





<p>Expectations</p> <ul style="list-style-type: none"> I can use technology to organise and present my ideas in different ways. I can use the keyboard on my device to add, delete and space text for others to read. I can tell you about an online tool that will help me to share my ideas with other people. I can save and open files on the device I use. 	<p>Vocabulary to use</p> <table border="1"> <tr> <td data-bbox="707 288 1028 531"> <p>App Backspace Clipart Delete Enter Insert Keyboard Open Photo(graph) Print Right click Save Shift</p> </td> <td data-bbox="1028 288 1366 531"> <p>Software Sound Space bar Video / Film</p> </td> </tr> <tr> <td colspan="2" data-bbox="707 531 1366 608"> <p><i>Vocabulary to develop</i></p> </td> </tr> <tr> <td colspan="2" data-bbox="707 608 1366 842"> <p><i>Animate</i> <i>Copy</i> <i>Folder</i> <i>Image</i> <i>Select</i></p> </td> </tr> </table>	<p>App Backspace Clipart Delete Enter Insert Keyboard Open Photo(graph) Print Right click Save Shift</p>	<p>Software Sound Space bar Video / Film</p>	<p><i>Vocabulary to develop</i></p>		<p><i>Animate</i> <i>Copy</i> <i>Folder</i> <i>Image</i> <i>Select</i></p>		<p>Skills</p> <ul style="list-style-type: none"> Use keyboard to enter text (index fingers left and right hand). Know when and how to use the RETURN/ENTER key. Use SHIFT and CAPS LOCK to enter capital letters. Use DELETE and BACKSPACE buttons to correct text. Open and Close Apps and software Save and Open files and images. Insert images within apps and software Capture learning with photo and video
<p>App Backspace Clipart Delete Enter Insert Keyboard Open Photo(graph) Print Right click Save Shift</p>	<p>Software Sound Space bar Video / Film</p>							
<p><i>Vocabulary to develop</i></p>								
<p><i>Animate</i> <i>Copy</i> <i>Folder</i> <i>Image</i> <i>Select</i></p>								
<p>Expected prior learning</p> <ul style="list-style-type: none"> Save and open documents Take and retrieve photograph Create an image using pen pools Talk about text, sound, moving and still images 	<p>Cross curriculum context</p> <ul style="list-style-type: none"> English Capture learning in a topic Choose to use technology to present historical, geographical, religious, cultural, mathematical, or other learning 	<p>Experiences</p> <ul style="list-style-type: none"> Paint software or App Take and use photographs Add images to document Enter text Video (<i>and greenscreen</i>) <i>Make a short animation</i> Use an online tool to share learning Plan labels and compose sentences for a created image 						
<p>Concepts and understanding</p> <ul style="list-style-type: none"> Technology can be used to show learning and ideas Online tools can help share learning with other people 	<p>Develop Computational thinking</p> <p>Attitudes Comfortable making mistakes Perseverance Imagination Collaboration</p>	<p>Expectations: Computational thinker model http://bit.ly/comptinkingSomerset and Computational thinker younger learners' model http://bit.ly/comptinkingFS_KS1</p> <p>Skills Pattern recognition Decomposition Algorithm design Abstraction and generalisation</p> 						

<p>Expectations</p> <ul style="list-style-type: none"> I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions. I can tell you the order I need to do things to make something happen and talk about this as an algorithm. I can program a robot or software to do a particular task. I can look at my friend's program and tell you what will happen. I can use programming software to make objects move. I can watch a program execute and spot where it goes wrong so that I can debug it. 	<p>Vocabulary to use</p> <table border="1"> <tr> <td data-bbox="707 284 1028 616"> <p>Algorithm Backward Button Clear Code Command Debug Distance Execute Floor robot Forward Go Instructions Mistake Move</p> </td> <td data-bbox="1028 284 1366 616"> <p>Pause / Wait Predict Quarter turn / right-angle Turn left Turn right Sequence Stop Symbol</p> </td> </tr> <tr> <td data-bbox="707 616 1028 687"></td> <td data-bbox="1028 616 1366 687"> <p><i>Vocabulary to develop</i></p> </td> </tr> <tr> <td data-bbox="707 687 1028 842"></td> <td data-bbox="1028 687 1366 842"> <p><i>Half turn</i> <i>Error</i> <i>Program</i></p> </td> </tr> </table>	<p>Algorithm Backward Button Clear Code Command Debug Distance Execute Floor robot Forward Go Instructions Mistake Move</p>	<p>Pause / Wait Predict Quarter turn / right-angle Turn left Turn right Sequence Stop Symbol</p>		<p><i>Vocabulary to develop</i></p>		<p><i>Half turn</i> <i>Error</i> <i>Program</i></p>	<p>Skills</p> <ul style="list-style-type: none"> Open and Close Apps and software Predict outcome of a short sequence of commands Use the word algorithm Talk through an algorithm that will make something happen or achieve an outcome Spot an error in a program Debug a short program Turn right Turn left Move forwards and backwards Persevere to make a short program do what you want
<p>Algorithm Backward Button Clear Code Command Debug Distance Execute Floor robot Forward Go Instructions Mistake Move</p>	<p>Pause / Wait Predict Quarter turn / right-angle Turn left Turn right Sequence Stop Symbol</p>							
	<p><i>Vocabulary to develop</i></p>							
	<p><i>Half turn</i> <i>Error</i> <i>Program</i></p>							
<p>Expected prior learning</p> <ul style="list-style-type: none"> Follow and give forward, backward and turn instructions Predict actions when buttons and icons are pressed Make short sequences for floor robots and simple apps and software 	<p>Cross curriculum context</p> <ul style="list-style-type: none"> English: participation in collaborative conversations, give well-structured descriptions; use pattern recognition and decomposition within phonics and spelling; sequencing of events; algorithms when planning writing Maths: counting, movement, properties of shapes, problem solving 	<p>Experiences</p> <ul style="list-style-type: none"> Play 'Simon says' with short sequences Guided exploration, prediction and sequencing with programming apps or software Plan an algorithm, self-assess knowledge, implement as a program Debug own and programs/code of others Meet a challenge with a floor robot 						
<p>Concepts and understanding</p> <ul style="list-style-type: none"> Order of commands in a sequence is important When I debug, I spot where something is wrong and correct it Making mistakes is part of programming 	<p>Develop Computational thinking</p> <p>Attitudes</p> <p>Comfortable making mistakes Perseverance Imagination Collaboration</p>	<p>Expectations: Computational thinker model http://bit.ly/compthinkingSomerset and Computational thinker younger learners' model http://bit.ly/compthinkingFS_KS1</p> <p>Skills</p> <p>Pattern recognition Decomposition Algorithm design Abstraction and generalisation</p> 						

