

Year 2- Coding

| Lesson | Title | Aims (Objectives) | Success Criteria |
|----------|-------------------------|--|---|
| <u>1</u> | Algorithms | <ul style="list-style-type: none"> To understand what an algorithm is. To create a computer program using an algorithm. | <ul style="list-style-type: none"> Children can explain that an algorithm is a set of instructions. Children can describe the algorithms they created. Children can explain that for the computer to make something happen, it needs to follow clear instructions. |
| <u>2</u> | Collision Detection | <ul style="list-style-type: none"> To create a program using a given design. To understand the collision detection event. | <ul style="list-style-type: none"> Children can plan an algorithm that includes collision detection. Children can create a program using collision detection. Children read blocks of code and predict what will happen when it is run. |
| <u>3</u> | Using a Timer | <ul style="list-style-type: none"> To understand that algorithms follow a sequence. To design an algorithm that follows a timed sequence. | <ul style="list-style-type: none"> Children can create a program that uses a timer-after command. Children can explain what the timer-after command does in their program. Children can predict what will happen in a program that includes a timer-after command. |
| <u>4</u> | Different Object Types | <ul style="list-style-type: none"> To understand that different objects have different properties. To understand what different events do in code. | <ul style="list-style-type: none"> Children can create a computer program that includes different object types. Children can modify the properties of an object. Children can use different events in their program to make objects move. |
| <u>5</u> | Buttons | <ul style="list-style-type: none"> To create a program using a given design. To understand the function of buttons in a program. | <ul style="list-style-type: none"> Children can create a computer program that includes a button object. Children can explain what a button does in their program. Children can modify the properties of a button to fit their program design. |
| <u>6</u> | 'Smelly Code' Debugging | <ul style="list-style-type: none"> To know what debugging means. To understand the need to test and debug a program repeatedly. To debug simple programs. | <ul style="list-style-type: none"> Children can explain what debug (debugging) means. Children can use a design document to start debugging a program. Children can debug simple programs. |

Year 2- Online Safety

| Lesson | Title | Aims (Objectives) | Success Criteria |
|----------|-----------------------|--|--|
| <u>1</u> | Searching and Sharing | <ul style="list-style-type: none"> To know how to refine searches using the Search tool. To know how to share work electronically using the display boards. To use digital technology to share work on Purple Mash to communicate and connect with others locally. To have some knowledge and understanding about sharing more globally on the Internet. | <ul style="list-style-type: none"> Children can use the search facility to refine searches on Purple Mash by year group and subject. Children can share the work they have created to a display board. Children understand that the teacher approves work before it is displayed. Children are beginning to understand how things can be shared electronically for others to see both on Purple Mash and the Internet. |
| <u>2</u> | Email Using 2Respond | <ul style="list-style-type: none"> To introduce Email as a communication tool using 2Respond simulations. To understand how we talk to others when they are not there in front of us. To open and send simple online communications in the form of email. | <ul style="list-style-type: none"> Children know that Email is a form of digital communication. Children understand how 2Respond can teach them how to use email. Children can open and send an email to a 2Respond character. Children have discussed their own experiences and understanding of what email is used for. Children have discussed what makes us feel happy and what makes us feel sad. |
| <u>3</u> | Digital Footprint | <ul style="list-style-type: none"> To understand that information put online leaves a digital footprint or trail. To begin to think critically about the information they leave online. To identify the steps that can be taken to keep personal data and hardware secure | <ul style="list-style-type: none"> Children can explain what a digital footprint is. Children can give examples of things that they would not want to be in their digital footprint. |

Year 2- Effective Searching

| Lesson | Title | Aims (Objectives) | Success Criteria |
|----------|---|---|---|
| <u>1</u> | Understanding the Internet and Searching | <ul style="list-style-type: none">To understand the terminology associated with the Internet and searching. | <ul style="list-style-type: none">Children can recall the meaning of key Internet and searching terms.Children have completed a quiz about the Internet. |
| <u>2</u> | Searching the Internet | <ul style="list-style-type: none">To gain a better understanding of searching the Internet. | <ul style="list-style-type: none">Children can identify the basic parts of a web search engine search page.Children have learnt to read a web search results page.Children can search the Internet for answers to a quiz. |
| <u>3</u> | Sharing Knowledge of the Internet and Effective Searching | <ul style="list-style-type: none">To create a leaflet to help someone search for information on the Internet. | <ul style="list-style-type: none">Children have created a leaflet to consolidate knowledge of effective Internet searching. |