



Computing Curriculum Sequence of Knowledge and Skills

Information Technology Computer Science Digital Literacy

Online safety is delivered throughout the year within our computing and PSHE lessons. Please see our 2BeSafe overview for more details.

Autumn Term			
EYFS	Topic	Marvellous Me!	People Who Help Us
	Knowledge	<ul style="list-style-type: none"> Technology around us- To know the technology used in the home. Role play area: toy microwave, oven, hob, timer, cameras, clocks, scales, DIY tools, phones 	<ul style="list-style-type: none"> Technology around us- To be able to identify technology used in the wider world. Role play area: Walkie talkies, camera, torches, calculator, doctors set, toy shopping till, phone, Outside: construction site tools, magnifying glass, binoculars. Mouse and Trackpad skills <ul style="list-style-type: none"> - To know how to 'hold' a mouse. - To move the mouse purposefully - To be able to click the left-hand mouse button to perform an action <p>Classroom computer: Mini Mash- Pairs games</p>
	Skills	Children will develop their ' computational thinking skills ' through: <ul style="list-style-type: none"> • Tinkering • Creating • Collaboration • Persevering • Pattern 	
		<ul style="list-style-type: none"> • Talk about what technology is used at home. 	<ul style="list-style-type: none"> • Talk about what technology is used in the world around me. • Hold a computer mouse with my finger on the correct buttons. • Use a mouse to make the cursor move around the computer screen where I want it to go. • Click the correct mouse button to play games on the computer.
	Key Vocabulary	Technology Mouse Computer Control Click/Button	



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Year 1	Unit Title	Introduction to Purple Mash (Autumn 1)	Creative Computing (Autumn 1)	Data Explorers (Autumn 2)
	National Curriculum links	NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
	Links to Prior Learning	EYFS: 'Technology around us' and 'Mouse and trackpad skills'.	Introduction to Purple Mash: • Login/Log out • 2Dos • Tools area • Managing work area	Introduction to Purple Mash: • Login/Log out • 2Dos • Tools area • Managing work area
	Knowledge	<ul style="list-style-type: none"> • It is important to log in to a site, the importance of keeping passwords safe and the need to logout at the end of a session. • An avatar is a virtual representation of a person suitable for use online. • The 2Do system allows teachers to assign tasks to children within Purple Mash. • Online sites have a main page called the homepage. • Online sites often use an alert system to communicate with the user. • To move to a different activity in Purple Mash, you must first close the current activity. • Many online sites, including Purple Mash, have an area for an individual's work that is accessible only to the individual (and in Purple Mash to their teacher as well). • You can access non-visible parts of a screen using scrolling. • You can use a physical or on-screen keyboard to type upper and lower-case letters and spaces. 	<ul style="list-style-type: none"> • Art can be created using digital tools. • Digital tools can be used to play and make simple games. 	<ul style="list-style-type: none"> • Items can be grouped using a range of criteria, and a logical process should be used when doing so. • Digital tools can be used to group images of items. • Sorting is a way to organise items • Sorting and grouping have different meanings. • Data is information that can be collected and used. • Data can be represented digitally using pictures. • Before collecting data, you must think about how it can be used and what information to collect.



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	<p>Skills</p>	<ul style="list-style-type: none"> • Log out of Purple Mash. • Give reasons why it is important to keep a password safe and not share it with other people. • Make and edit their own avatar. • Open, save and hand in 2Dos • Access the Purple Mash homepage and alerts when on the site. • Close activities in Purple Mash. • Save work in their work area. • Locate and open work they have done previously in their work folder. • Open a specified tool. • Scroll up and down and from side to side where applicable. • Type upper and lower-case letters and spaces using the device available. 	<ul style="list-style-type: none"> • Select colours and painting effects in 2Paint. • Control a computer mouse. • Use a mouse or finger (device dependent) to perform tasks. • Use drag and drop methods to complete games, including 2DIY jigsaws and placing activities. • Use the image gallery to create jigsaw images. • Use hotspots in 2DIY Placing games 	<ul style="list-style-type: none"> • Identify criteria that can be used to sort items into groups. • Sort items using criteria. • Describe how to logically sort items into groups. • Complete grouping and sequencing questions in 2Quiz using given criteria. • Decide whether it is better to sort or group items to organise them. • Identify items to be grouped or sorted as examples of data that can be organised. • Use data grouping and sorting to answer questions • Create a pictogram using data from the class in 2Count. • Answer questions about the class using the pictogram. • Collect and record data. • Input the data into the 2Count tool. • Make a pictogram using 2Count. • Answer questions using the pictogram.
	<p>Key Vocabulary</p>	<p>Alert Avatar File Name Folder Home Page Icon Login/ Logout Menu Burger Menu Password Scrolling Scrollbar</p>	<p>Arrow Keys Digital Art Drag and Drop Hotspot Touchscreen gestures</p>	<p>Criteria Data Group Pictogram Sort</p>



