**YEAR 2 COMPUTING - CURRICULUM OVERVIEW 2024 – 2025**

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| **YR2** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **YEAR 2 Content** | Computing systems and networks  Information technology around us - Identifying IT and how its responsible use improves our world in school and beyond. | Creating Media  Digital photography - Capturing and changing digital photographs for different purposes. | Creating media  Digital writing - using a computer to create and format text, before comparing to writing non-digitally. | Data and information  Pictograms -  Collecting data in tally charts and using attributes to organise and present data on a computer. | Programming A algorithms  Using Hour of Code -  Creating and debugging programs, and using logical reasoning to make predictions. | Programming B  Programming  Quizzes -  Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz. |
| **Key new knowledge** | **Information technology around us**   * Develop understanding of what information technology (IT) is and begin to identify examples. * Discuss IT in school and beyond, in settings such as shops, hospitals, and libraries. * Investigate how IT improves our world, and the importance of using IT responsibly. | **Digital Photography**   * Learn to recognise that different devices can be used to capture photographs. * Begin to capture, edit and improve photos. * Begin to recognise that images seen online may not be real. | **Making music**   * Begin to use a computer/application (app) to create music. * Listen to a variety of pieces of music and consider how music can make them think and feel. * Compare creating music digitally and non-digitally. * Look at patterns and purposefully create music. | **Grouping data**   * Introduction to data and information. * Labelling, grouping, and searching of data and information. * Assigning data (images) with different labels in order to demonstrate how computers are able to group and present data. | **Programming – Using Hour of Code**   * Develop understanding of instructions in sequences and the use of logical reasoning to predict outcomes. * Use given commands in different orders to investigate how the order affects the outcome. * Introduce design aspects in programming. * Design algorithms and then test those algorithms as programs and debug them. | **Programming – Quizzes in Scratch Jr**   * Develop understanding that a sequence of commands has a start and has an outcome. * Create and change a program using a given design. * Improve a project using childrens own design. |
| **Assessments** | Formative questioning and teacher observation.  End of unit assessment rubric in planning. | Formative questioning and teacher observation.  End of unit assessment rubric in planning. | Formative questioning and teacher observation.  End of unit assessment rubric in planning. | Formative questioning and teacher observation.  End of unit assessment rubric in planning. | Built in end of unit assessments. | Formative questioning and teacher observation.  End of unit assessment rubric in planning. |