



Computing Subject Map - Y2

Autumn 1					
Project title: Movers and Shakers					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	Understand what Personal Data or Information is.	I can explain what my Personal data is.	Children can begin to think carefully about the information they leave online.	Children can understand what their Digital Footprint is.	Growth
2	Understand that the information put online leaves a 'Digital Footprint'.	I can explain what a digital footprint is. I can give examples of things that I would not want on my digital footprint.	Children can begin to think carefully about the information they leave online.	Children can understand what their Digital Footprint is.	Growth
3	Understand how to stay safe when using the internet.	I can understand how to stay safe when watching videos online. I can understand how to stay safe when sharing pictures online.	Children should be shown the videos on Thinkuknow – Watching Videos & Sharing Pictures -to inform them of how to stay safe when online. Class Discussion	Children should begin to understand the need to stay safe when on the internet.	Growth
4	Understand how to stay safe when using the internet.	I can understand how to stay safe when online gaming. I can understand how to stay safe when chatting Online.	Children should be shown the videos on Thinkuknow- Online Gaming & Chatting Online to inform them of how to stay safe when online. Class Discussion	Children should begin to understand the need to stay safe when on the internet.	Growth
5	Know how to refine searches using the Search tool on PM.	I can use the search facility to refine searches on Purple Mash. I can begin to understand that we can Search for things on both Purple Mash and the internet.	Children have some knowledge on how to search for things on PM and the internet. Internet search can be completed as a class.	Children can use the Search bar on PM to find information.	Investigation Growth



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6	Understand how to use the internet (Google) to search for Famous People linked to their project.	I can find the Google icon on my desktop. I can search for information about a famous person. I understand that I have to type a word carefully to get the results I want.	Children can begin to complete simple searches using the internet (Google). They need to understand the need to type accurately in order to get the results needed. (Children to work in pairs or small groups).	Children can understand that they can search for information on the internet.	Investigation Growth
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Autumn 2					
Project title: Movers and Shakers					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	Understand the terminology associated with the internet and searching.	I can recall the meaning of key internet and searching terms. I can complete a quiz about the internet.	Children are taught key internet and searching terms.	Children should remember that they need to type accurately in order to search accurately.	Growth Investigation
2	Gain a better understanding of searching the internet.	I can read a web search results page. I can identify basic parts of a web search engine page.	Children can begin to gain a better understanding of what is needed to search the internet. They should understand the limitations of the internet. <i>Create a quiz for the children to search the answers to. – Include some questions that they can't find answers to i.e. What is your teachers favourite TV programme?</i>	Children should use the internet to find answers to a quiz and realise the limitations of the internet.	Investigation Growth



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3	Use the Internet to find answer to our questions.	I can search for the answers to questions. I can find information from more than one web page.	The children should work in small groups or pairs if required to find answers to their own questions.	The children should remember the limitations of the internet.	Investigation growth
4	Create a leaflet to help others search for information on the internet.	I can begin to create a leaflet to consolidate knowledge of effective internet searching.	The children should use the Online Safety Leaflet template on Purple Mash to begin to create a leaflet.	The children should think carefully about the information that they put into the leaflet to help others.	Growth
5	Create a leaflet to help others search for information on the internet.	I can continue to create a leaflet/poster to consolidate knowledge of effective internet searching. I can save my work.	The children should use the Online Safety Leaflet (or Poster) template on Purple Mash to continue to create a leaflet. Save their work.	The children should think carefully about the information that they put into the leaflet to help others.	Growth
6	Create an information poster to show knowledge of a subject searched online.	I can use the internet to search for a topic of my choice. I can create a poster to show the information found.	The children can search a topic of their choice and using the information found, create a poster or leaflet. They can use a platform/ program of their choice.	The children should think carefully about how they want to present their information.	Growth



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Spring Term 1					
Project title: Coastline					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	Understand what an algorithm is.	I can explain that an algorithm is a set of instructions. I can explain that for the computer to make something to happen, it needs to follow clear instructions.	Children should use an algorithm to create a computer program. Purple Mash – 2Code Chimp section	Children should be reminded what an algorithm is.	Growth
2	Create a program using a given design and understand the collision detection event.	I can plan an algorithm that includes collision detection. I can create a program using collision detection.	Children should be able to create a program that uses collision detection. Start at Guard the Castle	Children should start to read blocks of code and predict what will happen when it is run.	Growth Investigation
3	Understand that algorithms follow a sequence. 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 my program.	Children should use their knowledge of timer-after to play. Tick-Tock challenge	Children should build on knowledge from previous lessons.	Growth Investigation
4	Understand that different objects have different properties.	I can create a computer program that includes different object types. I can modify the properties of an object.	Children should start to change the object by altering the properties. What works best?	Children should start to make the program unique by changing the properties of objects.	Growth Investigations



