Computing Systems - Technology Around Us	**Recognise the uses and features of information technology** • identify examples of computers • describe some uses of computers • identify that a computer is a part of IT	**Identify the uses of information technology in the school** • identify examples of IT • sort school IT by what it's used for • identify that some IT can be used in more than one way	**Identify information technology beyond school** • find examples of information technology • sort IT by where it is found • talk about uses of information technology	**Explain how information technology helps us** • recognise common types of technology • demonstrate how IT devices work together • say why we use IT	**Explain how to use information technology safely** • list different uses of information technology • talk about different rules for using IT • say how rules can help keep me safe	**Recognise that choices are made when using information technology** • identify the choices that I make when using IT • use IT for different types of activities • explain the need to use IT in different ways
Creating Media - Digital Photography	**Use a digital device to take a photograph** • recognise what devices can be used to take photographs • talk about how to take a photograph • explain what I did to capture a digital photo	**Make choices when taking a photograph** • explain the process of taking a good photograph • take photos in both landscape and portrait format • explain why a photo looks better in portrait or landscape format	**Describe what makes a good photograph** • identify what is wrong with a photograph • discuss how to take a good photograph • improve a photograph by retaking it	**Decide how photographs can be improved** • explore the effect that light has on a photo • experiment with different light sources • explain why a picture may be unclear	**Use tools to change an image** • recognise that images can be changed • use a tool to achieve a desired effect • explain my choices	**Recognise that photos can be changed** • apply a range of photography skills to capture a photo • recognise which photos have been changed • identify which photos are real and which have been changed

Programming A - Robot Algorithms	**Describe a series of instructions as a sequence** • follow instructions given by someone else • choose a series of words that can be acted out as a sequence • give clear instructions	**Explain what happens when we change the order of instructions** • use the same instructions to create different algorithms • use an algorithm to program a sequence on a floor robot • show the difference in outcomes between two sequences that consist of the same instructions	**Use logical reasoning to predict the outcome of a program** • follow a sequence • predict the outcome of a sequence • compare my prediction to the program outcome	**Explain that programming projects can have code and artwork** • explain the choices that I made for my mat design • identify different routes around my mat • test my mat to make sure that it is usable	**Design an algorithm** • explain what my algorithm should achieve • create an algorithm to meet my goal • use my algorithm to create a program	**Create and debug a program that I have written** • test and debug each part of the program • plan algorithms for different parts of a task • put together the different parts of my program
Data and Information - Pictograms	**Recognise that we can count and compare objects using tally charts** • record data in a tally chart • represent a tally count as a total • compare totals in a tally chart	**Recognise that objects can be represented as pictures** • enter data onto a computer • use a computer to view data in a different format • use pictograms to answer simple questions about objects	**Create a pictogram** • organise data in a tally chart • use a tally chart to create a pictogram • explain what the pictogram shows	**Select objects by attribute and make comparisons** • tally objects using a common attribute • create a pictogram to arrange objects by an attribute • answer 'more than'/'less than' and 'most/least' questions about an attribute	**Recognise that people can be described by attributes** • choose a suitable attribute to compare people • collect the data I need • create a pictogram and draw conclusions from it	**Explain that we can present information using a computer** • use a computer program to present information in different ways • share what I have found out using a computer • give simple examples of why information should not be shared
Creating Media - Digital Music	**Say how music can make us feel** • identify simple differences in pieces of music • describe music using adjectives • say what I do and don't like about a piece of music	**Identify that there are patterns in music** • create a rhythm pattern • play an instrument following a rhythm pattern • explain that music is created and played by humans	**Experiment with sound using a computer** • connect images with sounds • use a computer to experiment with pitch • relate an idea to a piece of music	**Use a computer to create a musical pattern** • identify that music is a sequence of notes • explain how my music can be played in different ways • refine my musical pattern on a computer	**Create music for a purpose** • create a rhythm which represents an animal I've chosen • create my animal's rhythm on a computer • add a sequence of notes to my rhythm	**Review and refine our computer work** • review my work • explain how I changed my work • listen to music and describe how it makes me feel

Programming B - Programming Quizzes	**Explain that a sequence of commands has a start** • identify the start of a sequence • identify that a program needs to be started • show how to run my program	**Explain that a sequence of commands has an outcome** • predict the outcome of a sequence of commands • match two sequences with the same outcome • change the outcome of a sequence of commands	**Create a program using a given design** • work out the actions of a sprite in an algorithm • decide which blocks to use to meet the design • build the sequences of blocks I need	**Change a given design** • choose backgrounds for the design • choose characters for the design • create a program based on the new design	**Create a program using my own design** • choose the images for my own design • create an algorithm • build sequences of blocks to match my design	**Decide how my project can be improved** • compare my project to my design • improve my project by adding features • debug my program
E-safety	Know the rules around safe gaming online, including not sharing personal information. Know that there are options, such as reporting and blocking people, when things go wrong. Understand how to use tools such as Hector and TAG to report issues.		Know the rules around safe gaming online, including not sharing personal information. Know that there are options, such as reporting and blocking people, when things go wrong. Understand how to use tools such as Hector, CEOP and TAG to report issues.		Use Smartie the Penguin resources (https://www.childnet.com/resources/smartie-the-penguin/) to begin to explore safety issues around in-app purchasing, cyberbullying, unreliable information and talking to strangers online - Y2 stories A and B. Understand that people sometimes pretend to be someone they are not online.	
Vocab	**Unit 1 -** Information technology Feature System Network	**Unit 2 -** Digital Portrait Landscape Image Edit Light source	**Unit 3 -** Series Sequence Logical reasoning Code Project Debug Algorithm	**Unit 4 -** Tally Data Pictogram Comparison Attribute	**Unit 5 -** Music Pattern Rhythm Purpose Represent Review	**Unit 6 -** Sequence Command Program Design Blok Sprite