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Year 2	Unit Title	Route Explorers (Autumn 1)	The Internet (Autumn 1)	Creating Pictures (Autumn 2)
	National Curriculum links	NC: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
	Links to Prior Learning	Year One Units: Creating and Following Instructions and Coding	Year One Unit: Technology Around Us	Year One Units: Creative Computing and Animated Stories
	Knowledge	<ul style="list-style-type: none"> The combination of a direction and a distance is known as a command in 2Go. Commands can be input into 2Go to control the movement of a screen turtle in four directions. Planning a route is important in order to input the correct commands. Routes can be programmed to perform more than one command in a sequence. A list of instructions for a route is the algorithm for the route. Errors (bugs) occur because commands have been input incorrectly. Fixing the errors is called debugging. 	<ul style="list-style-type: none"> The Internet is a global network of connected computers around the world. An internet connection allows people to communicate with others over the internet. This is commonly known as being online. An internet connection can be made using wires or wirelessly. A browser is used to access websites and webpages of the World Wide Web The World Wide Web refers to the documents and pages someone sees when using a browser. Smart devices are those that can connect to the internet The 'front page' of a website is known as the home page Webpages have links that, when clicked, display other webpages. Websites can be found using a browser that contains a search engine. 	<ul style="list-style-type: none"> Digital art tools usually have a choice of painting effects. Painting effects can be combined to help a user make pictures of varying styles. The size of an onscreen painting tool brush stroke can be manipulated. Intensity of colours can be manipulated digitally. Outline features in a digital art program help a user compose an image.
	Skills	<ul style="list-style-type: none"> Input commands Input purposeful commands in 2Go to move the turtle in a specific direction towards a goal. Use techniques such as finger movements to plan a route. Input several commands into a sequential algorithm layout and run this code to move the turtle along the programmed route. Reset the turtle to the starting position to rerun the code. Plan the route by writing the algorithm first and then inputting the commands. 	<ul style="list-style-type: none"> Explain the difference between the Internet and the World Wide Web, recognising that they describe different things. Explain that wi-fi describes a wireless internet connection. Recognise a web browser. Find information on the school's website by viewing the different webpages. Decide whether a device is a smart device. Give examples of smart devices. 	<ul style="list-style-type: none"> Explore the range of painting effects in 2Paint. Observe how the painting effects give different results. Produce digital images in traditional art styles using digital painting effects. Use the brush tool slider to change the size of brush strokes to achieve the desired effects. Use the dilute tool to manipulate the intensity of any selected colour. Make use of outline features, such as selecting, resizing, and editing outlines, to enhance their digital art.



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		<ul style="list-style-type: none"> • Make logical attempts to debug code for routes. • Reset, debug and re-run the code to test routes 	<ul style="list-style-type: none"> • Navigate to the Purple Mash homepage and to the school's website homepage • Use a link on a webpage of the school's website. • Use keywords to search for information using a search engine. 	
	Key Vocabulary	<p>Algorithm Coding Computer bug Command Debugging Direction</p>	<p>Browser Home Page Internet Keywords Link Modem Router Search Engine Search Bar Smart Device Website Webpage Wi-Fi World Wide Web</p>	<p>Digital Portfolio Fill Tool Image Picker Import Palette</p>



