	Multimedia and Word processing	Digital media	Programming 2 forms/languages	Communication and Collaboration	Data	E-Safety
Year 2	• Begin to word process short narrative and non-narrative texts • Develop basic editing skills including different presentational features (font size, colour and style) • Select from different presentational features e.g. title, paragraph, label etc • Word process short narrative and non-narrative texts • Save, print, retrieve and amend their work • Use the mouse or arrow keys to insert words and sentences • Use appropriate editing tools to improve their work • Make use of graphics, video and sound to enhance their text on screen • Talk about their use of graphics and sound and how it may enhance or change the mood and atmosphere of their presentation and make changes where appropriate • Use different layouts and templates for different purposes	**Graphics** • Use ICT to source, generate and amend ideas for their art work • Talk about the advantages and disadvantages of using a graphics package over paper based art activities • Develop a variety of skills using a range of tools and techniques to communicate a specific idea or artistic style /effect • Create a stamp to make patterns and designs • Describe to others their use of a paint package and their reason for choice of tools **Digital Imagery** • Develop greater control over the digital stills or video camera • Begin to discuss the quality of their image and make decisions (e.g delete a blurred / bad image) • Begin to select and edit and change images • Begin to change or enhance photographs and pictures (crop, re-colour) **Animation** • Create a sequence of still images which together form a short animated sequence • Create a simple animation to illustrate a story or idea • Upload their images on the learning platform	**Programming Unit 1: Probots** • Talk about how everyday devices can be controlled • Know that devices and actions on screen may be controlled by sequences of actions and instructions • Create a sequence of instructions to create a right-angled shape on screen • Create a sequence of instructions to control a programmable robot to carry out a pre-determined route to include direction, distance and turn (on screen or floor robot) • Control a floor robot using appropriate buttons, Make predictions and estimate distances and turns • Experience a range of control devices such as a microscope, sound recorders, cameras and other devices • Control music software through sequencing icons (see sound and music modules) **Programming Unit 2: Move the turtle** • Generate a sequence of instructions including 'right angle' turns. • Create a sequence of instructions to generate simple geometric shapes (oblong /square). • Discuss how to improve/change their sequence of commands.	**Messaging** • Compare all the different ways that messages can be sent and start to consider their advantages and disadvantages • Contribute and discuss ideas to compose and respond to class/group/individual e-mails, forums, blogs **Publishing: (Refer to Multimedia Unit)** • Contribute and discuss ideas to compose and respond to discussions and forums on the Learning platform • Begin to talk about the advantages of using electronic communications in terms of sharing pages and information with a wider audience at home and school • Look and talk about other people's contributions on the learning platform • Consider who can see their contributions on the learning platform	• Develop different criteria and create own pictograms • Use a simple graphing package to record information – add labels and numbers as appropriate • Use ICT to edit and change the information quickly. • Talk about how ICT helps them to organise their information • Save , retrieve and amend their work • Use a graphs to create and answer questions **Branching Database** • Understand the difference between questions and answers • Ask questions that comply with the rule that it can only have a yes or no answer • Use a branching database to identify objects using yes or no questions	**E-Safety** **Online Research** Children explore a range of age-appropriate digital resources. Children to know that not everything they find online is accurate. Know that some websites contain advertisements (often embedded) and learn how to ignore them. Children to know what to do if they find something inappropriate online. Children discuss, understand and abide by the school's e-Safety SMART Rules **E-Safety** **Communication & Collaboration** Children are able to send suitable and purposeful emails, developing awareness of appropriate language to use. Children know that passwords help to keep information safe and secure and that they should not be shared Children contribute to a class discussion forum. **E-Safety** **E-Awareness** Children are aware that not everyone they meet online is automatically trustworthy. Children understand that personal information is unique to them and should not be shared without a teacher or parent's permission. Children identify characteristics of people who are worthy of their trust.