



COMPUTING CURRICULUM MAP KEY

STAGE 2

National Curriculum Links

Year	Unit Name	Learning Objectives	Success Criteria	2.1	2.2	2.3	2.4	2.5	2.6	2.7
3	Autumn 1st - Computing systems and networks – Connecting computers	-To explain how digital devices function	-I can explain that digital devices accept inputs -I can explain that digital devices produce outputs -I can follow a process							
		-To identify input and output devices	-I can classify input and output devices -I can describe a simple process -I can design a digital device							
		-To recognise how digital devices can change the way we work	-I can explain how I use digital devices for different activities -I can recognise similarities between using digital devices and non-digital tools -I can suggest differences between using digital devices and non-digital tools							
		-To explain how a computer network can be used to share information	-I can discuss why we need a network switch -I can explain how messages are passed through multiple connections -I can recognise different connections							
		-To explore how digital devices can be connected	-I can demonstrate how information can be passed between devices -I can explain the role of a switch, server, and wireless access point in a network -I can recognise that a computer network is made up of a number of devices							
		-To recognise the physical components of a network	-I can identify how devices in a network are connected together -I can identify networked devices around me -I can identify the benefits of computer networks							
3	Autumn 2nd - Creating media - Stop-frame animation	-To explain that animation is a sequence of drawings or photographs	-I can create an effective flip book–style animation -I can draw a sequence of pictures -I can explain how an animation/flip book works							
		-To relate animated movement with a sequence of images	-I can create an effective stop-frame animation -I can explain why little changes are needed for each frame -I can predict what an animation will look like							
		-To plan an animation	-I can break down a story into settings, characters and events -I can create a storyboard -I can describe an animation that is achievable on screen							
		-To identify the need to work consistently and carefully	-I can evaluate the quality of my animation -I can review a sequence of frames to check my work -I can use onion skinning to help me make small changes between frames							
		-To review and improve an animation	-I can evaluate another learner's animation -I can explain ways to make my animation better -I can improve my animation based on feedback							
		-To evaluate the impact of adding other media to an animation	-I can add other media to my animation -I can evaluate my final film -I can explain why I added other media to my animation							
3	Spring 1st - Programming A - Sequencing sounds	-To explore a new programming environment	-I can explain that objects in Scratch have attributes (linked to) -I can identify the objects in a Scratch project (sprites, backdrops) -I can recognise that commands in Scratch are represented as blocks							
		-To identify that commands have an outcome	-I can choose a word which describes an on-screen action for my plan -I can create a program following a design -I can identify that each sprite is controlled by the commands I choose							
		-To explain that a program has a start	-I can create a sequence of connected commands -I can explain that the objects in my project will respond exactly to the code -I can start a program in different ways							
		-To recognise that a sequence of commands can have an order	-I can combine sound commands -I can explain what a sequence is -I can order notes into a sequence							
		-To change the appearance of my project	-I can build a sequence of commands -I can decide the actions for each sprite in a program -I can make design choices for my artwork							
		-To create a project from a task description	-I can identify and name the objects I will need for a project -I can implement my algorithm as code -I can relate a task description to a design							
3	Spring 2nd - Data and information – Branching databases	-To create questions with yes/no answers	-I can create two groups of objects separated by one attribute -I can investigate questions with yes/no answers -I can make up a yes/no question about a collection of objects							
		-To identify the attributes needed to collect data about an object	-I can arrange objects into a tree structure -I can create a group of objects within an existing group -I can select an attribute to separate objects into groups							
		-To create a branching database	-I can group objects using my own yes/no questions -I can select objects to arrange in a branching database -I can test my branching database to see if it works							
		-To explain why it is helpful for a database to be well structured	-I can compare two branching database structures -I can create yes/no questions using given attributes -I can explain that questions need to be ordered carefully to split objects into similarly sized groups							
		-To plan the structure of a branching database	-I can create a physical version of a branching database -I can create questions that will enable objects to be uniquely identified -I can independently create questions to use in a branching database							
		-To independently create an identification tool	-I can create a branching database that reflects my plan -I can suggest real-world uses for branching databases -I can work with a partner to test my identification tool							
3	Summer 1st - Creating media – Desktop publishing	-To recognise how text and images convey information	-I can explain the difference between text and images -I can identify the advantages and disadvantages of using text and images -I can recognise that text and images can communicate messages clearly							
		-To recognise that text and layout can be edited	-I can change font style, size, and colours for a given purpose -I can edit text -I can explain that text can be changed to communicate more clearly							
		-To choose appropriate page settings	-I can create a template for a particular purpose -I can define the term 'page orientation' -I can recognise placeholders and say why they are important							
		-To add content to a desktop publishing publication	-I can choose the best locations for my content -I can make changes to content after I've added it -I can paste text and images to create a magazine cover							
		-To consider how different layouts can suit different purposes	-I can choose a suitable layout for a given purpose -I can identify different layouts -I can match a layout to a purpose							
		-To consider the benefits of desktop publishing	-I can compare work made on desktop publishing to work created by hand -I can identify the uses of desktop publishing in the real world -I can say why desktop publishing might be helpful							