Spring Term			
EYFS	Topic	Ready, Steady, Go!	What Came First?
	Knowledge	<ul style="list-style-type: none"> • Robots- Understand computer technologies can be given instructions (algorithm) <ul style="list-style-type: none"> - Describe a route that is in progress - Describe a route taken by another person on object (e.g toy car) - Follow a route taken by another person after it has been enacted - Plan routes for toy vehicles. - Use the buttons on a floor robot to make it move. - Input a program of 2 or 3 steps into a floor robot and then run the program to make it move - Interpret simple instructions to predict the outcome. - Plan and input instructions for a floor robot using one or more steps at a time <p>Literacy/Mathematics/Understanding of the world area: Bee-Bots</p>	<ul style="list-style-type: none"> • Drawing skills- Know that computers/devices can be used to draw <ul style="list-style-type: none"> - Select colours - Mark makes purposefully on screen - Control the pencil width - Choose tools to experiment with - Use the undo button - Erase parts of the pictures - Draw using a touchscreen - Draw using mouse control <p>Classroom computer: Mini Mash- 2Paint IWB: Smart notebook, 2Paint</p>
	Skills	<p>Develop 'computational thinking skills' through:</p> <ul style="list-style-type: none"> • Tinkering • Collaboration • Algorithms • Logical reasoning • Decomposition 	
		<ul style="list-style-type: none"> • Talk about where I am moving a toy vehicle whilst I am moving it. • Describe the route taken by a toy vehicle. • Follow directions to make a route for a toy vehicle. • Plan a route for a toy vehicle and follow own plan (instructions) • Control the forwards, backwards and rotation of a floor robot one step at a time • Program a 3-step route for a floor robot 	<ul style="list-style-type: none"> • Select colours when painting on the computer. • Draw pictures on the computer to go with my work • Select different widths of pens • Use the undo button correctly • Use the erase button. • Explain what they are using the device for • Control the mouse effectively to draw on a computer • Name who can help them when they are stuck or see something they don't like. • Talk about how their body feels when I am not comfortable with something.



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	Key Vocabulary	Direction Forwards Backwards Route Instruction	Draw Erase Undo Tools	
Year 1	Unit Title	Creating and Following Instructions (Spring 1)	Technology Around Us (Spring 1)	Animated Stories (Spring 2)
	National Curriculum links	NC: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	NC: Recognise common uses of information technology beyond school. Use technology safely and respectfully.	NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
	Links to Prior Learning	<ul style="list-style-type: none"> • Introduction to Purple Mash • Bee-Bots EYFS 	<ul style="list-style-type: none"> • Introduction to Purple Mash • 2BeSafe (online safety) 	<ul style="list-style-type: none"> • Real story books EYFS and Y1 • Mechanisms D&T Year 1 – explore books with levers and sliders. • Introduction to Purple Mash and Creating pictures.
	Knowledge	<ul style="list-style-type: none"> • To achieve a specific effect when building something, accurate instructions must be followed. • Computer programs need precise instructions to follow and these are called algorithms. • If instructions are vague, outcomes will vary for a given task. • The order of instructions for a task affects the results. • Correcting errors in an algorithm or program is called debugging. 	<ul style="list-style-type: none"> • Technology is something that uses scientific knowledge to solve problems or invent useful tools. • Technology is used within many environments. • Not all technology is digital technology. Digital Technology is a subset of technology for sharing information. • The word hardware is used to describe the physical parts of a digital technology device. • It is important to use technology safely and that there are some risks associated with the use of technology. 	<ul style="list-style-type: none"> • There are differences between traditional books and digital books. • Images can be created within digital book software. • Digital books can have animations. • Copying and pasting is a term used in computing when things are copied from one place to another. • Audio such as sound effects, voice recordings and music can be included within digital books. • Backgrounds are static images in contrast to the animated foreground. • The style of digital text is called the font. This can be changed after typing the text.
	Skills	<ul style="list-style-type: none"> • Think carefully about how to word oral instructions to achieve a desired outcome. • Give clear, precise and concise instructions for someone to follow. • Test whether instructions have been followed by comparing the outcome to the instructions. • Examine instructions to see where confusion might have arisen. 	<ul style="list-style-type: none"> • Recognise examples of technology. • Describe the purpose of common types of technology. • Identify technology within school, at home and in the wider world. • Explain how this technology is helpful. 	<ul style="list-style-type: none"> • Identify differences and similarities between traditional books and digital books. • Use paint tools within 2Create a Story • Use picture editing tools such as 'undo' and 'erase' to improve created images. • Apply animation effects to images • Choose effects that make characters appear to interact. • Copy and paste • Organise and copy pages in a digital book



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		<ul style="list-style-type: none"> • Use a computing device to follow simple instructions in a painting project. • Examine the outcomes of following instructions to check for differences in interpretation. • Decide whether any differences were due to the clarity of the instructions or the end user. • Identify when a sequence of instructions is incorrect and why. • Explore the possible outcomes of following incorrectly sequenced instructions. • Find errors in a simple algorithm. • Correct an algorithm sequence by reordering it. • Recognise when an algorithm has been debugged. • Apply learning about debugging an algorithm to other incorrectly sequenced instructions, such as baking cakes 	<ul style="list-style-type: none"> • Give examples of digital technology and contrast this with technology. • Name examples of technology hardware including peripheral devices. • Use devices safely. • Point out the risks of situations involving technology. 	<ul style="list-style-type: none"> • Add sound to a story. • Add backgrounds and change the style and size of font
	<p>Key Vocabulary</p>	<p>Algorithm Computer bug Debugging Instructions Program</p>		<p>Animation Sound Effect Text Font Background Copy and Paste Digital book Eraser Undo</p>