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5	Understand the functions of buttons in a program.	I can create a computer program that includes a button object. I can explain what the button does in my program. I can modify the modify the button as required.	Children should create a program that includes a button object and modify the button to suit the program.	Children should build on previous knowledge and start to create a more complex program.	Growth
6	Know what 'debugging' means.	I can explain what debugging means. I can debug simple programs.	Children should start to debug simple programs	Children should be able to correct a piece of code that does not work.	Investigation Growth
SAFER INTERNET DAY LESSON – USE SAFER INTERNET DAY WEBSITE FOR RESOURCES					



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Spring Term 2					
Project title: Coastline					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	Show that the information provided on pictograms is of limited use beyond answering simple questions.	I can understand that the information on pictograms cannot be used to answer complicated questions.	Children should use Purple Mash 2Count area to create a simple pictogram.	Children should begin to understand that only simple questions can be answered using pictograms.	Growth
2	Use Yes/No questions to separate information.	I can use a range of Yes/No questions to separate different items/Children	Children should be given some questions which cannot be answered using only Yes/No. i.e. What is your favourite TV show?	Children should start to think of their own questions which can be answered Yes/No.	Growth
3	Construct a binary tree to separate different items.	I can understand what a binary tree is. I can design a binary tree to sort objects.	The children should realise that they need to think carefully about their questions.	Children should build on their knowledge of questioning.	Growth
4	Use a binary tree (2Question) to answer questions.	I can understand that questions are limited to Yes and No in a binary tree. I can match 2Simple item pictures to names using a binary tree.	Children should use 2Question to create simple binary trees, thinking carefully about the questions asked.	Children should continue to think carefully about the questions asked and the end results.	Growth
5	Use a database to answer more complex questions	I can explain what a database is. I can use a pre-populated database to answer simple and more complicated questions.	Children should use Purple Mash 2Investigate to explore a pre-populated database and ask and answer questions.	Children should start to think about the information that can be found by using a database.	Investigation
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Computing Subject Map - Y2

Summer 1					
Project title: Magnificent Monarchs					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	Explore Purple Mash 2Paint a Picture . Look at the work of impressionist artists.	I can describe the main features of impressionist art. I can create art based upon this style.	Children should create a piece of art in the impressionist style using the 2Paint a Picture template.	Children should become more proficient at using the painting tools.	Growth
2	Explore and recreate the work of pointillist artists.	I can explain what pointillism is. I can create art based on this style.	Children should create a piece of art in the pointillism style using the 2Paint a Picture template.	Children should become more proficient at using the painting tools.	Growth
3	Look at the work of Piet Mondrian and recreate his style (Lines).	I can describe the main features of Mondrian's work. I can create art based on this style.	Children should create a piece of art in the Mondrian style using the 2Paint a Picture Lines template.	Children should become more proficient at different styles of art.	Growth
4	Look at the work of William Morris and recreate the style.	I can describe the main features of art that uses repeating patterns. I can create art based on this style.	Children should create a piece of art in the William Morris style using the 2Paint a Picture Patterns template.	Children should become more proficient at different styles of art.	Growth
5	Look at some surrealist art and create my own in the same style.	I can describe surrealist art. I can create art based on this style using drawing and clip art.	Children should create a piece of art in the Surrealist style using the 2Paint a Picture E-collage template.	Children should realise that art can be created by drawing and using clip art together.	Growth
6	Create our own style of art.	I can think carefully about what style of artist I would like to be. I can create my own art.	Children should start to think about what kind of art they prefer and what kind of artist they would like to be.	Children should be able to use this unit to start to think about styles of art.	Growth



Computing Subject Map - Y2

Summer 2					
Project title: Magnificent Monarchs					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	Be introduced to making music digitally.	I can explore Purple Mash 2Sequence . I can start to understand how the program works.	Children should explore the Purple Mash 2Sequence program to experience digital music making.	Build on the use of simple sound effects.	Investigation
2	Explore, edit and combine sounds using 2Sequence.	I can use different sounds to create a tune. I can explore how to speed up and slow down tunes. I can understand what happens when the sounds are moved.	Children should start to create their own music, and save it.	Build on the use of simple sound effects and start to create music.	Growth
3	Add sounds to a saved tune to improve it,	I can add sounds to a saved tune. I can improve my tune.	Children should open their saved tunes and explore how they can improve their work.	Build on the use of simple sound effects and start to create and edit music.	Growth



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4	Start to think about how music can be used to express feelings and create tunes which depict feelings	I can consider how music can be used to express feelings. I can create different tunes to depict different feelings.	Children should start to think about what kind of music makes them feel happy or sad.	Build on the use of simple sound effects and start to create music to depict feelings	Growth
5	Upload a sound that I have recorded into the sounds section.	I can create my own sounds by recording. I can upload my recorded sound into the Sounds section.	Children should start to create their own music by recording their own music.	Build on the use of simple sound effects and start to record music.	Growtrh
6	Create my own music using a combination of recorded sounds and sounds already in the sounds section.	I can record my own sounds. I can use sounds in the sound section. I can create my own music combining sounds.	Children should continue to create music which they enjoy. They can share with the children sitting near them.	Build on the use of simple sound effects and start to create music to share with others.	Growth.