

Computing Scheme of Work

Year 2 – Autumn 1

Topic: Roots, Shoots, Buckets and Boots

Activities	Intended Outcomes	Key Vocabulary and Questions
<p style="text-align: center;"><u>Health, Wellbeing and Lifestyle</u> Recap safety linked to computing: *Keeping Passwords Safe *Telling someone they trust if they see something that upsets them *Smartie The Penguin song</p> <p style="text-align: center;"><u>Word Processing/Typing</u> (Literacy Link)</p> <p>Pupils to log in to Purple Mash. In the search bar type identity. Click on the activity that has a silhouette with a question mark. The resource is linked to religion/starting a new school but the poster is simple and can be used for the purpose of this task.</p> <p>The children are to create a poster about themselves for their new teacher.</p> <p>Clipart pictures can be added and there are a few preselected photos to choose from. Own pictures from saved files can be added or if you click on paint the children can take a selfie to add to their poster as well. The children can also type some information about family, hobbies, pets etc.</p> <p style="text-align: center;"><u>Word Processing/Digital Art</u> (Science Link)</p> <p>Pupils to log in to Purple Mash. In search bar type 'How Plants Grow'. Click to launch app. In talk partners, children can type information about what they already know about plants growing or to draw a digital image that they can label by hand afterwards. They can use clipart as well as pen/paint tools to enhance their work.</p> <p>To find paint tools click on the plus button and select paint.</p> <p>There are keyword prompts so that the children can explain the different parts of a plant.</p>	<p>Able to explain guidance for using technology in different environments and settings and how these rules can help me.</p> <p>Able to use caps lock or the shift key for capital letters.</p> <p>Able to use the space bar once between words. Able to add images alongside text in a word-processed document.</p> <p>Able to use caps lock or the shift key for capital letters.</p> <p>Able to use the space bar once between words. Able to add images alongside text in a word-processed document.</p> <p>Able to select and use tools to create digital imagery – controlling the pen and using the fill tool.</p>	<p style="text-align: center;">Assessment Opportunities</p> <p style="text-align: center;">Resources</p>

Data Handling
(Science Link)

Pupils to log in to Purple Mash. In talk partners, each child to be given a copy of the leaves question sheet (printable from Purple Mash) that they can complete using the Leaves Branching Database.

In search bar type 'Branching Database Leaves' and select. Click on green play button. Using picture of leaves on question sheet, the children work together to solve which leaf belongs to which tree. This can be linked to exploration of the school woodland where some of these leaves will be identified.

Word Processing/Typing
(Literacy Link)

Children to log in to Purple Mash. Type 'Animal Adjectives' in search bar – it is designed around Handa's surprise but can be adapted for this activity. Children to select a picture of 'Cat' (or other characters) from Pumpkin Soup. These pictures will need to be saved in a file beforehand. To load a picture from a file, click on the plus sign in the corner of the clipart. Select 'Choose File' - Select 'From My PC' – Select 'Pictures' and then the folder the characters are saved in. Children can then type adjectives beside the picture or in the bottom section.

Coding

Complete lesson 1 in the Year 2 Computing Scheme of Work unit 2.1
(NB: For Autumn 2021 - Crash Course -designed for children who have not accessed coding in Year 1)

An introduction to coding
An introduction to block coding on screen

Digital Art

Using Purple Mash, launch 2Paint A Picture and select 'pattern'. Use this to design a pattern for Christopher Nibbles Shorts that can be added to a mixed media art creation.

Able to use a digital branching database to answer questions

Able to use caps lock or the shift key for capital letters.

Able to use the space bar once between words.
Able to add images alongside text in a word-processed document.

Able to retrieve images from a file.

Able to explain what coding means
Can understand programmes follow precise instructions

Able to select and use tools to create digital imagery

Computing Scheme of Work

Year 2 – Autumn 2

Topic: Happily Ever After

Activities	Intended Outcomes	Key Vocabulary and Questions
<p style="text-align: center;"><u>Presentation and eBook creation</u> (Literacy links)</p> <p>Using purple Mash, open Mashcams and select a fairy tale character. Children can take a selfie to place themselves as the character. Then they can use the red record button to add a voice recording to talk about how the character looks, what his/her personality or behaviour is like and what the character likes and dislikes.</p>	<p>Able to add a voice recording to an image Able to use a device with a camera to take a selfie photograph</p>	
<p style="text-align: center;"><u>Presentation and eBook creation</u> (Literacy links over 2 weeks)</p> <p>Using Purple Mash children type ‘traditional tales’ in the search bar then select ‘fairy tales’ in the writing projects section. The children can create their own storyboard fairy tale by adding pictures and text to 6 boxes. Pictures can be selected from clipart, paint or own files. Also selecting the plus sign in the boxes will offer a few preselected photos to import as well. Work can be saved and retrieved to be edited further.</p>	<p>Able to order images in a storyboard and add text to my story. Able to save and retrieve work from ‘my work’ folder.</p>	Assessment Opportunities
<p style="text-align: center;"><u>Coding</u></p> <p>Complete lesson 2 in the Year 2 Computing Scheme of Work unit 2.1 (NB: For Autumn 2021 - Crash Course -designed for children who have not accessed coding in Year 1)</p> <p style="text-align: center;">Introduction to backgrounds and characters. Making a character move left and right</p>	<p>Able to make a background using Design Mode. Able to add characters using Design Mode. Able to use the drop-down menu to change backgrounds and characters.</p>	Resources

Coding

Beebot software??

