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 buttonText / Bold / Italics / UnderlineCopyCopyrightCut / Paste / Delete / Redo / UndoHighlightHome row / Home screenImageImportKeyboard / Keyboard character / Keyboard shortcutKeywordLayoutNavigateSearchSpace barText effectsTouch 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.
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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 |
| algorithmanimationblocksbugbuttonCGIcomputer code / codedebugfluidiconimitateinstructionsloop‘on tap’programmingrepeatScratch Jrsequencesound 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.
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