

Manor Primary School  
Computing Year 2 Getting Creative (Strand Create)

**Overview of the Learning:**

In this unit children will develop their understanding of digital texts, creating their own digital content (still, moving and animated image and word) using a range of devices and software with increased precision. They demonstrate understanding of some of the devices they use. They use unplugged approaches to support their understanding of algorithms.

**Core Aims**

To equip pupils to use computational thinking and creativity to understand and change the world.

To make links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems.

To ensure pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.

To equip pupils are use information technology to create programs, systems and a range of content.

To ensure that pupils become digitally literate

To be able to use, and express themselves and develop their ideas through information and communication technology at a level suitable for the future workplace and as active participants in a digital world.

**Pupils should be taught**

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

**National Curriculum Guidance**

- 1.i Children should understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- 1.ii Children should create and debug simple programs
- 1.iv Children should use technology purposefully to create, organise, store, manipulate and retrieve digital content
- 1.v Children should recognise common uses of information technology beyond school
- 1.vi Children should use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

**Expectations**

- To understand that the different elements in digital content contribute meaning or create an atmosphere.



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- To show an understanding of ways in which software applications are used in the production of written texts.
- To understand that computer systems enable us to store digital content in precise locations.
- To understand that digital tools support the drafting and presentation of word-based texts.
- To use digital tools to improve word-based texts, using simple tools and techniques.
- To recognise how digital imaging is used in and beyond school.
- To explore the differences between digital and non-digital images.
- To understand that digital images can be stored in electronic collections (on and off line) and searched using key words.
- To understand that images can be sequenced to tell a story, retell an event, or describe a process.
- To understand that objects can be animated in different ways in digital content.
- To understand that an animation can be used to tell a story or provide a guide to a task or activity.
- *To be able to save, locate and edit work using their space on the school network, understanding how and when to print.*
- *To ask permission before taking or using images of others.*
- *To use technology safely and increasingly respectfully.*
- *To know how to respond if some technology makes them feel uncomfortable or worried.*

Manor Primary School  
Computing Year 2 Talking & Sharing (Strand Digital Communication & eWorlds)

**Overview of the Learning:**

**In this unit children will** explore various ways of conveying messages using both digital and non-digital systems. They use emails and respond to blogs. They explore very simple onscreen simulations and link these to their understanding of algorithms.

**Core Aims**

To equip pupils to use computational thinking and creativity to understand and change the world.

To make links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems.

**Pupils should be taught**

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions



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To ensure pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.

To equip pupils are use information technology to create programs, systems and a range of content.

To ensure that pupils become digitally literate

To be able to use, and express themselves and develop their ideas through information and communication technology at a level suitable for the future workplace and as active participants in a digital world.

- use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

### National Curriculum Guidance

- 1.i understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- 1.iii use logical reasoning to predict the behaviour of simple programs
- 1.iv use technology purposefully to create, organise, store, manipulate and retrieve digital content
- 1.v recognise common uses of information technology beyond school
- 1.vi use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

### Expectations

- To think about the different ways we can send messages. Consider accuracy and speed of the different ways.
- To investigate how methods for sending messages have developed over time.
- To think about the wording and the language we use to send messages and choose the best for specific messages. Consider recipient's feelings/response.
- To understand how email can be used to communicate with the wider world.
- To understand that emails can be used for a conversation.
- To understand that messages can be left in online spaces for others to pick up when they are ready.
- To understand the importance of staying safe online and keeping personal information private.

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To discuss how they use technology in school and at home to communicate safely.

To know we can use technology to explore a real or imaginary event/situation to help us play and learn.

To explore a range of simple onscreen simulations and interactive resources, understanding how to control what happens.

To understand that algorithms are used to create computer programs such as simulations and games.

To use logical reasoning to predict the behaviour of simple programs.

*To logon on, ideally to their own space on school network*

*To save, locate and edit work using their space on school network.*

*To use technology safely and considerately, including not sharing personal details online.*

*To use technology safely and increasingly respectfully.*

*To know to tell a trusted adult if any technology makes them feel uncomfortable or worried.*

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Computing Year 2 Visual Information (StrandInfo...Info...)

**Overview of the Learning:**

In this unit children will investigate how we derive information from the world around us, including both digital and non-digital sources. They use datalogging devices to explore environmental conditions and organise objects using branching databases. They compare the ways in which people and computer programs might sort such objects.

**Core Aims**

To equip pupils to use computational thinking and creativity to understand and change the world.

To make links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems.

To ensure pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.

To equip pupils are use information technology to create programs, systems and a range of content.

To ensure that pupils become digitally literate

**Pupils should be taught**

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

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To be able to use, and express themselves and develop their ideas through information and communication technology at a level suitable for the future workplace and as active participants in a digital world.

### National Curriculum Guidance

1.iii Use logical reasoning to predict the behaviour of simple programs

1.iv Use technology purposefully to create, organise, store, manipulate and retrieve digital content

1.v Recognise common uses of information technology beyond school

1.vi Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

### Expectations

- To understand information exists in many different forms.
- To understand that information in graphs can be simpler to understand than words and numbers.
- To understand that the tools within graphing software can be used to present detailed information clearly.
- To understand that mistakes are easy to make when gathering and recording information.
- To be aware of how technology can be used to show changes in environmental conditions.
- To use a simple datalogger to gather live data. Know that the software creates a graphic representation of the data, which provides information. Draw some simple conclusions
- To understand how objects can be sorted according to a property.
- To understand that yes/no questions can provide useful information and can help us make decisions. Develop an algorithm using a repeat.
- To understand that branching databases can be used to organise objects and to identify them using yes/no questions.
- To understand computers use repeated processes to sort objects.
- *To talk about the choices they made, revisiting and refining their work in the light of the comments and suggestions from peers.*
- *To log on, ideally to their own space on school network*
- *To save, locate and edit work using their space on school network.*
- *To use technology safely and increasingly respectfully.*

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- *To know to tell a trusted adult if any technology makes them feel uncomfortable or worried.*



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