Computing Scheme of Work

Year 2 – Spring 1

Topic: London’s Burning

Activities	Intended Outcomes	Key Vocabulary and Questions
<p style="text-align: center;"><u>Photography/Presentation and Word Processing</u> (Science Links – 2 part activity)</p> <p>Children to use the I-pads to take photos of different materials they can find in the classroom. These will then be saved in ‘Student Shared – Purple Mash Photo Resources – Year 2’ to be accessed later. Using Purple Mash children search for and select 'Properties of Materials'. This will allow them to import their own photos into a document and to type the properties of each material. They can edit their photos by cropping them or adding a filter if they feel they need to. This is done by clicking on the plus sign in the corner of the clipart pictures and selecting choose file. Select ‘from my pc’ then go into ‘Student Shared – Purple Mash Photo Resources – Year 2’ to select the image. The picture can be dragged in to position. To edit select the coloured circle in top left-hand corner. The image will open in paint. To crop select the tools button and the crop tool. Drag over the picture to select the part you want to crop. To add a filter select the multicoloured houses button at the top of the page and choose the filter. It is a good opportunity to discuss how/why we enhance images and whether it is necessary for the purpose of this task. Once pictures are in place the children can type the properties in the boxes below.</p> <p style="text-align: center;"><u>Animation/Sound</u> (Literacy/History Links – 4 weeks)</p> <p>Children to create a flipbook with text, images, animation and sound. Using Purple Mash, search The Great Fire of London and select the 2Create a Story –Great Fire of London in the project pack activities. The story is already started but the children are encouraged to complete the story using the tools that 2 Create a Story offers.</p>	<p style="text-align: center;">Able to take a photograph Able to import images to a project from online or a folder.</p> <p style="text-align: center;">Able to edit a photo [crop, filters etc] Able to type words on to a device confidently, using space bar, caps lock/shift and backspace appropriately Able to save work in to ‘My Work Folder’.</p> <p style="text-align: center;">Able to create an animation flipbook and explain how it works. Able to record own sound effects.</p>	<p style="text-align: center;">Assessment Opportunities</p> <hr/> <p style="text-align: center;">Resources</p>

Coding

Complete lesson 3 in the Year 2 Computing Scheme of Work unit 2.1
(NB: For Autumn 2021 - Crash Course -designed for children who have not accessed coding in Year 1)

Introduction to Collision Detection.

Able to make objects stop when they collide.
Able to program a sound to play when objects collide.

Computing Scheme of Work

Year 2 – Spring 2
Topic: Fire and Fantasy

Activities	Intended Outcomes	Key Vocabulary and Questions
<p style="text-align: center;"><u>Coding</u></p> <p>Complete lesson 4 in the Year 2 Computing Scheme of Work unit 2.1 (NB: For Autumn 2021 - Crash Course -designed for children who have not accessed coding in Year 1)</p> <p style="text-align: center;">To use Repeat and Timer commands.</p> <p style="text-align: center;"><u>Privacy and Security/Self Image and Identity</u> (link to RHE)</p> <p style="text-align: center;">Smartie the Penguin Digiduck’s famous friend – a story about not sharing personal information online and how people online can make you believe anything you want to believe. www.childnet.com</p> <p style="text-align: center;"><u>Digital Art</u></p> <p>Children to use Purple Mash. In paint projects, select the dragon and the knight. Explore the tools available to show scales, colour and texture on the dragon.</p>	<p>Able to create a computer program including a repeat and a timer.</p> <p>Able to explain the types of personal information that shouldn’t be shared without checking with a trusted adult first.</p> <p>Able to explain how passwords can be used to protect information and devices.</p> <p>Able to explain how other people’s identity online can be different to their identity in real life.</p> <p>Able to describe ways in which people might make themselves look different online.</p> <p>Able to give examples of issues online that might make us sad or worried and know how I can get help.</p> <p>Able to select and use tools to create digital imagery – controlling the pen and using the fill tool</p> <p>Able to add images alongside text</p>	<p style="text-align: center;">Assessment Opportunities</p> <p style="text-align: center;">Resources</p>

Word Processing/Typing
(World Book Day)

Using Purple mash, search blank book review. Children to build on their word processing skills to present a digital book review.

Data Handling

(Maths Link – revision of multiples of 3 and odd and even numbers)

Using Purple Mash, can the children complete the Carroll diagram deciding whether each number is a multiple of 3 or not and whether it is odd or even?