Year 2 Technology in our Lives Knowledge Map

<p>Expectations</p> <ul style="list-style-type: none"> • I can tell you why I use technology in the classroom. • I can tell you why I use technology in my home and community. • I am starting to understand that other people have created the information I use. • I can identify benefits of using technology including finding information, creating and communicating. • I can talk about the differences between the Internet and things in the physical world. 	<p>Vocabulary to use</p> <p>Search engine Technology / Computing device Internet</p>	<p>Vocabulary to develop</p> <p><i>Communicate QR Code Computing devices World Wide Web /</i></p>	<p>Skills</p> <ul style="list-style-type: none"> • Use personal log in for online resources • Collect and organise information • Ask relevant questions • Use simple children's search engine eg Swiggle • Follow a hyperlinked image to a website using a laptop or PC OR QR code OR Home screen link on tablet • Tell a trusted adult if something unexpected happens when exploring an information site • Consider reliability of an image or simple text
<p>Expected prior learning</p> <ul style="list-style-type: none"> • Today's technology devices help us in different ways • Today's technology devices can help us with our learning • Follow links provided by a trusted adult to explore a website and find information • Shared video communication 	<p>Cross curriculum context</p> <ul style="list-style-type: none"> • English: ask relevant questions, explain understanding of information, develop and order ideas, use spoken language, sequence sentences to share learning • Explore information for a topic • Investigate information for historical, geographical, religious, cultural, mathematical, or other learning 	<p>Experiences</p> <ul style="list-style-type: none"> • Identify today's technology used every day and organise on a timeline • Talk about benefits of using technology • Identify today's technology in our locality and how it helps us • Consider internet and world wide web • Look at Apple Ant website to consider reliability of information • Make a 'website' 	
<p>Concepts and understanding</p> <ul style="list-style-type: none"> • Today's technology helps us in different ways • Other people have created information online (and in books) • Similarities and differences exist between online and physical world 	<p>Develop Computational thinking</p> <p>Attitudes Comfortable making mistakes Perseverance Imagination Collaboration</p> <div style="text-align: center;">  </div> <p>Skills Pattern recognition Decomposition Algorithm design Abstraction and generalisation</p> <p>Expectations: Computational thinker model http://bit.ly/compthinkingSomerset and Computational thinker younger learners' model http://bit.ly/compthinkingFS_KS1</p>		

Year 2 Data Handling Knowledge Map

<p>Expectations</p> <ul style="list-style-type: none"> • I talk about the different ways I use technology to collect information, including a camera, microscope, or sound recorder. • I can make and save a chart or graph using the data I collect. • I can talk about the data that is shown in my chart or graph. • I am starting to understand a branching database. • I can tell you what kind of information I could use to help me investigate a question. 	<p>Vocabulary to use</p> <p>Collect Found out Graph Investigate Pictograph/pictogram Questions Record Sort Venn diagram</p>	<p>Vocabulary to develop</p> <p><i>Branching database</i> <i>Data</i> <i>Decision tree</i></p>	<p>Skills</p> <ul style="list-style-type: none"> • Open and Close Apps and software • Save and Open files and images. • Insert images within apps and software • Make a paper-based decision tree • Generate questions • Collect and record data using appropriate apps and software • Create a pictograph • Create a block graph • Present data using appropriate software and apps • Take photos to record an investigation
<p>Expected prior learning</p> <ul style="list-style-type: none"> • Describe different kinds of information • Sort information in different ways • Record data using app or software • Create and talk about a pictograph 	<p>Cross curriculum context</p> <ul style="list-style-type: none"> • English: ask relevant questions, explain understanding of information, develop and order ideas, use spoken language to share learning • Maths: Construct and interpret pictograms and block diagrams. • Explore information for a topic • Investigate and represent information for scientific, geographical, mathematical, or other learning 	<p>Experiences</p> <ul style="list-style-type: none"> • Investigate and sort pictures of birds • Make a paper-based decision tree • Use a branching database • Explore data collected by other people • Generate questions to be answered • Collect, record and present data using appropriate apps or software • Compare different ways of presenting information • <i>Use a branching database to identify animals</i> 	
<p>Concepts and understanding</p> <ul style="list-style-type: none"> • A decision tree / branching database requires questions with yes/no answers • Data collected by other people can provide useful information • Information can be presented in different ways 	<p>Develop Computational thinking</p> <p>Attitudes Comfortable making mistakes Perseverance Imagination Collaboration</p> <p>Expectations: Computational thinker model http://bit.ly/comptinkingSomerset and Computational thinker younger learners' model http://bit.ly/comptinkingFS_KS1</p>  <p>Skills Pattern recognition Decomposition Algorithm design Abstraction and generalisation</p>		