

		Computing Long Term Plan- Year Two - (Teach Computing)																												
												National Curriculum Links						Teach Computing Taxonomy												
Year Group	Term	Unit Name	Lesson	Learning Objectives	Success Criteria	J	12	13	14	15	16	AL	CM	CS	DD	DI	ET	IT	NW	PG	SS	Education for a Connected World								
Year 2	Autumn 1	Information Technology around us	1	To recognise the uses and features of information technology	<ul style="list-style-type: none"><li>- I can describe some uses of computers</li><li>- I can identify examples of computers</li><li>- I can identify that a computer is a part of information technology</li></ul>																						Health, well-being and lifestyle			
			2	To identify information technology in the home	<ul style="list-style-type: none"><li>- I can explain the purpose of information technology in the home</li><li>- I can move and resize images</li><li>- I can open a file</li></ul>																							Health, well-being and lifestyle		
			3	To identify information technology beyond school	<ul style="list-style-type: none"><li>- I can compare types of information technology</li><li>- I can find examples of information technology</li><li>- I can talk about uses of information technology</li></ul>																								Health, well-being and lifestyle	
			4	To explain how information technology benefits us	<ul style="list-style-type: none"><li>- I can demonstrate how information technology is used in a shop</li><li>- I can explain how information technology helps people</li><li>- I can list different uses of information technology</li></ul>																								Health, well-being and lifestyle	
			5	To show how to use information technology safely	<ul style="list-style-type: none"><li>- I can recognise how to use information technology responsibly</li><li>- I can say how those rules/guides can help me</li><li>- I can enjoy a variety of activities</li></ul>																								Health, well-being and lifestyle	
			6	To recognise that choices are made when using information technology	<ul style="list-style-type: none"><li>- I can explain simple guidance for using information technology in different environments and settings</li><li>- I can identify the choices that I make when using information technology</li></ul>																									Health, well-being and lifestyle
	Autumn 2	Digital Photography	1	To know what devices can be used to take photographs	<ul style="list-style-type: none"><li>- I can capture digital photos and talk about my experience</li><li>- I can sort devices into old and new</li><li>- I can talk about how to take a photograph</li></ul>																							Self-image and identity		
			2	To use a digital device to take a photograph	<ul style="list-style-type: none"><li>- I can explain the process of taking a good photograph</li><li>- I can explain why a photo looks better in portrait or landscape format</li><li>- I can take photos in both landscape and portrait format</li></ul>																								Self-image and identity	
			3	To describe what makes a good photograph	<ul style="list-style-type: none"><li>- I can identify what is wrong with a photograph</li><li>- I can improve a photograph by retaking it</li><li>- I can experiment with different light sources</li></ul>																								Self-image and identity	
			4	To decide how photographs can be improved	<ul style="list-style-type: none"><li>- I can explore the effect that light has on a photo</li><li>- I can focus on an object</li><li>- I can explain my choices</li></ul>																								Self-image and identity	
			5	To use tools to change an image	<ul style="list-style-type: none"><li>- I can recognise that images can be changed</li><li>- I can use a tool to achieve a desired effect</li><li>- I can apply a range of photography skills to capture a photo</li></ul>																								Self-image and identity	
			6	To recognise that images can be changed	<ul style="list-style-type: none"><li>- I can identify which images are real and which have been changed</li><li>- I can recognise which images have been changed</li><li>- I can choose a series of words that can be enacted as a sequence</li></ul>																									Self-image and identity
	Spring 1	Robot Algorithms	1	To describe a series of instructions as a sequence	<ul style="list-style-type: none"><li>- I can follow instructions given by someone else</li><li>- I can give clear and unambiguous instructions</li><li>- I can create different algorithms for a range of sequences (using the same commands)</li></ul>																									
			2	To explain what happens when we change the order of instructions	<ul style="list-style-type: none"><li>- I can show the difference in outcomes between two sequences that consist of the same commands</li><li>- I can use an algorithm to program a sequence on a floor robot</li></ul>																									
			3	To use logical reasoning to predict the outcome of a program (series of commands)	<ul style="list-style-type: none"><li>- I can compare my prediction to the program outcome</li><li>- I can follow a sequence</li><li>- I can predict the outcome of a sequence</li></ul>																									
			4	To explain that programming projects can have code and artwork	<ul style="list-style-type: none"><li>- I can explain the choices I made for my mat design</li><li>- I can identify different routes around my mat</li><li>- I can test my mat to make sure that it is usable</li></ul>																									
			5	To design an algorithm	<ul style="list-style-type: none"><li>- I can create an algorithm to meet my goal</li><li>- I can explain what my algorithm should achieve</li><li>- I can use my algorithm to create a program</li></ul>																									
			6	To create and debug a program that I have written	<ul style="list-style-type: none"><li>- I can plan algorithms for different parts of a task</li><li>- I can put together the different parts of my program</li><li>- I can test and debug each part of the program</li></ul>																									
	Spring 2	Pictograms	1	To recognise that we can count and compare objects using tally charts	<ul style="list-style-type: none"><li>- I can compare totals in a tally chart</li><li>- I can record data in a tally chart</li><li>- I can represent a tally count as a total</li></ul>																							Privacy and security		
