

Computing 22-23

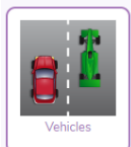
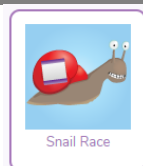
Year 2 – Programming- Purple Mash (Snail Race)

Remember when: beebots	Key vocabulary
By the end of the unit children must be able to: -make the snail move forward 1 space - make the snails move forward - make the snails move in a random number -debug why a snail isn't moving -make up their own sequence Extension- explore the vehicles activity	program snail forwards number squares debug

In Year 1: - move the fish right -move the crab left -debug the instruction to make the fish move right or left -make a little program to make the fish move when clicked Explore the bubble activity

National curriculum: - 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.

Software



Title / Focus	Lesson outline
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Autumn Term

Lesson 1 Remember when: Logging onto purple mash LO- To log onto purple mash SK- move the fish right	Log on to purple mash and become familiar with the software.
Lesson 2- Programming LO- To create a code SK- make the snail move forward 1 space Make the snails move forward	Make the snail move forward 1 space. Make all of the snails move forward. LA: Adult support to navigate software and use iPad/tablet. ARE: Follow the instructions to make the snail move forward 1 space. Then follow the instructions to make all of the snails move forward. GDS: Confidently navigate their way around programming.
Lesson 3- Programming LO- to move the snails SK- make the snails move in a random number -debug why a snail isn't moving	Make the snails move in a random number LA: Adult support to navigate software and use iPad/tablet. ARE: Follow the instructions to make the snails move in random spaces. GDS: Confidently navigate their way around programming.
Lesson 4- Debugging LO- To find errors in code SK- -debug why a snail isn't moving	Debug why a snail isn't moving LA: Adult led discussion to support identifying the error. ARE: Identify the error within coding and correct it. GDS: Confidently and independently debug. Explain the error.

<p>Lesson 5 Programming</p> <p>LO- To create their own code</p> <p>SK- -make up their own sequence</p>	<p>Make up their own sequence.</p> <p>LA: Adult support to navigate software and use iPad/tablet.</p> <p>ARE: Independently use the software using the skills taught so far to create their own coding.</p> <p>GDS: Confidently navigate their way around programming. Explore different tools available on the software.</p>	
<p>Lesson 6</p> <p>Programming</p>	<p>Extension - Explore the vehicles activity</p> <p>LA: Adult support to navigate software.</p> <p>ARE: Follow the instructions with independence to complete the activities.</p> <p>GDS: Confidently navigate their way around programming.</p>	
<p>Working towards</p>	<p>End of Unit Assessment</p> <p>Working at Age related expectations</p>	<p>Working at a greater depth</p>