








<p>Expectations</p> <ul style="list-style-type: none"> • 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. 	<p>Vocabulary to use</p> <table border="1"> <tr> <td data-bbox="705 288 1025 531"> <p>App Backspace Clipart Delete Enter Insert Keyboard Open Photo(graph) Print Right click Save Shift</p> </td> <td data-bbox="1025 288 1366 531"> <p>Software Sound Space bar Video / Film</p> </td> </tr> <tr> <td colspan="2" data-bbox="705 531 1366 608"> <p><i>Vocabulary to develop</i></p> </td> </tr> <tr> <td colspan="2" data-bbox="705 608 1366 842"> <p><i>Animate</i> <i>Copy</i> <i>Folder</i> <i>Image</i> <i>Select</i></p> </td> </tr> </table>		<p>App Backspace Clipart Delete Enter Insert Keyboard Open Photo(graph) Print Right click Save Shift</p>	<p>Software Sound Space bar Video / Film</p>	<p><i>Vocabulary to develop</i></p>		<p><i>Animate</i> <i>Copy</i> <i>Folder</i> <i>Image</i> <i>Select</i></p>		<p>Skills</p> <ul style="list-style-type: none"> • 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
<p>App Backspace Clipart Delete Enter Insert Keyboard Open Photo(graph) Print Right click Save Shift</p>	<p>Software Sound Space bar Video / Film</p>								
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<p>Expected prior learning</p> <ul style="list-style-type: none"> • Save and open documents • Take and retrieve photograph • Create an image using pen pools • Talk about text, sound, moving and still images 	<p>Cross curriculum context</p> <ul style="list-style-type: none"> • English • Capture learning in a topic • Choose to use technology to present historical, geographical, religious, cultural, mathematical, or other learning 		<p>Experiences</p> <ul style="list-style-type: none"> • 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 						
<p>Concepts and understanding</p> <ul style="list-style-type: none"> • Technology can be used to show learning and ideas • Online tools can help share learning with other people 	<p>Develop Computational thinking</p> <p>Expectations: Computational thinker model http://bit.ly/comptinkingSomerset and Computational thinker younger learners' model http://bit.ly/comptinkingFS_KS1</p> <table border="1"> <tr> <td data-bbox="705 1270 1279 1457"> <p>Attitudes Comfortable making mistakes Perseverance Imagination Collaboration</p> </td> <td data-bbox="1279 1270 1541 1457">  </td> <td data-bbox="1541 1270 2175 1457"> <p>Skills Pattern recognition Decomposition Algorithm design Abstraction and generalisation</p> </td> </tr> </table>		<p>Attitudes Comfortable making mistakes Perseverance Imagination Collaboration</p>		<p>Skills Pattern recognition Decomposition Algorithm design Abstraction and generalisation</p>				
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<p>Expectations</p> <ul style="list-style-type: none"> • 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. 	<p>Vocabulary to use</p> <table border="1"> <tr> <td data-bbox="705 284 1025 614"> <p>Algorithm Backward Button Clear Code Command Debug Distance Execute Floor robot Forward Go Instructions Mistake Move</p> </td> <td data-bbox="1025 284 1366 614"> <p>Pause / Wait Predict Quarter turn / right-angle Turn left Turn right Sequence Stop Symbol</p> </td> </tr> <tr> <td data-bbox="705 614 1025 689"></td> <td data-bbox="1025 614 1366 689"> <p><i>Vocabulary to develop</i></p> </td> </tr> <tr> <td data-bbox="705 689 1025 842"></td> <td data-bbox="1025 689 1366 842"> <p><i>Half turn</i> <i>Error</i> <i>Program</i></p> </td> </tr> </table>		<p>Algorithm Backward Button Clear Code Command Debug Distance Execute Floor robot Forward Go Instructions Mistake Move</p>	<p>Pause / Wait Predict Quarter turn / right-angle Turn left Turn right Sequence Stop Symbol</p>		<p><i>Vocabulary to develop</i></p>		<p><i>Half turn</i> <i>Error</i> <i>Program</i></p>	<p>Skills</p> <ul style="list-style-type: none"> • 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
<p>Algorithm Backward Button Clear Code Command Debug Distance Execute Floor robot Forward Go Instructions Mistake Move</p>	<p>Pause / Wait Predict Quarter turn / right-angle Turn left Turn right Sequence Stop Symbol</p>								
