



## Computing skills progression Year 2

Year 2 Skills	
Unit	Skills
<b>Recognise uses of ICT</b>	Recognise common uses of information technology beyond school; <ul style="list-style-type: none"> <li>– Understand computers store and follow instructions.</li> <li>– Spot digital technology in school or at home (Pupil Activity 1)</li> <li>– Find a piece of computer equipment amongst day to day objects and choose the correct definition. (Pupil Activity 2)</li> <li>– Understand how different technology helps us. (Pupil Activity 3)</li> </ul>
<b>Digital Art</b>	Use lines and fill tools to make interesting patterns. Add a variety of shapes (outlines and fill) and label them with text. Re-create a graphic using pixels of different colours.
<b>Programming</b>	Program movements – activity 1 Program Inputs (touch or clicking) – activity 2 and 3 Program outputs for audio or text – activity 1 Find errors in a program (debug) Program conditions (if one sprite hits another) – activity 3 Create and debug simple programs by selecting code blocks, placing them in the correct sequence and executing a program. 2. Use logical reasoning to predict the behaviour of simple programs. 3. Simplify a program by using a loop. (this is covered in level 19 on activity 1 extension plus the other activities)
<b>Animation</b>	Add a background and objects to a frame. Copy/clone a frame and move objects to create an animation. Create an animation with multiple objects moving simultaneously. Create screen-recording animation ( <i>optional, requires iPad</i> ). Create stop-motion animation with photos ( <i>optional, requires iPad</i> ).
<b>E-book creation</b>	Add a book cover with title, author, colour and image. Add multiple pages based on a theme. Add text on different pages. Add images on different pages to match the theme/text Add voice recordings to match the text and theme.
<b>Internet Research</b>	1. Understand how a web-page displays information in different ways; text, images, videos and interactive elements. 2. Use a web-page to answer questions.
<b>Data handling</b>	<ul style="list-style-type: none"> <li>– Understand what data is and collect it as a tally.</li> <li>– Label a pictogram and add data to each column.</li> <li>- Edit a table with correct titles and numbers.</li> <li>– Create a bar chart/pie chart/line chart suitable for the data.</li> <li>- Interpret a pictogram/bar chart/line chart.</li> </ul>



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