Year 2			
Year 2	Unit Title	Spreadsheets (Spring 1)	Questioning (Spring 2)
	National curriculum links	NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content	NC: -Use logical reasoning to predict the behaviour of simple programs. -Use technology purposefully to create, organise, store, manipulate and retrieve digital content. -Recognise common uses of information technology beyond school.
	Links to Prior Learning	Data Explorers: <ul style="list-style-type: none"> Understanding what data is Representing data electronically 	Data Explorers: <ul style="list-style-type: none"> Understanding of the term data Understanding of how to group and sort Spreadsheets: <ul style="list-style-type: none"> Use of 2Calculate to collect data and produce basic diagrams and charts
	Knowledge	<ul style="list-style-type: none"> A spreadsheet is a program that organises data in rows and columns. 2Calculate is a type of spreadsheet program. Each box in a spreadsheet is called a cell, and every cell has a unique name. Rows run horizontally, and columns run vertically. Formatting tools can be used to change the way data looks (e.g. size, colour, wrap text). Images and numbers can be used in spreadsheets, and values can be assigned to images. Spreadsheets can use a range of mathematical operations to carry out calculations automatically 2Calculate contains various tools that can be used for different reasons. The 'Is Equals' tool can check if a calculation is correct. The 'Quiz' tool can be used to make interactive questions inside a spreadsheet. The 'Count' tool can show how many of something there are in a spreadsheet. Block diagrams are a way of presenting data to make it easier to understand. • Two sets of data are needed to create a block diagram (one for the category, one for the amount). 	<ul style="list-style-type: none"> Data is information that can be collected, recorded, and presented in different ways. A tally chart is a method of counting and recording data. Pictograms and bar charts are ways of presenting data visually. Closed questions can limit responses, while open questions allow more detailed answers. Yes/No questions can be used to help sort and classify information. A branching database uses Yes/No questions to organise and identify information.
	Skills	<ul style="list-style-type: none"> Identify a cell by its name. Enter data into a cell and move between cells. Explain the difference between a row and column. Resize rows and columns. Use formatting tools improve clarity and organisation of data. Check and improve their spreadsheet to ensure it is neat, accurate, and easy to understand. 	<ul style="list-style-type: none"> Collect simple data by asking questions and recording answers. Use tally charts to organise collected data. Create pictograms and bar charts using 2Count to represent information. Form clear Yes/No questions to help identify or sort objects. Follow a branching database to find an answer.



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		<ul style="list-style-type: none"> • Insert images and assign them numerical values. • Apply calculation tools (add, subtract, multiply, divide) to carry out various operations in a spreadsheet • Use the 'Is Equals' tool to check whether a calculation is correct. • Use the 'Quiz' tool to create an interactive calculation. • Use the 'Count' tool to total how many of an item appear in a spreadsheet. • Create block diagrams in 2Calculate to present data visually. 	<ul style="list-style-type: none"> • Use 2Question to navigate and explore branching databases.
	Key Vocabulary	<ul style="list-style-type: none"> • Axis/Axes • Block Diagram • Cell • Column • Data • Resize • Row • Spreadsheet • Title • Value • Wrap text 	<ul style="list-style-type: none"> • Branching data base • Closed question • Data • Grouping • Open question • Pictogram • Primary data • Sorting • Tally chart



Summer Term			
EYFS	Topic	Donaldson's Animal Adventures	Superfoods!
	Knowledge	<ul style="list-style-type: none"> • Mouse and Trackpad skills <ul style="list-style-type: none"> - Use click and drag to move objects purposefully - Use the scroll roller on a mouse. - Know how to use a laptop touchpad • Computing lessons (computer room) • Safety and Privacy <ul style="list-style-type: none"> - Explain what it means to own digital content. - Explain how my work on the computer belongs to me and other people's work belongs to them (future links to keeping things private in terms of technology) - Begin to be aware of the impact of too much screen time • Find all the letters of the alphabet on a keyboard 	
	Skills	Develop ' computational thinking ' through: <ul style="list-style-type: none"> • Creating • Decomposition • Persevering • Abstraction 	
		<ul style="list-style-type: none"> • Use a mouse accurately to click and drag objects on the screen. • Use the mouse roller to scroll up and down a page. • Use a laptop touchpad accurately. • Explain who can help you stay safe when using technology • Know what to do when you see something you don't like • Use the mouse accurately with purpose • Identify and use the letters on the keyboard 	
	Key Vocabulary	<ul style="list-style-type: none"> • Technology • Pop-ups • Mouse • Touchpad • Keyboard 	



