



TSS Primary Computing MTP 2023-2024 Year 2 Block 1 – Technology Around Us

Week	Key Targets and Learning Objectives	Key Activities	Key Vocabulary
0	<ul style="list-style-type: none"> Know how to switch on and log onto a computer. Identify a range of devices that can connect to a network, including to the internet. (2DC.01) Know that there are wired and wireless networks. (2 DC.03) 	<ul style="list-style-type: none"> Check whether children can switch on and log onto the computer. Support as necessary. What do you already know about computers? Use discussion to illicit current knowledge and address misconceptions. Use Post it notes to label: computer, Monitor/screen, keyboard, mouse, speaker, microphone, camera Use vocabulary flashcards to discuss and check understanding: input, output, network, internet, digital device, wireless, wired. Discuss the idea of digital devices. Group sort images of electronic items into digital and non-digital devices. Independent work, identifying digital and non-digital devices (differentiation) Discuss how digital devices connect through wired and wireless networks. 	<ul style="list-style-type: none"> computer Monitor/screen keyboard mouse speaker microphone camera input output network internet digital device wireless wired
1	<ul style="list-style-type: none"> Know that network connected devices share information with each other and that there are risks associated with this. (2 DC.05) Understand that technology can be used to communicate locally and globally. (2 DW.03) 	<ul style="list-style-type: none"> Review the vocabulary from last week. How do we communicate with our family and friends? How do we communicate with someone in a different place/country? Fold A4 paper and draw local and global forms of communication. Are there some that overlap? Discuss the e-safety surrounding certain forms of digital communication. Move onto the idea of networks home/school and that some are wired and some being wireless. Demonstrate by sending a picture from one device to another. How was it done? How was it done quickly? Reinforce inputs and outputs. Children to draw devices joined by a network, use solid line to show wired and dotted to show wireless. 	<ul style="list-style-type: none"> Network Communication voice calls video calls text messages blogs email
2	<ul style="list-style-type: none"> Identify tasks that computers can complete more effectively than humans. (2 CS.04) Know how to recognise when a network is and is not available. (2 DC.04) Know that network connected devices share information with each other and that there are risks 	<ul style="list-style-type: none"> What tasks can computers do better than humans? Consider the facts that networks allow things to happen easier, faster etc. Look at tasks that are computerised including new ideas. Consider pros and cons 	<ul style="list-style-type: none"> Input Output computerised Network(s) Connected Disconnected



TSS Primary Computing MTP 2023-2024 Year 2 Block 1 – Technology Around Us

3	<p>associated with this. (2 DC.05)</p> <ul style="list-style-type: none"> • Know that two devices working together can achieve things that neither device can achieve on its own. (2 DC.02) • Use the correct terminology to explain the functions of basic hardware and software. (2 CS.01) • Know the difference between input and output devices. (2 CS.03) 	<ul style="list-style-type: none"> • Children to choose an everyday task to computerise. Consider inputs and output. They draw and label their ideas (differentiated by outcome, sophistication of design) • Look at what happens when a network is no longer connected. • What makes computers work? Discuss the idea of hardware and software. • Group sort hardware and software cards (b&w) • Use an unplugged keyboard and discuss why it doesn't work. Discuss other hardware that needs to be connected. Reminder that some hardware can be wired or wireless. • What devices put information into computers – inputs - and which show us the information – outputs. Are there devices which can do both? • Sort devices into input, output or both. Extend by getting children to join an appropriate input to an output. (differentiation by extension) • Discuss the idea of connecting devices from input devices to output devices. 	<ul style="list-style-type: none"> • Hardware • Software • input • output • connected • disconnected • wired • wireless • device
4	<ul style="list-style-type: none"> • Understand that the internet is a network and that it has physical parts. (2 DW.02) • Know that digital technology can give access to a wide variety of information. (2 DW.01) • Know the difference between Internet and WWW 	<ul style="list-style-type: none"> • Review the idea of a network. • What is the Internet? Share PowerPoint (part) and discuss ideas. • What devices (hardware) can we connect to the Internet? • How do they connect to the Internet? Introduce the idea of routers and cables • Share some the software that is used and the children may have already heard of e.g. web browser, iOS/Android, World Wide Web (WWW) • Children to form physical representation of WWW to help understanding. • Share the first website. Compare with a modern website. • Children to draw and label things that are shared over the Internet. Can they explain the difference between the Internet and the WWW? 	<ul style="list-style-type: none"> • Internet • network • router • cables • hardware • software • WWW
5	<ul style="list-style-type: none"> • Know a hyperlink connects websites and pages and can be linked to an icon, text or image. (2 TC.07) • Begin to use menus to find and use the cut, copy and paste functions, and to open dropdowns. (2 TC.04) 	<ul style="list-style-type: none"> • Review learning from last lesson. • Using first website do the children know already what will happen if they click on a hyperlink? Discuss hyperlinks and show different types – text, picture, icon 	<ul style="list-style-type: none"> • Hyperlink • icon • text • picture • copy



TSS Primary Computing MTP 2023-2024 Year 2 Block 1 – Technology Around Us

6	<ul style="list-style-type: none"> • Understand that users can have many accounts and can choose what information to put into each one. (2 SW.01) • Understand that there is a risk, people online are not who they say they are. (2 SW.02) • Understand that technology can be used to communicate locally and globally. (2 DW.03) • Know how to keep safe online. 	<ul style="list-style-type: none"> • Show the children how to make a hyperlink – skills: copy, paste, right clicking • Allow the children to have a go at making a text hyperlink. • Demonstrate picture hyperlinks and repeat activity for this • Same for an icon • If time allows look at QR codes. 	<ul style="list-style-type: none"> • paste • QR code
7	<ul style="list-style-type: none"> • Understand that users can have many accounts and can choose what information to put into each one. (2 SW.01) • Understand that there is a risk, people online are not who they say they are. (2 SW.02) • Understand that technology can be used to communicate locally and globally. (2 DW.03) 	<ul style="list-style-type: none"> • What groups/clubs are you part of? Discuss how local or global these groups are and whether they know everyone in their groups. • Share a 'network' example from me. Get the children to draw and label their networks. Colour code people they know well, a little are their people they may not know much or at all. Use stick people. • Share the PowerPoint story for Buddy the Dog. • Discuss the different ideas. Are there other ideas the children have? • Children to create a poster about how to stay safe online. • Summarise the different ideas and sing the Safety Song. 	<ul style="list-style-type: none"> • Network • Online safety • Download
7	<ul style="list-style-type: none"> • Understand that users can have many accounts and can choose what information to put into each one. (2 SW.01) • Understand that there is a risk, people online are not who they say they are. (2 SW.02) • Understand that technology can be used to communicate locally and globally. (2 DW.03) 	<ul style="list-style-type: none"> • Play recordings of different people's voices saying something about the school – 3 known and 1 unknown voices. • Discuss who the people are and how they would class them according to the colour code from last week. • Share blank outlines and a statement for each character. • Get the children to draw their idea of who one of these people are. Discuss the drawings, similarities and differences. • Share that the statements are from the same person and discuss their thoughts about this. Ensure that they understand the idea information shared online can false and what to do if they are unsure of anything online. • On a mask the children create a profile for something they are interested in using drawing and/or writing. • Masks are displayed. Can the children correctly identify who is who? 	<ul style="list-style-type: none"> • Network • Stranger • Communicate • Profile