Computing – Year 2 – Summer Term

Computing Systems

Word Processing

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| Links to other subject units this term | | |
| Learning word processing skills as well as exploring poetry and creating a digital piece of writing will naturally link to Literacy work this term. | | |
| Prior Learning | | |
| In Year 1 the children will have learnt the following skills which will support this unit of work:   * Use computers more purposefully * Log in and navigate around a computer * Drag, drop, click and control a cursor using a mouse * Use software tools to create art on the computer | | |
| Key vocabulary for this unit | | |
| Backspace / Forward button  Text / Bold / Italics / Underline  Copy  Copyright  Cut / Paste / Delete / Redo / Undo  Highlight  Home row / Home screen  Image  Import  Keyboard / Keyboard character / Keyboard shortcut  Keyword  Layout  Navigate  Search  Space bar  Text effects  Touch typing | | |
| Learning Sequence | | |
| **Getting to know the keyboard** | * To begin to learn to touch type | |
| **Getting started with word processing** | * To understand how to use a word processor | |
| **Newspaper writer** | * To understand how to add images to a text document | |
| **Poetry book** | * To create a poetry book using sources from the internet | |
| **Digital writer** | * To create a digital piece of writing | |
| Assessment milestones | | |
| * **Computing Knowledge:** * To know that touch typing is the fastest way to type. * To know that I can make text a different style, size and colour. * To know that “copy and paste” is a quick way of duplicating text. | | **Computing Skills:**   * Developing confidence with the keyboard and the basics of touch typing. * Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts. * Using word processing software to type and reformat text. * Searching for appropriate images to use in a document. * Understanding what online information is. * Identifying whether information is safe or unsafe to be shared online. |

Computing – Year 2 – Summer Term

Programming: Scratch Junior

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| Links to other subject units this term | | |
| The unit will link to other subjects in the following ways:  **English:**Spoken language, Reading – comprehension  **Maths:**Geometry – position and direction  **Music** | | |
| Prior Learning | | |
| * This unit will pick up on the work carried out in Term 2 on algorithms and debugging when the children engaged in the following activities: * Decompose a game to predict the algorithms. * Give a definition for ‘decomposition’. * Write clear and precise algorithms. * Create algorithms to solve problems. * Use loops in their algorithms to make their code more efficient. * Explain what abstraction is | | |
| Key vocabulary for this unit | | |
| algorithm  animation  blocks  bug  button  CGI  computer code / code  debug  fluid  icon  imitate  instructions  loop  ‘on tap’  programming  repeat  Scratch Jr  sequence  sound recording | | |
| Learning Sequence | | |
| **Using Scratch Jr** | * Explore a new application | |
| **Creating an animation** | * Create an animation * Recognise a loop in programming * Use programming skills to represent an animal moving | |
| **Making a musical instrument** | * To use characters as buttons * Design a musical instrument * Program code to run ‘on tap’ * Select appropriate blocks for a purpose | |
| **Programming a joke** | * To follow an algorithm * Sequence blocks appropriately * Explain what each block in the program does | |
| **‘The Three Little Pigs’ algorithms** | * To plan and use code to create an algorithm | |
| Assessment milestones | | |
| * **Computing Knowledge:** * To know that coding is writing in a special language so that the computer understands what to do. * To understand that the character in ScratchJr is controlled by the programming blocks. * To know that you can write a program to create a musical instrument or tell a joke | | **Computing Skills:**   * Recognising that buttons cause effects and that technology follows instruction. * Explaining what an algorithm is. * Following an algorithm. * Creating a clear and precise algorithm. * Learning that programs execute by following precise instructions. * Incorporating loops within algorithms. * Using logical thinking to explore software, predicting, testing and explaining what it does. * Using an algorithm to write a basic computer program. * Using loop blocks when programming to repeat an instruction more than once. * Using software (and unplugged means) to create story animations. |