In this unit: Learners will be introduced to the concept of data and how it can be collected using tally charts. They will learn about the term "attribute" to help organize data. Next, they will move on to presenting data visually using software and will use the visualized data to answer questions.

Learning Organiser: Collect data and information using pictograms.

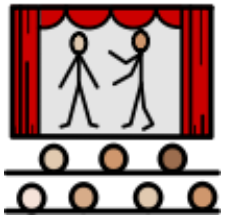
1. Recognise that we can count and compare objects using tally charts.
2. To recognise that objects can be represented as pictures.
3. To create a pictogram.
4. To select objects by attribute and make comparisons.
5. To recognise that people can be described by attributes.
6. To explain that we can present information using a computer.
7. To recognise good and unwise online behaviours.

Vocabulary

tally chart
data
pictogram
attribute
most popular
least popular
conclusion
block diagram

What do we know?

- **Know that** iPads and computers can be used to present data.
- **Know why** it's important to keep screen time at a minimum.
- **Know how** to label objects and group them based on different properties.



Forever Facts

- **Know that** people can be described by attributes.
- **Know why** staying safe online is important.
- **Know how** present information on a computer.

Big Ideas

E-Safety & Using Technology

Where will it go?

Showcase

Continuous Provision

Create a pictogram on an iPad about a topic of choice.

Learning Organiser: Computing systems and Networks all around us

In this unit: Learners will explore what information technology (IT) is and identify examples in various settings, including school, shops, hospitals, and libraries. They will examine how IT enhances our world and learn the importance of using it responsibly.

1. To recognise the uses and features of information technology.
2. To identify the uses of information technology in the school.
3. To identify information technology beyond school.
4. To explain how information technology helps us.
5. To explain how to use information technology safely.
6. To recognise that choices are made when using information technology.

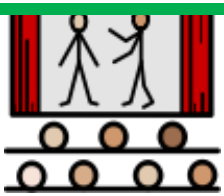
Know the main parts of a computer.

Know why we interact with technology in school.

Know how to effectively use a computer keyboard and mouse.

Vocabulary

Information
Technology
Barcode
Scanner
Computer



Big Ideas

E-Safety & Using Technology

Forever Facts

Know that IT can be used in a variety of ways and explain these.

Know why we use information technology.

Know how to use technology safely and responsibly.

Where will it go?

Showcase

Continuous Provision
Pick a place in our world (hospital, school, vet, etc). Create a site map to show where technology would be used.

Learning Organiser: Robot Algorithms

In this unit: This unit teaches learners about the importance of sequence in instructions and how logical reasoning helps predict outcomes. They will experiment with command orders to see how it affects results. Additionally, they will learn about design in programming, creating and testing artwork for use in programs. Learners will design, test, and debug algorithms as part of their programming practice.

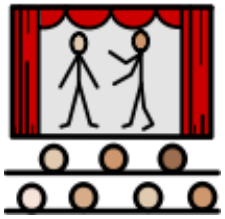
1. To describe a series of instructions as a sequence.
2. To explain what happens when we change the order of instructions.
3. To use logical reasoning to predict the outcome of a program.
4. To explain that programming projects can have code and artwork.
5. To design an algorithm.
6. To create and debug a program that I have written.

Vocabulary

Command
Algorithm
Program
Route
Plan
Direction
decomposition

What do we know?

- **Know that we can control technology by using commands**
- **Know why** vocabulary is important
- **Know how** to use a simple single step command



Big Ideas

Programming

Forever Facts

- **Know that a series of instructions can be created create an outcome**
- **Know why clear language and logic are important when designing a sequence**
- **Know how to create a simple, sequenced algorithm and debug errors**

Where will it go?

Showcase

The maze challenge- can the children program their robot to beat the maze?

Learning Organiser: Year 2- an introduction to quizzes

This unit initially recaps on learning from the Year 1 ScratchJr unit 'Programming B – Programming animations'. Learners begin to understand that sequences of commands have an outcome, and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr, and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.

1. Using scratch Jr, show how to start and run a program
2. Predict, match and change the sequence of events in a program
3. Creating a program for a given design
4. To change backgrounds and characters for a given design
5. I can create a character, background and algorithm for my own design
6. I can evaluate, improve and debug my program

Vocabulary

Sprite
Background
Sequence
Algorithm
Debug
Sequence
Command
blocks

What do we know?

Know how to create a simple set of commands to solve a problem

Know why it is important to use precise language in a program

Know that vocabulary is important when using a sequence of commands

Big Ideas

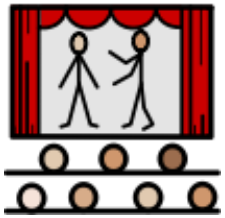
Programming

Forever Facts

Know that an outcome of a sequence of events can be predicted and altered

Know why a program may not work as planned and debug it

Know how to change the sprite, background and algorithm in scratch jr



Where will it go?

Showcase

Children present their own quiz designs to the class

Learning Organiser: Year 2- Digital photography

Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.

1. I know what devices can take pictures and take a picture of my own.

2. I can take a photo in portrait or landscape and know which one to choose for the best photo.

3. I can evaluate what make a good photo and improve photos

4. I can change focus and lighting to take a good photograph

5. I can edit an image using colour effects.

6. I can recognise and know that some photos are not real. I can use my skills to my skills to create my own photo

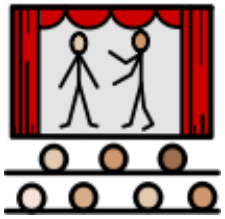
Vocabulary

Framing
Subject
Portrait
Landscape
Compose
Editing
Filter
focus

Know that a range of tools can be used in a paint program to create a desired effect

Know why digital art is a useful media

Know how to use the fill, shape, undo functions and adjust tools to fit their need



Forever Facts

Know that photos can be edited and effects used to alter them

Know why lighting and focus are important to take a good photograph

Know how to use my skills to create and edit an image.

Big Ideas

Digital Literacy

Where will it go?

Showcase

Hold a class photography competition- the winners will be published in a frame for display around the school.

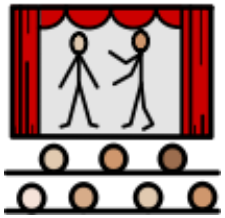
Learning Organiser: Year 2- Making music

In this unit, learners will listen to a variety of pieces of music and consider how music can make them think and feel. Learners will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music.

1. I can describe music and decide what music I like/ don't like .
2. I know what rhythm is and can create a rhythm on an untuned instrument.
3. I can experiment with the pitch of sounds on a computer.
4. I know that music is made of notes. I can create a sequence of sounds on the computer.
5. I can create a piece of music based on an animal.
6. I can improve, edit and evaluate my work.

Vocabulary
Pitch
Rhythm
Sequence
Notes
Tempo
pulse

- **Know that** music can be created using instruments
- **Know how** to recognise different sounds
- **Know why** music can represent a feeling



Forever Facts

- **Know that** music has rhythm and pitch and is represented by notes.
- **Know why** computers can be useful in creating sequences of sounds.
- **Know how** to create sequences of sounds

Big Ideas

Digital Literacy

Where will it go?

Showcase

To create a piece of music to play to your class