

Computing – Spring 1 - 24-25

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

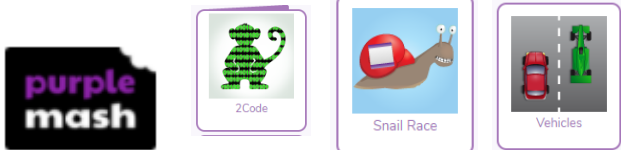
In Year 1:

- 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

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>