



Computing Skill Progression

Year 2
Computer Systems and Networks – IT Around Us
<p>Describe some uses of computers.</p> <p>Identify that a computer is a part of information technology.</p> <p>Open a file.</p> <p>Move and resize images.</p> <p>Compare types of information technology.</p> <p>Demonstrate how information technology is used in a shop.</p> <p>Recognise that information technology can be connected.</p> <p>Explain how information technology helps people.</p> <p>List different uses of information technology.</p> <p>Recognise how to use information technology responsibly.</p> <p>Identify the choices that I make when using information technology.</p> <p>Explain simple guidance for using information technology in different environments and settings.</p>
Creating Media – Digital Photography
<p>Talk about how to take a photograph.</p> <p>Capture digital photos and talk about my experience.</p> <p>Explain the process of taking a good photograph.</p> <p>Take photos in both landscape and portrait format.</p> <p>Identify what is wrong with a photograph.</p> <p>Improve a photograph by retaking it.</p> <p>Experiment with different light sources.</p> <p>Focus on an object.</p> <p>Use a tool to achieve a desired effect.</p> <p>Apply a range of photography skills to capture a photo.</p> <p>Recognise which images have been changed.</p>
Creating Media – Making Music
<p>Identify simple differences in pieces of music.</p> <p>Create a rhythm pattern.</p> <p>Use a computer to experiment with pitch and duration.</p> <p>Use a computer to create a musical pattern using three notes.</p> <p>Refine my musical pattern on a computer.</p>
Data and information – Pictograms
<p>Record data in a tally chart.</p> <p>Enter data onto a computer.</p> <p>Use a computer to view data in a different format.</p> <p>Organise data in a tally chart.</p> <p>Create a pictogram to arrange objects by an attribute.</p> <p>Collect the data I need.</p> <p>Create a pictogram and draw conclusions from it.</p> <p>Use a computer program to present information in different ways.</p> <p>Give simple examples of why information should not be shared.</p>
Programming A – Robot Algorithms
<p>Follow instructions given by someone else.</p> <p>Choose a series of words that can be enacted as a sequence.</p> <p>Create different algorithms for a range of sequences (using the same commands).</p> <p>Use an algorithm to program a sequence on a floor robot.</p> <p>Follow a sequence.</p> <p>Predict the outcome of a sequence.</p> <p>Explain what my algorithm should achieve.</p> <p>Create an algorithm to meet my goal.</p> <p>Use my algorithm to create a program.</p> <p>Test and debug each part of the program.</p> <p>Put together the different parts of my program.</p>



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Programming B – Introduction to Quizzes

Identify the start of a sequence.
Show how to run my program.
Predict the outcome of a sequence of commands.
Change the outcome of a sequence of commands.
Tell the actions of a sprite in an algorithm.
Decide which blocks to use to meet the design.
Build the sequences of blocks I need.
Create an algorithm.
Build sequences of blocks to match my design.
Improve my project by adding features.
Debug.