

Autumn	Spring	Summer	
<p><b>TIOL 1 - CORE</b> Year 2 Technology in My Life 2 sessions</p> <ul style="list-style-type: none"> <li>• Think about technology</li> <li>• Present the technology as a day timeline</li> <li>• Talk about the benefits of using technology</li> <li>• Look at a map of a town and talk about the different technologies that are used</li> </ul> <p><b>Programming 1 - CORE</b> Year 2 Moving Around to Fix My Factory 3 sessions</p> <ul style="list-style-type: none"> <li>• Follow instructions to move through obstacle course</li> <li>• Talk through algorithms</li> <li>• Work through levels 1 – 6 Fix the Factory</li> <li>• Debug sequences</li> <li>• Build word bank for programming</li> </ul>	<p><b>Programming 3 – CHOICE</b> Year 2 Drawing My Shapes 3 sessions</p> <ul style="list-style-type: none"> <li>• Draw shapes with floor robot</li> <li>• Write instructions for a friend to follow</li> <li>• Use web link to draw shapes</li> <li>• Create shapes with logo software</li> </ul> <p><b>Multimedia 2 – CHOICE</b> Year 2 Animate My Animal 2/3 sessions</p> <ul style="list-style-type: none"> <li>• Explore ABCYA Animate</li> <li>• Save and open file</li> <li>• Provide two stars and a wish as they watch each other's animations</li> <li>• Use ABCYA to create an animation to show what they have learnt</li> </ul>	<p><b>Programming 4 – CHOICE</b> Year 2 Making My Moves with Scratch Jr 4 sessions</p> <ul style="list-style-type: none"> <li>• Use blue programming blocks to make cat move</li> <li>• Use trigger blocks to start a sequence</li> <li>• Investigate speed block and create a race</li> <li>• Add hide, show and tell blocks</li> <li>• Create a wizard scene</li> </ul>	<p><b>Basic Skills</b> (to support my learning across the curriculum)</p> <ul style="list-style-type: none"> <li>• Use personal log in for online resources</li> <li>• Open Apps and software</li> <li>• Save and Open files and images</li> <li>• Insert images within apps and software</li> <li>• Use simple children's search engine eg Kiddle</li> <li>• Use keyboard to enter text (index fingers left and right hand)</li> <li>• Know when and how to use the RETURN/ENTER key.</li> <li>• Use SHIFT and CAPS LOCK to enter capital letters</li> <li>• Use DELETE and BACKSPACE buttons to correct text</li> </ul>
<p>e-Safety- planned within PSHE / Citizenship using Somerset BYTE Awards</p> <p><b>I am kind and responsible</b></p> <p>Agree class internet rules based on personal responsibilities. Include cyberbullying messages in Anti-bullying week.</p>	<p>e-Safety- planned within PSHE / Citizenship using Somerset BYTE Awards</p> <p><b>I am safe</b></p> <p>Keep personal details private, consider who you are talking to online and make sure a trusted adult knows what you are doing online. Use Safer Internet Day to focus on use of the internet and different technologies.</p>	<p>e-Safety – planned within PSHE / Citizenship using Somerset BYTE Awards</p> <p><b>I am healthy</b></p> <p>Consider age-appropriate and healthy use of technology. Include consideration of time spent using technology and recognition of appropriate websites and games in Health week.</p>	<p><b>Additional unplugged activities to reinforce computational thinking</b></p> <p>Program the teacher (10 minutes)</p> <ul style="list-style-type: none"> <li>• Give instructions to the teacher to move to a particular destination in the classroom OR <a href="#">make a sandwich</a> or other activity</li> <li>• Explain how providing clear instructions is critical to computer programming.</li> </ul> <p><a href="https://www.scratchjr.org/teach.html">https://www.scratchjr.org/teach.html</a></p> <p><a href="#">Tut, clap or jive</a> (30 minutes)</p> <ul style="list-style-type: none"> <li>• Create sequences of movements including hand clapping, hand tutting or hand jive</li> <li>• Start to think about breaking problems down or decomposing</li> </ul> <p>Sign up free to <a href="#">Barefoot Computing</a>.</p>
<p><b>Multimedia 1 – CORE</b> Year 2 Present My Information 4+1 sessions</p> <ul style="list-style-type: none"> <li>• Explore ways in which we can present information</li> <li>• Present information we have researched</li> <li>• Develop key board skills</li> <li>• Share the information with others using a class blog, school website, etc</li> </ul>	<p><b>Handling Data 1 – CORE</b> Year 2 Sorting My Shapes 5/6 sessions</p> <ul style="list-style-type: none"> <li>• Explore and sort shapes</li> <li>• Create block graph of 2D shapes</li> <li>• Make a decision tree</li> <li>• Explore and sort Furbles</li> <li>• Use a branching data base</li> <li>• Create pictogram of Furbles</li> </ul>	<p><b>Handling Data 2 – CHOICE</b> Year 2 Sorting My Animals 2 sessions</p> <ul style="list-style-type: none"> <li>• Use online branching database to identify animals</li> <li>• Make a decision tree</li> <li>• Make a block graph of animals in different habitats</li> </ul> <p>Year 2 My Habitat Investigation 2 sessions</p> <ul style="list-style-type: none"> <li>• Use photos to think about where snails like to live</li> <li>• Use photos and block graphs to show findings of investigation</li> </ul>	

**Open Ended Challenge**

[Identify an appropriate challenge](#) to allow children to

- Use computational thinking to plan, develop and evaluate their use of technology
- Have a differentiated learning experience including developing mastery
- Demonstrate attainment in computing