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 algorithms forwards squares debug error code programming

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.

Lesson 5 Programming **LO-** To create their own code SK- -make up their own sequence	Make up their own sequence. LA: Adult support to navigate software and use iPad/tablet. ARE: Independently use the software using the skills taught so far to create their own coding. GDS: Confidently navigate their way around programming. Explore different tools available on the software.
Lesson 6 Programming	Extension - Explore the vehicles activity LA: Adult support to navigate software. ARE: Follow the instructions with independence to complete the activities. GDS: Confidently navigate their way around programming.

Working towards	**End of Unit Assessment** Working at Age related expectations	Working at a greater depth