Year 2 Computing Progression Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Create digital content (2.6 -5) (2.7 -3)(2.8 -4)/e-safety**	**Communication & Networks(2.5 - 3)/ e-safety**	**Data & Data Representation(2.3 -4) (2.4 -5)/ e-safety**	**Hardware & Processing/ e-safety**	**Algorithms/ Programming & Development (2.1 -5)/e-safety**	
Learning Objective (from DC Pro)	• Uses software to create, store and edit digital content using appropriate file and folder names. (AB) (GE) (DE) • Talks about their work and makes changes to improve it. (EV)	• Obtains content from the world wide web using a web browser. (AL))	Appreciates that programs can work with different types of data. (GE) Recognises that data can be structured in tables to make it useful. (AB) (DE)	Knows that the computers are networked and understands where work is saved (AB) Recognises that machines are controlled using an input and that the response is an output. (AL) (AB) (GE)	• Understands that computers need precise instructions. (AL) • Demonstrates care and precision to avoid errors. (AL) • Understands that programs run by following a precise sequence of instructions. (AL) • Executes, checks and changes programs. (AL)	
	● **Understands the importance of communicating safely and respectfully online, and the need for keeping personal information private. (EV)** ●**Knows what to do when concerned about content or being contacted. (AL)**					
		• Children can effectively retrieve relevant, purposeful digital content using a search engine. • They can apply their learning of effective searching beyond the classroom.	•Children demonstrate an ability to organise data using, •Can retrieve specific data for conducting simple searches. •Children are able to edit more complex digital data •Children are confident when creating, naming, saving and retrieving content. •Children use a range of media in their digital content including photos, text and sound.	Children make links between technology they see around them, coding and multimedia work they do in school	• Children can explain that an algorithm is a set of instructions to complete a task. • When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code. • Children can create a simple program that achieves a specific purpose. • They can also identify and correct some errors, • Children's program designs display a growing awareness of the need for logical, programmable steps. • Children can identify the parts of a program that respond to specific events and initiate specific actions.	
Skills	**Copyright and ownership** • I can describe why other people's work belongs to them. • I can recognise that content on the internet may belong to other people.	**Health, Well-being and Lifestyle** • I can explain simple guidance for using technology in different environments and settings and can say how those rules/guides can help me	**Online relationships/ Online bullying** • I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country). • I can give examples of how I might use technology to communicate with others I don't know well. • I can give examples of bullying behaviour and how it could look online. • I understand how bullying can make someone feel. • I can talk about how someone can/would get help about being bullied online or offline.	**Online reputation** ●I can explain how information put online about me can last for a long time. ●I know who to talk to if I think someone has made a mistake about putting something online	**Privacy and security** ●I can describe how online information about me could be seen by others. • I can describe and explain some rules for keeping my information private. • I can explain what passwords are and can use passwords for my accounts and devices. • I can explain how many devices in my home could be connected to the internet and can list some of those devices. •	**Self-image and identity** • I can explain how other people's identity online can be different to their identity in real life. • I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help. ● I can describe ways in which people might make themselves look different online.
Vocabulary	*paint effects, templates, animation, documents, index finger typing, enter/return, caps lock, backspace*	*information sources, communication, website content, keyword searching*	*capturing moments, magnified images, questions, data collection, graphs, charts, save, retrieve*		*forward, backward, right angle turn, algorithm, sequence, debug, predict*	
	appropriate/inappropriate sites, cyber bullying, digital footprint, identity	**appropriate/inappropriate sites, cyber bullying, digital footprint, identity**	**appropriate/inappropriate sites, cyber bullying, digital footprint, identity**	**appropriate/inappropriate sites, cyber bullying, digital footprint, identity**	**appropriate/inappropriate sites, cyber bullying, digital footprint, identity**	**appropriate/inappropriate sites, cyber bullying, digital footprint, identity**

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Ongoing skills	Create Digital Content	**General ICT Skills:** • To save using an appropriate file name.	**General Graphics /Video Skills** •To capture images with an iPad •To be able to print out a photograph from an iPad with help.	**General Sound Recording Skills** •To be able to record a sound and play it back.	**Word Processing** •To use capitals and lowercase text consistently. •To use the backspace button •To begin to use two hands for typing •To navigate a text document using arrow keys and a mouse. •To create a new document.	**Presentation skills** •To create a presentation using text, graphics, sound and movement eg. Using 2Create, ipads Puppet Pals	**Internet Skills** •To use the favourite menu •To use the home button to take them back •To use the 'back' and 'forwards' buttons efficiently. •To accurately enter a website address. •To find specific information from the Internet •To begin to make notes from a webpage •To copy and paste images from the Internet
	e-safety	**Managing online information** ●**I can use keywords in search engines.** ●**I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).** ●**I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).** ●**I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.** ●**I can explain why some information I find online may not be true.**					

■ (red)	**Computer Science**
■ (blue)	**Information Technology**
■ (yellow)	**Digital Literacy**