

## YEAR 2

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Computing systems and networks	<p><b>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</b></p> <p>No <b>Specific ELG</b> links.</p>	To become familiar with different components of a computer, linking technology to their everyday lives.	To develop understanding of IT, linking technology to the wider world and the importance of using it responsibly.	To develop understanding of digital and non-digital devices with a focus on inputs, processes and outputs. To be introduced to computer networks.	To apply knowledge of networks to the internet and explore the World Wide Web, ownership, content, access and creation.	To develop understanding of computer systems and learn how information is transferred between systems. To participate in a collaborative online project.	To learn about the World Wide Web as a communication tool. To explore how search engines, work and what influences searching.

### COMPOSITES

Use technology purposefully to create, organise, store, manipulate, and retrieve digital content

Recognise common uses of information technology beyond school

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

### COMPONENTS

	1	2	3	4	5		End Point
	What are the uses and features of information technology?	Can I identify the uses of information technology in school?	Can I identify information technology beyond school?	How can information technology help us?	How do I use information technology safely?	Can I recognise my choices when using information technology?	This unit progresses children's understanding of technology and how they interact with it. They will develop this understanding to become familiar with the term information technology and will be able to identify common features of IT. Children will also build on their understanding of using technology safely and responsibly.
<p><b>CONCEPTS</b></p> <p><a href="#">Link to concept map</a></p>	Computing systems and networks	Computing systems and networks	Computing systems and networks	Computing systems and networks	Computing systems and networks	Computing systems and networks Information technology	

	Information technology Digital Literacy	Information technology Digital Literacy	Information technology Digital Literacy	Information technology Digital Literacy	Information technology Digital Literacy	Digital Literacy	
<b>SKILLS</b>	Describe some uses of computers	Sort school IT by what it's used for	Find examples of information technology  Sort IT by where it is found  Talk about uses of information technology	Demonstrate how IT devices work together  Discuss why we use IT	List different uses of information technology  Talk about different rules for using IT	Use IT for different types of activities  Explain the need to use IT in different ways	Children will discuss where they have seen/used IT in school and beyond (shops, hospitals, libraries). Children will investigate how IT improves our world.
<b>KNOWLEDGE</b>	To know and identify examples of computers  To know that a computer is part of IT	To identify different examples of IT  Recognise that some IT can be used in more than one way  To recognise technology used in school	To know that IT can be used in different ways  To recognise where technology can be found in the wider world	To identify different types of common technology  Recognise the different uses of IT including in shops	To know our school rules for keeping safe whilst using technology	Identify the choices that I make when using IT  To know the Digital 5 a Day to keep safe and a healthy mindset when using technology	Children will develop their understanding of what information technology (IT) is and will begin to identify examples.  Children will learn about the importance of using IT responsibly and safely.
<b>LESSON LINK</b>	<a href="#">IT around us</a>	<a href="#">IT around us</a>	<a href="#">IT around us</a>	<a href="#">IT around us</a>	<a href="#">IT around us</a>	<a href="#">IT around us</a>	
<b>PROGRESSIVE VOCABULARY</b>	information technology (it) computer	information technology (it)	information technology (it) computer	information technology (it) computer barcode scanner scan	information technology	information technology	
<b>CURRICULUM EXPERIENCES</b>				<a href="#">Barcode</a>		<a href="#">5-a-day</a>	

<p><b>END POINT</b></p>	<p>Children will develop their understanding of what information technology (IT) is. They will identify devices that are computers and consider how IT can help them both at school and beyond.</p>	<p>Children will consider common uses of information technology in a context that they are familiar with. They will identify examples of IT and be able to explain the purpose of different examples of IT in the school setting.</p>	<p>Children will begin to explore IT in environments beyond school, including home and familiar places such as shops. They will talk about the uses of IT in these environments and be able to explain that IT is used in many workplaces.</p>	<p>Children will explore the benefits of using IT in the wider world. They will focus on the use of IT in a shop and how devices can work together. Children will sort activities based on whether they use IT or not and will be able to say why we use IT.</p>	<p>Children will consider how they use different forms of information technology safely, in a range of different environments. They will list different uses of IT and talk about the different rules that might be associated with using them. Children will then say how rules can help keep them safe when using IT.</p>	<p>Children will think about the choices that are made when using information technology, and the responsibility associated with those choices. They will use IT in different types of activities and explain that sometimes they will need to use IT in different ways.</p>	<p>Children will think about the choices that are made when using information technology, and the responsibility associated with those choices. They will use IT in different types of activities and explain that sometimes they will need to use IT in different ways.</p>
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