

Expectations • 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.	Vocabulary to use <table><tr><td>App Backspace Clipart Delete Enter Insert Keyboard Open Photo(graph) Print Right click Save Shift</td><td>Software Sound Space bar Video / Film</td></tr><tr><td></td><td>Vocabulary to develop</td></tr><tr><td></td><td><i>Animate</i> <i>Copy</i> <i>Folder</i> <i>Image</i> <i>Select</i></td></tr></table>	App Backspace Clipart Delete Enter Insert Keyboard Open Photo(graph) Print Right click Save Shift	Software Sound Space bar Video / Film		Vocabulary to develop		<i>Animate</i> <i>Copy</i> <i>Folder</i> <i>Image</i> <i>Select</i>	Skills • 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
App Backspace Clipart Delete Enter Insert Keyboard Open Photo(graph) Print Right click Save Shift	Software Sound Space bar Video / Film							
	Vocabulary to develop							
	<i>Animate</i> <i>Copy</i> <i>Folder</i> <i>Image</i> <i>Select</i>							
Expected prior learning • Save and open documents • Take and retrieve photograph • Create an image using pen pools • Talk about text, sound, moving and still images	Cross curriculum context • English • Capture learning in a topic • Choose to use technology to present historical, geographical, religious, cultural, mathematical, or other learning	Experiences • 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						
Concepts and understanding • Technology can be used to show learning and ideas • Online tools can help share learning with other people	Develop Computational thinking Attitudes Comfortable making mistakes Perseverance Imagination Collaboration 	Expectations: Computational thinker model http://bit.ly/compthinkingSomerset and Computational thinker younger learners' model http://bit.ly/compthinkingFS_KS1 Skills Pattern recognition Decomposition Algorithm design Abstraction and generalisation						

Expectations • 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.	Vocabulary to use <table><tr><td>Algorithm Backward Button Clear Code Command Debug Distance Execute Floor robot Forward Go Instructions Mistake Move</td><td>Pause / Wait Predict Quarter turn / right-angle Turn left Turn right Sequence Stop Symbol</td></tr><tr><td></td><td><i>Vocabulary to develop</i></td></tr><tr><td></td><td><i>Half turn</i> <i>Error</i> <i>Program</i></td></tr></table>	Algorithm Backward Button Clear Code Command Debug Distance Execute Floor robot Forward Go Instructions Mistake Move	Pause / Wait Predict Quarter turn / right-angle Turn left Turn right Sequence Stop Symbol		<i>Vocabulary to develop</i>		<i>Half turn</i> <i>Error</i> <i>Program</i>	Skills • 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
Algorithm Backward Button Clear Code Command Debug Distance Execute Floor robot Forward Go Instructions Mistake Move	Pause / Wait Predict Quarter turn / right-angle Turn left Turn right Sequence Stop Symbol							
	<i>Vocabulary to develop</i>							
	<i>Half turn</i> <i>Error</i> <i>Program</i>							
Expected prior learning • 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	Cross curriculum context • 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	Experiences • 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						
Concepts and understanding • 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	Develop Computational thinking Expectations: Computational thinker model http://bit.ly/compthinkingSomerset and Computational thinker younger learners’ model http://bit.ly/compthinkingFS_KS1 <table><tr><td>Attitudes Comfortable making mistakes Perseverance Imagination Collaboration</td><td></td><td>Skills Pattern recognition Decomposition Algorithm design Abstraction and generalisation</td></tr></table>		Attitudes Comfortable making mistakes Perseverance Imagination Collaboration		Skills Pattern recognition Decomposition Algorithm design Abstraction and generalisation			
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Year 2 Technology in our Lives Knowledge Map

Expectations • 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.	Vocabulary to use	Vocabulary to develop	Skills • 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
	Search engine Technology / Computing device Internet	<i>Communicate QR Code Computing devices World Wide Web /</i>	
Expected prior learning • 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	Cross curriculum context • 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		Experiences • 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’
Concepts and understanding • 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	Develop Computational thinking Expectations: Computational thinker model http://bit.ly/compthinkingSomerset and Computational thinker younger learners’ model http://bit.ly/compthinkingFS_KS1		
	Attitudes Comfortable making mistakes Perseverance Imagination Collaboration		Skills Pattern recognition Decomposition Algorithm design Abstraction and generalisation

Expectations • 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.	Vocabulary to use Collect Found out Graph Investigate Pictograph/pictogram Questions Record Sort Venn diagram	Vocabulary to develop <i>Branching database</i> <i>Data</i> <i>Decision tree</i>	Skills • 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
Expected prior learning • Describe different kinds of information • Sort information in different ways • Record data using app or software • Create and talk about a pictograph	Cross curriculum context • 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		Experiences • 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>
Concepts and understanding • 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	Develop Computational thinking Attitudes Comfortable making mistakes Perseverance Imagination Collaboration		Expectations: Computational thinker model http://bit.ly/comphinkingSomerset and Computational thinker younger learners' model http://bit.ly/comphinkingFS KS1 Skills Pattern recognition Decomposition Algorithm design Abstraction and generalisation