			2	To recognise that objects can be represented as pictures	<ul style="list-style-type: none"><li>- I can enter data onto a computer</li><li>- I can use a computer to view data in a different format</li><li>- I can use pictograms to answer simple questions about objects</li></ul>																								Privacy and security	
			3	To create a pictogram	<ul style="list-style-type: none"><li>- I can explain what the pictogram shows</li><li>- I can organise data in a tally chart</li><li>- I can use a tally chart to create a pictogram</li></ul>																								Privacy and security	
			4	To select objects by attribute and make comparisons	<ul style="list-style-type: none"><li>- I can answer 'more than'/'less than' and 'most/least' questions about an attribute</li><li>- I can create a pictogram to arrange objects by an attribute</li><li>- I can tally objects using a common attribute</li></ul>																								Privacy and security	
			5	To recognise that people can be described by attributes	<ul style="list-style-type: none"><li>- I can choose a suitable attribute to compare people</li><li>- I can collect the data I need</li><li>- I can create a pictogram and draw conclusions from it</li></ul>																								Privacy and security	
			6	To explain that we can present information using a computer	<ul style="list-style-type: none"><li>- I can give simple examples of why information should not be shared</li><li>- I can share what I have found out using a computer</li><li>- I can use a computer program to present information in different ways</li></ul>																								Privacy and security	
Summer 1	Making Music	1	To say how music can make us feel	<ul style="list-style-type: none"><li>- I can describe how music makes me feel, e.g. happy or sad</li><li>- I can identify simple differences in pieces of music</li><li>- I can listen with concentration to a range of music (links to the Music curriculum)</li></ul>																							Copyright and ownership			
		2	To identify that there are patterns in music	<ul style="list-style-type: none"><li>- I can create a rhythm pattern</li><li>- I can explain that music is created and played by humans</li><li>- I can play an instrument following a rhythm pattern</li></ul>																								Copyright and ownership		
		3	To describe how music can be used in different ways	<ul style="list-style-type: none"><li>- I can connect images with sounds</li><li>- I can relate an idea to a piece of music</li><li>- I can use a computer to experiment with pitch and duration</li></ul>																								Copyright and ownership		
		4	To show how music is made from a series of notes	<ul style="list-style-type: none"><li>- I can identify that music is a sequence of notes</li><li>- I can refine my musical pattern on a computer</li><li>- I can use a computer to create a musical pattern using three notes</li></ul>																								Copyright and ownership		
		5	To create music for a purpose	<ul style="list-style-type: none"><li>- I can describe an animal using sounds</li><li>- I can explain my choices</li><li>- I can save my work</li></ul>																								Copyright and ownership		
		6	To review and refine our computer work	<ul style="list-style-type: none"><li>- I can explain how I made my work better</li><li>- I can listen to music and describe how it makes me feel</li><li>- I can reopen my work</li></ul>																								Copyright and ownership		
Summer 2	An Introduction to Quizzes	1	To explain that a sequence of commands has a start	<ul style="list-style-type: none"><li>- I can identify that a program needs to be started</li><li>- I can identify the start of a sequence</li><li>- I can show how to run my program</li></ul>																										
		2	To explain that a sequence of commands has an outcome	<ul style="list-style-type: none"><li>- I can change the outcome of a sequence of commands</li><li>- I can match two sequences with the same outcome</li><li>- I can predict the outcome of a sequence of commands</li></ul>																										
		3	To create a program using a given design	<ul style="list-style-type: none"><li>- I can build the sequences of blocks I need</li><li>- I can decide which blocks to use to meet the design</li><li>- I can tell the actions of a sprite in an algorithm</li></ul>																										
		4	To change a given design	<ul style="list-style-type: none"><li>- I can choose backgrounds for the design</li><li>- I can choose characters for the design</li><li>- I can create a program based on the new design</li></ul>																										
		5	To create a program using my own design	<ul style="list-style-type: none"><li>- I can build sequences of blocks to match my design</li><li>- I can choose the images for my own design</li><li>- I can create an algorithm</li></ul>																										
		6	To decide how my project can be improved	<ul style="list-style-type: none"><li>- I can compare my project to my design</li><li>- I can debug</li><li>- I can improve my project by adding features</li></ul>																										

Teach Computing Taxonomy		
Abbreviation	Strand	Description
NW	Networks	Understand how networks can be used to retrieve and share information, and how they come with
CM	Creating Media	Select and create a range of media including text, images, sounds, and
DI	Data & Information	Understand how data is stored, organised, and used to represent real-
DD	Design & Development	Understand the activities involved in planning, creating, and evaluating computing artefacts
CS	Computing Systems	Understand what a computer is, and how its constituent parts function together as a whole
IT	Impact of Technology	Understand how individuals, systems, and society as a whole interact with computer
AL	Algorithms	Be able to comprehend, design, create, and evaluate algorithms
PG	Programmin #	Create software to allow computers to solve problems
ET	Effective Use of tools	Use software tools to support computing work
SS	Safety & Security	Understand risks when using technology, and how to protect