Year 1			
Year 1	Unit Title	Making Beats (Summer 1)	Coding (Summer 2)
	National Curriculum links	NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	NC: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.
	Links to Prior Learning	Animated Stories <ul style="list-style-type: none"> Adding simple sound effects in 2create a story 	Creating and Following instructions <ul style="list-style-type: none"> Understanding algorithms Creating instructions for a sequence Data Explorers <ul style="list-style-type: none"> Using a logical process Grouping and sorting in an ordered and logical way
	Knowledge	<ul style="list-style-type: none"> Know there are differences between music played using musical instruments and digitally created music. Know digital tools can be used to compose music Digital music tools can be used to create the sound of multiple instruments at once. Understand different digital tools are better for different purposes 	<ul style="list-style-type: none"> Computer programs work by following instructions called algorithms. These are written as computer code that the computer can interpret. In 2Code, code is created using coloured code blocks. Code view is the place in 2Code where you see and use the blocks of code. Each single instruction such as 'Object Right' is called a command. To make an algorithm happen, you must execute, or run, the code. An event is something that makes a block of code run in response to an action such as a user pressing a key or clicking a screen. Debugging is the name for fixing code that isn't working how it was designed to work. The look of a program in 2Code is created in the Design View using backgrounds and objects. Program design is the first stage to making a well thought out program.
	Skills	<ul style="list-style-type: none"> Identify differences and similarities between music played using instruments and digitally composed music. Compose a melody using 2Explore. Select sounds from the available libraries. Compose a beat using 2Beat. Use digital music tools to change the tempo, volume, looping and length of music compositions. Use 2Beat to compose an interaction of different instrument sounds. Select the best music tool for their compositions. 	<ul style="list-style-type: none"> Create instructions in the form of simple algorithms with attention to the order and the level of detail. Interpret what a piece of code means. Recognise the different coloured code blocks in 2Code mean object, action, event or output. Drag code blocks into the coding area to create commands. Make a simple command in 2Code by using an object and action together. Execute the code to see the effect by clicking Run. Use the 'When Clicked' event code block.



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			<ul style="list-style-type: none"> • Begin to use logical reasoning to find where bugs in the code are. • Fix bugs in code. • Test whether bugs have been fixed. • Choose background images. • Add objects and modify some attributes such as scale. • Plan what objects in a scene will do. • Recognise that this is the algorithm for the program. • Use own design to code a program. • Debug the program against the design specifications. 	
	Key Vocabulary	<ul style="list-style-type: none"> • Beat • Compose • Digital • Tempo • Tune 	<ul style="list-style-type: none"> • Action • Algorithm • Command • Code/Coding • Output • Programmer • Program • Debug 	
Year 2	Unit Title	Coding (Summer 1)	Presenting Ideas (Summer 2)	Making Music (Summer 2)
	National Curriculum links	<p>NC: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.</p>	<p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. NC: Recognise common uses of information technology beyond school.</p>	<p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>
	Links to Prior Learning	<p>Year One Units: Creating and following instructions, Coding and Data Explorers</p> <p>Questioning</p> <ul style="list-style-type: none"> • Logical decision processing • Forward planning to achieve a solution <p>Route Explorers</p> <ul style="list-style-type: none"> • Building an algorithm • Creating Commands • Coding with 2Go 	<p>Year One Unit: Animated Stories</p> <p>Creating pictures</p> <ul style="list-style-type: none"> • Presenting ideas in art form 	<p>Year One Units:</p> <p>Making Beats</p> <ul style="list-style-type: none"> • Recognising musical terms • Differences between digital and instrumental music • Creating beats and simple tunes <p>Animated Story Books</p> <ul style="list-style-type: none"> • Adding simple sound effects to a story
	Knowledge	<ul style="list-style-type: none"> • In computing, a set of instructions is known as an algorithm. Steps in an algorithm must be followed to achieve the intended outcome. • The collision detection event is a way to cause an action when two objects collide with each other. 	<ul style="list-style-type: none"> • Know a presentation is a way to share ideas, information, or stories with others. • Know a concept map helps organise ideas before presenting them to others. 	<ul style="list-style-type: none"> • Know live, instrumental music is created by real instruments and digital music is created by using a computer. • Music can be made digitally. • Sounds can be incorporated into music programs to make a tune.