Presentation and eBook Creation
(Dragon Topic)

Use Purple Mash Newsreader Mashcam to write a news report in the speech bubble that can be performed aloud and recorded.
Use the camera tool to take a selfie to enhance the image. Recordings can be saved in the 'My Work Folder'. Image and speech bubble can be printed.

Able to type words on to a device confidently, using space bar, caps lock/shift and backspace appropriately

Able to save work in to 'My Work Folder'.

Able to sort digital objects into a range of charts such as a Carroll diagram

Able to add voice recordings to an image
Able to write a speech bubble to enhance a character

Able to save work in to 'My Work Folder'

Computing Scheme of Work

Year 2 – Summer 1

Topic: Captivating Creatures and Where to Find Them

Activities	Intended Outcomes	Key Vocabulary and Questions
<p style="text-align: center;"><u>Presentation/Word Processing</u> (Literacy links)</p> <p>Use a postcard proforma on Purple Mash to write a postcard linked to Meerkat Mail. Suggested example ‘African safari’ although many are available. The children can import a picture from the Purple Mash resource folder (which will need to be saved previously) and use their typing skills to write the postcard.</p>	<p>Able to import images to a project from online or a folder.</p> <p style="padding-left: 40px;">Able to edit a photo [crop, filters etc]</p> <p>Able to type words on to a device confidently, using space bar, caps lock/shift and backspace appropriately</p> <p style="padding-left: 40px;">Able to save work in to ‘My Work Folder’.</p>	
<p style="text-align: center;"><u>Coding</u></p> <p>Complete lesson 5 in the Year 2 Computing Scheme of Work unit 2.1 (NB: For Autumn 2021 - Crash Course -designed for children who have not accessed coding in Year 1)</p> <p style="padding-left: 40px;">Debugging.</p>	<p>Able to explain what debug (debugging) means.</p> <p style="padding-left: 40px;">Able to explain what they did so that their computer program did not work.</p> <p style="padding-left: 40px;">Able to can debug simple programs.</p>	Assessment Opportunities
<p style="text-align: center;"><u>Digital Art</u> (Art Links)</p> <p>Explore the Animal paint projects to look at adding texture to images of animals.</p>	<p style="padding-left: 40px;">Able to select and use tools to create digital imagery – controlling the pen and using the fill tool</p>	
<p style="text-align: center;"><u>Managing Online Information</u></p> <p style="padding-left: 40px;">Share Digiduck Detective story</p> <p>Follow up with the children taking part in the ‘Safer Internet Day 2021 KS1 Quiz’ on purple mash. (use search bar to locate promptly)</p>	<p style="padding-left: 40px;">Able to understand the difference between things that are imaginary or made up and things that are true or real.</p> <p style="padding-left: 40px;">Able to explain why some information I find online might not be true.</p>	

Online Relationships
(Geography links – email a school in Kenya)

Children to be given the opportunity to email children in a partner school to discover what school is like in Kenya and to make comparisons for geography work. The emails can start at the end of the first half term to allow for time to correspond or at the start to Summer 2)

Discuss this with KSPC re: feasibility

Able to use the internet to communicate with people I don't know well.

Resources

Computing Scheme of Work

Year 2 – Summer 2

Topic: I Do Like To Be Beside the Seaside

Activities	Intended Outcomes	Key Vocabulary and Questions
<p style="text-align: center;"><u>Managing Online Information/Health, Well-being and Lifestyle</u> (History Link)</p> <p>Children to research the history of Bognor Regis as a seaside town. Discuss the keywords that can be used to search for the correct information. Link back to last term and discuss how to be sure the information they are finding is real and correct.</p> <p>Children to explore how to navigate a simple web page to get the information they need. Remind children about what to do if they see something that upsets or worries them when they are using the internet.</p> <p>It is also a good opportunity to discuss how voice activated searching can be used as well. What experience do the children have of Google Now, Alexa, Siri?</p>	<p>Able to use keywords in search engines</p> <p>Able to navigate a simple web page to get information (e.g home, forward/back buttons, links, tabs and sections)</p> <p>Able to explain what voice activated searching is and how it might be used.</p> <p>Able to explain the guidance for using technology in different environments and settings</p> <p>Able to say how those rules/guides help me</p>	<p style="text-align: center;">Assessment Opportunities</p>
<p style="text-align: center;"><u>Coding</u></p> <p>Complete lesson 6 in the Year 2 Computing Scheme of Work unit 2.1 (NB: For Autumn 2021 - Crash Course -designed for children who have not accessed coding in Year 1)</p> <p>To explore the possible actions of different types of objects.</p>	<p>Able to create a computer program using different objects.</p> <p>Able to predict what the objects in classmates' programs will do, based on my knowledge of the objects' limitations, e.g., a turtle can only move in specific ways.</p> <p>Able to explain how they know that certain objects can only move in certain ways</p>	<p style="text-align: center;">Resources</p>
<p style="text-align: center;"><u>Online Relationships/Online Reputation/Online Bullying</u> (Link to RHE)</p>	<p>Able to give examples of how I might use technology to communicate with others I don't know well.</p>	

