

Computing Knowledge and Skills Year 2

By the end of Year 2 the children should be able to:

Programming and Physical Computing

- make a sprite move with a sequence of visual code with limited assistance.
- add a background to a game with limited assistance. I can use visual code to make 2 sequences run at the same time with limited assistance.
- use visual code to make a game with voice recordings with limited assistance.
- use the 'on bump' visual code to make characters interact with each other with limited assistance.
- use the 'message' visual code to make characters interact with each other with limited assistance.
- use visual code to make a multi-background game with limited assistance.

Multi-media Computing

- describe what an animation is, giving examples. I can create a 2-frame animation with limited assistance
- describe what a frame is and how many frames are needed for an animation. I can create a multi-frame animation of a dancer with limited assistance.
- describe what frame rate and onion skin are. I can create a smooth animation using frame rate and onion skin with limited assistance.
- describe what a stop frame animation is. I can take photos to create the first part of a stop frame animation story with limited assistance.
- describe why they will use frame rate and onion skin in a stop frame animation story. I can take photos to create the second part of a stop frame animation story with limited assistance.
- match key words related to animation to their definitions as well as defining some independently. I can save an animation and talk about its key features with limited assistance.

Computer Systems and Networks

- use a search engine to find images online with limited assistance.
- use a search engine to find images, then copy and paste them to combine with a presentation with limited assistance.
- use a search engine to find information with limited assistance.
- use a search engine to find information online then present it in a character profile with limited assistance.
- navigate to specific websites and webpages to find information online then present it with limited assistance.
- navigate to specific websites and webpages to find information online then present it with limited assistance.

Date Information and Modelling

- describe what a presentation is. I can create a plan for my presentation with limited assistance.
- describe how images are used in presentations. I can find suitable images and insert them into a presentation with limited assistance.
- describe how sound and animation are used in a presentation. I can create a presentation which uses sound and animation with limited assistance
- create a presentation which uses transitions with limited assistance.
- describe what the term automatic means in relation to a presentation. I can create a presentation that runs automatically with limited assistance.
- describe what the word evaluation means. I can present my presentation to others and give feedback as others present theirs.

Digital Citizenship

- give examples of how I might use technology to communicate. I can use the internet to communicate with people. I can give examples of how I might use technology to communicate with others I don't know well. 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. I can explain how other people's identity online can be different to their identity in real life. I can create a comic book layout for an online safety comic with limited assistance.

- 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. 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. I can add images and text to an online safety comic with limited assistance.
- 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 advise which images should and shouldn't be shared online with limited assistance.
- explain how many devices in my home could be connected to the internet and can list some of those devices. I can say how those rules/guides can help me. I can explain simple guidance for using technology in different environments and settings. I can advise which messages received online could be dangerous with limited assistance.
- recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them. I can advise which chat messages received online could be dangerous with limited assistance.
- create an online safety comic book to help other children stay safe online with limited assistance