

IT Knowledge skills and Capability Year 2

POS / Skill / Capability / Concepts / Knowledge Key skills / Objectives (DL)	POS / Skill / Capability / Concepts / Knowledge Key skills / Objectives (DS)	POS / Skill / Capability / Concepts / Knowledge Key skills / Objectives (SRU)
<ul style="list-style-type: none"> • Work on developing typing speed and accuracy • Continue exposure to and increase independency using a range of technology, including cameras, tablets, microphones/recording devices and computers • Word process work- change the font, font size, colour, add images, use text boxes, word art, and cut, copy and paste ensuring they can save and load their work. Spell check. • Create basic presentation, changing the layout of slides and adding/combining images, sounds and animations • Use the skills and techniques learnt to organise, reorganise and communicate ideas for a specific purpose in different contexts • Use online creative tools such as Wordle to present ideas. • Use collaborative tools (e-mail, wiki, blog) and software to engage with others safely and respectfully. (link to safe and responsible use) What is reliable and valid • Recognise uses of technology in their homes and in their community (<i>including social media</i>) and begin to understand that there are online tools that can help them create and communicate. 	<ul style="list-style-type: none"> • Identify the purposes for using technology in the classroom, at home and in the world around. • Find information from a technology based resource such as the Internet, DVD or files on the public drive and talk about the differences and who the information belongs to. • Understand that there are online tools that can help them create and communicate. • Begin to understand what the Internet is and the purposes that it is used for. • Know what to do and who to tell if they see something inappropriate on a website so that they can stay safe, according to school's e-safety policy and procedures. <div style="text-align: center; margin-top: 10px;">  </div>	<ul style="list-style-type: none"> • Identify obviously false information in a variety of contexts and begin to evaluate and know that everything on the internet is not true. • Understand that websites sometimes include pop-ups that take them away from the main site and how to continue their research. • Recognise that a variety of devices (XBox, PSP etc as well as computers and phones) connect users with other people and some of the advantages and disadvantages of these. • Identify personal information that should be kept private and know what to do and how to act when they feel something is inappropriate. • Know it is important to consider other people's feelings on the internet. • Understand that there are different methods of communication (e.g. email, online forums etc) and the differences between them. • Know that it is not always possible or correct to copy text and pictures from the internet. • Know how to bookmark and save sites as favourites.

POS / Skill / Capability / Concepts / Knowledge Key skills / Objectives (MM)	POS / Skill / Capability / Concepts / Knowledge Key skills / Objectives (P/C/I)	POS / Skill / Capability / Concepts / Knowledge Key skills / Objectives (UD)
<p>Multimedia</p> <ul style="list-style-type: none"> • Recognise that multimedia includes sound, text and graphics. • Show how ICT can be used to communicate ideas in different ways, (e.g. text, images, tables, sound). • Know that text comes in different colours, sizes and styles. • Recognise that changes can be made to documents to improve appearance and add new ideas. • Learn the difference between/ when to use save and save as • Explain reasons why choices have been made to teacher or talk partner. • Talk about their use of text, graphics and sound including how the mood of a piece is changed. <p>Digital imagery</p> <ul style="list-style-type: none"> • Understand that a digital image can be captured from a number of different devices and that it can be enhanced • To begin to understand how images from different sources (stills, video, graphics, animation) are used to enhance a presentation or communicate an idea • Understand the importance of editing and improving designs. • Understand the need for caution when using the internet to search for images and what they should do if they find images that upset them. (See school's Acceptable Internet Usage Policy). • Understand that film conveys meaning. <p>Sound and Music</p> <ul style="list-style-type: none"> • Be aware that sound can be recorded on the 	<ul style="list-style-type: none"> • Recognise that computers and devices need precise instructions in a program. • Plan, generate and follow a sequence of commands to complete a task or problem e.g., spell out initials of name or simple words with pauses (both on & off screen) • Make predictions when controlling devices and describe the outcome/effect. • Make changes to improve the effectiveness of commands. • Use right angle turns (link to other curriculum areas) • Record their own sequence of instructions, test and change them (debug) referring to the term 'algorithm' • Record a set of repeated sequences. • Write a simple program (set of commands) and test it. • Understand that there are different ways to create or produce a sequence of commands (algorithm), including verbal, recorded, graphical, pressing buttons and on screen methods. • Play, explore and create simple on screen games including platform games that has a purpose. • Understand computer simulations can represent real and virtual environments. • Discuss the use of simulations and compare with reality • Understand that computer simulations allow the user to explore options and make choices, recognising that different decisions produce different outcomes. • Explore the effects of changing simple variables in models and simulations, asking 'What if?' questions. 	<ul style="list-style-type: none"> • Use technology to create and amend graphs and pictograms, adding labels and amending the charts as appropriate. • Begin to create their own branching database using ICT (Make a simple Y/N tree diagram to sort information), identifying objects using yes or no questions. • Discuss and use suitable searches. • Be able to retrieve and pose questions from information recorded. • Use save and save as knowing where the information is stored and how to navigate to the correct locations. • Develop an awareness of data logging through the use of various peripheral devices, e.g. thermometers, microscopes, microphones and this can be captured for analysis. • Discuss what could be monitored and give reasons why.

<p>computer and that it is stored as a sound file.</p> <ul style="list-style-type: none">• Begin to understand that music and sound can affect mood and atmosphere• Discuss their work explaining reasons behind their choices.• Recognise that an electronic keyboard can be used to select and control sounds	<ul style="list-style-type: none">• Talk about rules found in simulations(computers can do things more quickly than in real life; and can do things that we can't do) and how these affect choices	
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