Computing Progression Grid - Class 2

For ICT we use a scheme called Purple Mash. Teachers have their own log on and cover all units across the year. The following document gives the unit titles but planning assessment tools are embedded in the Purple Mash Scheme of learning. Some terms may have less weeks than purple mash have planned for. Therefore, some lessons may take additional time and there will be an opportunity to have retrieval practice and revisit key areas within the topic.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2.2 Online Safety (Digital Literacy) (3 weeks) and 2.3 Spreadsheets (Information Technology) (4weeks)	**2.1 Coding (Computer Science) (6 week)**	**2.4 Questioning (Information Technology) (5 weeks)**	**2.5 Effective Searching (Digital Literacy) (3 weeks) and 2.7 Making Music (Information Technology) (3 weeks)**	**2.6 Creating Pictures (Information Technology) (5 weeks)**	**2.8 Presenting Ideas (Information Technology) (4 weeks)**
Minimum learning is highlighted Key vocabulary is in bold					
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. 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. 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.	To understand what an **algorithm** is. To create a computer program using an algorithm. To create a program using a given design. To understand the c**ollision detection** event. To understand that algorithms follow a sequence. To design an algorithm that follows a timed sequence. To understand that different objects have different properties. To understand what different events do in code. To create a program using a given design. To understand the function of buttons in a program. To know what **debugging** means. To understand the need to test and debug a program repeatedly. To debug simple programs.	To show that the information provided on pictograms is of limited use beyond answering simple questions. To use yes/no questions to separate information. To construct a **binary tree** to separate different items. Use 2Question (a binary tree) to answer questions. To use a **database** to answer more complex search questions. To use the Search tool to find information.	To understand the terminology associated with the **Internet** and searching. To gain a better understanding of searching the Internet. To create a leaflet to help someone search for information on the Internet. **2.7 Making Music (Information Technology) (3 weeks)** To be introduced to making **music digitally** using 2Sequence. To explore, edit and combine sounds using 2Sequence. To add sounds to a tune to improve it. To think about how music can be used to express feelings and create tunes which depict feelings. To **upload** a sound from a bank of sounds into the Sounds section.	To explore 2Paint A Picture. To look at the work of Impressionist artists and **recreate** them using the Impressionism template. To look at the work of pointillist artists such as Seurat. To recreate pointillist art using the Pointillism template. To look at the work of Piet Mondrian and recreate it using the Lines template. To look at the work of William Morris and recreate it using the Patterns template.	To explore how a story can be presented in different ways. To make a quiz about a story or class topic. To make a **fact file** on a non-fiction topic. To make a **presentation** to the class.

2.3 Spreadsheets (Information Technology) (4 weeks) To review the work done in 2Calculate in year 1. To revise spreadsheet related vocabulary. To use some 2Calculate tools that were introduced in year 1. To use copying, cutting and pasting shortcuts in 2Calculate. To use 2Calcuate totalling tools. To use 2Calculate to solve a simple puzzle. To explore the capabilities of a spreadsheet in adding up coins to match the prices of objects. To add and edit data in a **table** layout. To use the data to manually create a **block graph**.			To record their own sound and upload it into the Sounds section. To create their own tune using the sounds which they have added to the Sounds section.		