**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 networksInformation technology around us - Identifying IT and how its responsible use improves our world in school and beyond. | Creating MediaDigital 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 informationPictograms - 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 BProgrammingQuizzes - 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.
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| **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. |