	<p><i>Vocabulary to develop</i></p>								
	<p><i>Half turn</i> <i>Error</i> <i>Program</i></p>								
<p>Expected prior learning</p> <ul style="list-style-type: none"> • 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 	<p>Cross curriculum context</p> <ul style="list-style-type: none"> • 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 		<p>Experiences</p> <ul style="list-style-type: none"> • 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 						
<p>Concepts and understanding</p> <ul style="list-style-type: none"> • 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 	<p>Develop Computational thinking</p> <p>Expectations: Computational thinker model http://bit.ly/compthinkingSomerset and Computational thinker younger learners’ model http://bit.ly/compthinkingFS_KS1</p> <table border="0"> <tr> <td data-bbox="705 1257 1288 1455"> <p>Attitudes Comfortable making mistakes Perseverance Imagination Collaboration</p> </td> <td data-bbox="1288 1257 1534 1455">  </td> <td data-bbox="1534 1257 2177 1455"> <p>Skills Pattern recognition Decomposition Algorithm design Abstraction and generalisation</p> </td> </tr> </table>		<p>Attitudes Comfortable making mistakes Perseverance Imagination Collaboration</p>		<p>Skills Pattern recognition Decomposition Algorithm design Abstraction and generalisation</p>				
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<p>Expectations</p> <ul style="list-style-type: none"> • 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. 	<p>Vocabulary to use</p> <p>Search engine Technology / Computing device Internet</p>	<p>Vocabulary to develop</p> <p><i>Communicate QR Code Computing devices World Wide Web /</i></p>	<p>Skills</p> <ul style="list-style-type: none"> • 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
<p>Expected prior learning</p> <ul style="list-style-type: none"> • 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 	<p>Cross curriculum context</p> <ul style="list-style-type: none"> • 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 	<p>Experiences</p> <ul style="list-style-type: none"> • 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’ 	
<p>Concepts and understanding</p> <ul style="list-style-type: none"> • 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 	<p>Develop Computational thinking</p> <p>Expectations: Computational thinker model http://bit.ly/compthinkingSomerset and Computational thinker younger learners’ model http://bit.ly/compthinkingFS_KS1</p> <p>Attitudes Comfortable making mistakes Perseverance Imagination Collaboration</p>  <p>Skills Pattern recognition Decomposition Algorithm design Abstraction and generalisation</p>		

Year 2 Data Handling Knowledge Map

<p>Expectations</p> <ul style="list-style-type: none"> • 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. 	<p>Vocabulary to use</p> <p>Collect Found out Graph Investigate Pictograph/pictogram Questions Record Sort Venn diagram</p>	<p>Vocabulary to develop</p> <p><i>Branching database</i> <i>Data</i> <i>Decision tree</i></p>	<p>Skills</p> <ul style="list-style-type: none"> • 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
<p>Expected prior learning</p> <ul style="list-style-type: none"> • Describe different kinds of information • Sort information in different ways • Record data using app or software • Create and talk about a pictograph 	<p>Cross curriculum context</p> <ul style="list-style-type: none"> • 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 	<p>Experiences</p> <ul style="list-style-type: none"> • 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> 	
<p>Concepts and understanding</p> <ul style="list-style-type: none"> • 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 	<p>Develop Computational thinking</p> <p>Attitudes Comfortable making mistakes Perseverance Imagination Collaboration</p>	<p>Expectations: Computational thinker model http://bit.ly/comptinkingSomerset and Computational thinker younger learners' model http://bit.ly/comptinkingFS_KS1</p> <p>Skills Pattern recognition Decomposition Algorithm design Abstraction and generalisation</p> 