Year 2 Skills & Knowledge Progression
Subject: Computing

	Half Term 1 Exploring habitats	Half Term 2 A twist in the tale
Autumn	**What is a computer? Exploring what a computer is by identifying different inputs and outputs, and understanding how computers process information**	
	Lesson 1 – Computer parts LO. To recognise parts of a computer. **Lesson 2** -Inputs LO. To recognise how technology is controlled. **Lesson 3** – Technology safari LO. To recognise technology.	**Lesson 4** – Invention LO. To create a design for an invention **Lesson 5** – Real world roleplay LO. To understand the role of computers.
Voc	**battery,buttons,computer,desktop,electricity, input,invention,keyboard,mouse,laptop,output**	

	Half Term 1 A sense of adventure	Half Term 2 A sense of adventure
Spring	**Online safety/ *Safer internet day 9th Feb***	**Word processing: Exploring word processing by using keyboard shortcuts, importing images,and applying simple editing tools such as bold, italics and underlying and font colour.**

	Lesson 1 – What happens when I post online? LO. To decide which information is safe to share online. **Lesson 2**–How do I keep my things safe online? **LO**. To practice keeping information safe and private online. **Lesson 3** – It's my choice! LO. To recognise when to deny permission.	Lesson 1 – Getting to know the keyboard LO. To begin to learn to touch type. Lesson 2- Getting started with word processing. LO. To understand how to use a word processor. Lesson 3- Writer LO.To understand how to add images to a text document. Link with English – type up their latest writing.
Vocabulary	**accept, consent, permission, fake, offline, online, password, permission, personal information, pop-up, private, real, reliable, sharing, source, trusted adult**	**backspace, bold, copy, cut, delete, highlight, italics, shortcut,paste,underline,undo,word processor**

Summer	Half Term 1 It's a London thing	Half Term 2 It's a London thing
	Programming 2 Make code: Exploring how to use 'Make code' by investigating what different programming blocks do and how they control outcomes. Pupils apply their understanding by planning, building and testing their own programme.	
	Lesson 1 – Tinkering with code LO. To explore programming in games. **Lesson 2** – Tinkering with MakeCode LO. To explore the block code features of MakeCode **Lesson 3** – What does the code mean? LO. To interpret a MakeCode algorithm using paper chains.	**Lesson 4** – Building a program (over two lessons) LO. To plan and build a program in MakeCode **Lesson 5** – Evaluating a program LO. To evaluate if a program is successful based on the Makecode outcome.
	algorithms, debug, bug, evaluate, sequence, code, block coding,	

The development of SMSC and the promotion of British Values within Computing –	
SMSC	**Spiritual**: Children are encouraged to develop their creativity and imagination when creating their work using coding or a word processing programme. They are encouraged to reflect on their learning to see ways to make it better as well as to identify when an algorithm doesn't work as expected. **Moral**: Children will be developing an understanding of there being a consequence for their actions and behaviour. This will be taught when the children are shown how to use a range of equipment with respect, both for the equipment and also to their peers they are sharing equipment with. This is also important when learning how to behave online. **Social**: Peer learning is encouraged during computing, discussing their learning as well as helping each other to learn and understand different concepts. **Cultural**: The use of technology to support children's knowledge of different cultures, beliefs as well as national and global events that happen. This will be through the use of websites and videos to support children's learning at an age-appropriate level.
British Values	**Democracy;** Encourage respect for democracy by making decisions together when sharing devices. **Rule of Law;** Enable students to distinguish right from wrong when learning about staying safe online. Understanding the rules we have when using different technologies. **Respect and Tolerance;** Encourage students to accept responsibility for their behaviour and be aware of their impact on others, for example, online safety, using a variety of equipment respectfully. **Individual Liberty;** Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to talk about their experiences and learning. Understanding that they have the right to use the internet safely as do others.