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		<ul style="list-style-type: none"> • Programs follow a sequence of instructions (commands) in order. • Timer commands can be used to make parts of the program run after a set time. • Different object types in 2Code have different attributes that can be changed. • Event commands in 2Code are used to create blocks of code that are run when an event happens. There are different event command blocks in 2Code. • Debugging is the process of testing that a program works as intended, looking for any bugs and fixing the problems when found. 	<ul style="list-style-type: none"> • A concept map is made of different nodes. These are boxes or bubbles that contain one main idea. • A concept map usually starts with a main node in the centre which shows the title. Other ideas are added as nodes around it, connected to the main idea. • Ideas should be grouped logically so they are easy to follow. Colour on the nodes can be used to show which ideas are grouped. • Connecting lines (or arrows) link nodes together to show how ideas are related. • Concept maps help you plan the order of your presentation. 	<ul style="list-style-type: none"> • Notes that are the same colour on 2Sequence represent the same note tone. • The speed of a digital musical, known as tempo, can be altered by changing the BPM (beats per minute). • The volume of instruments/sounds on a track can be changed when using music programs. • Looping a track means that it continues to play on repeat. • Music programs let users incorporate their own sounds into a composition.
	<p>Skills</p>	<ul style="list-style-type: none"> • Follow a written algorithm. • Identify required events, objects and actions from a program algorithm. • Identify the collision detection block within the event category blocks. • Use a collision detection block in a program. • Run code and see the sequential effect that occurs. • Identify the timer command within the control category blocks. • Use the time after command and set a specified number of seconds. • Nest actions within the timer command to delay their running. • Use a variety of object types. • Identify attributes which appear under some objects and not in others e.g. a turtle type and a character type. • Alter attributes of an object, such as the image and scale within Design View. • Recognise the event command blocks – When Key Event, When Swiped Event, When Clicked Event and Collision Detection. • Use a variety of event blocks in different circumstances. • Use specific event commands for specific objects, such as a click event for a button object. 	<ul style="list-style-type: none"> • Use a concept map they have created to share their ideas with others. • Organise their ideas clearly on a concept map in 2Connect • Place nodes in a logical position and type in a main idea in each one. • Place a node in the centre of their concept map and write a title. • Add nodes around the title to extend their ideas on the topic. • Group ideas together on their concept map. • Change the colour of a node. • Ensure that nodes that are part of the same idea are all the same colour or shades of the same colour. • Draw connecting lines to link nodes that are connected in terms of ideas. • Ensure that all nodes are connected to another. • Use a concept map to plan a logical order for a presentation. 	<ul style="list-style-type: none"> • Identify if sounds are made by real instruments or made by a computer. • Identify the sound of different instruments, whether live or digitally made. • Listen to a premade composition by pressing the play button. • Observe what happens on the screen when composition is playing including the placement of sounds. • Explore the sounds and instruments category. • Drag sounds into the playable area. • Play and experiment with the organisation of sounds on each track. • Compare the sounds of different notes. • Recognise that some notes sound the same. • Recognise that some notes sound better together than others. • Locate and experiment with the BPM slider. • Listen in play mode to how changing the position of the slider affects a composition. • Locate the different rows of music. • Locate the volume sliders and adjust the volume on individual rows of music (tracks). • Play the music and test the effect of altering the volume of individual tracks.



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		<ul style="list-style-type: none"> • Use logical reasoning to identify the source of bugs and attempt to fix them. • Test and debug code in a systematic way. 		<ul style="list-style-type: none"> • Experiment with the looping feature and identify how this affects a tune. • Manipulate a piece of music. • Use the record button to incorporate own sound from a microphone.
	Key Vocabulary	<ul style="list-style-type: none"> • Attribute • Algorithm • Collision detection • Command • Bug • Debug • Program • Program design • Sequence 	<ul style="list-style-type: none"> • Concept Map • Connecting Line • Group • Layer • Node • Present • Title 	<ul style="list-style-type: none"> • Background music • Digital music • BPM (Beats Per Minute) • Compose • Looping • Sound Effect • Volume