



## EAST BOLDON INFANT SCHOOL

### COMPUTING CURRICULUM

#### Breakdown of weekly challenge questions YEARS 1 AND 2

<b>COMPUTING</b> Year 1	<b>Autumn one</b> What technology is around us?	<b>Autumn two</b> Can you paint using a computer?	<b>Spring one</b> Can you program a robot?	<b>Spring two</b> How can you use technology to group data?	<b>Summer one</b> How can you use a computer to create and format text?	<b>Summer two</b> Can you create an animation?
<b>COMPUTING</b> Year 2	<b>Autumn one</b> Does technology improve our world?	<b>Autumn two</b> Can you take a picture?	<b>Spring one</b> Can you create a robot algorithm?	<b>Spring two</b> How can you organise data?	<b>Summer one</b> Can you create music using technology?	<b>Summer two</b> How can you make a computer game?
<b>E-SAFETY</b>	<b>Autumn one</b>	<b>Autumn two</b>	<b>Spring one</b>	<b>Spring two</b>	<b>Summer one</b>	<b>Summer two</b>
	<b>E-safety</b> Self-image and identity	<b>E-safety</b> Online relationships and reputations	<b>E-safety</b> Online bullying	<b>E-safety</b> Managing information online	<b>E-safety</b> Health, well-being and lifestyle	<b>E-safety</b> Privacy, security, copyright and ownership

**YEAR 1 COMPUTING**  
**What technology is around us?**

<b>Autumn 1 Unit Learning</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Substantive Knowledge (What facts and knowledge will the children be able to recall/achieve?)
<p>* Recognise common uses of information technology beyond school.</p> <p>* Use technology purposefully to create, organise, store, manipulate, and retrieve digital content.</p> <p>* Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p><b>Technology in our classroom.</b></p> <p>Become familiar with the term 'technology'. Classify what is and what is not technology. Demonstrate understanding of how technology helps us in different ways.</p>	<p><b>Using computer technology.</b></p> <p>Know the main parts of a desktop or laptop computer. Practise turning on and logging in to a computer. Apply their knowledge of the different parts of a computer, to complete a mouse-based task.</p>	<p><b>Developing mouse skills.</b></p> <p>Build on the mouse skills. Review images of a computer to explain what each part does. Develop an understanding that different computers use different mice, but they perform the same function. Use the mouse to open a program and create a simple picture.</p>	<p><b>Using a computer keyboard.</b></p> <p>Begin to use the computer keyboard for a purpose. Understand that writing on a keyboard is called typing and begin to type their name. Save their work using the save icon and understand that this icon is used in lots of different programs.</p>	<p><b>Developing keyboard skills.</b></p> <p>Opening a file they have previously created. Demonstrate their ability to use a keyboard to edit text, by writing a sentence and then deleting letters. Use the keyboard arrow keys to move the text cursor in their textbox.</p>	<p><b>Using a computer responsibly.</b></p> <p>Be introduced to the concept of using computers safely, within the context of a school setting. Explore why we have rules in school and how those rules help us, and then apply this understanding to rules needed for using computer technology safely.</p>	<p>*Explain that technology is something that helps us</p> <p>*Name the main parts of a computer</p> <p>*Switch on and log into a computer</p> <p>*Use a mouse to click and drag</p> <p>*Save my work to a file</p> <p>*Open work from a file</p> <p>*Use the arrow keys to move the cursor</p> <p>*Delete letters</p> <p>*Identify rules to keep us safe and healthy when we are using technology in and beyond the home</p>

--	--	--	--	--	--	--	--

<b>YEAR 1 COMPUTING</b> <b>Can you paint using a computer?</b>							
<b>Autumn 2 Unit Learning</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Substantive Knowledge (What facts and knowledge will the children be able to recall/achieve?)</b>
<p>*Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p>Links to Art</p> <p>*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space</p> <p>*About the work of a range of artists, craft makers, and designers, describing the differences and similarities between different practices and disciplines and making links to their own work</p>	<p><b>Painting using computers.</b></p> <p>Introduce the freehand tools available for digital painting.</p>	<p><b>Using shape and lines.</b></p> <p>Introduces children to the line and shape tools. Revisit the fill and undo tools used for digital painting. Create their own digital painting in the style of an artist.</p>	<p><b>Making careful choices.</b></p> <p>Introduce children to a range of shape tools, allowing them to create a painting in the style of an artist.</p>	<p><b>Why did I choose that?</b></p> <p>This lesson increases understanding of the available paint tools and encourages them to select the best tools to create a digital painting in the style of Wassily Kandinsky.</p>	<p><b>Creating a masterpiece</b></p> <p>Select appropriate colours, brush sizes, and brush tools to independently create their own image in the style of an artist.</p>	<p><b>Comparing computer art and painting</b></p> <p>Learners compare their preferences when creating paintings on computers and on paper.</p>	<p>*Know how to use shape, line, and fill tools.</p> <p>*Know that different paint tools do different jobs.</p> <p>*Save my work to a file</p> <p>*Open work from a file</p> <p>* Change brush size.</p>

--	--	--	--	--	--	--	--

**YEAR 1 COMPUTING**  
**Can you program a robot?**

<b>Spring 1 Unit Learning</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Substantive Knowledge (What facts and knowledge will the children be able to recall/achieve?)
<p>*Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>*Create and debug simple programs</p> <p>*Use logical reasoning to predict the behaviour of simple programs</p> <p>*Recognise common uses of information technology beyond school</p>	<p><b>Understanding buttons</b></p> <p>Introduces floor robots. Talk about what the buttons might do and then try the buttons out. Time will be spent linking an outcome to a button press. Consider the direction command buttons, as well as buttons to clear memory and run programs.</p>	<p><b>Looking at directions</b></p> <p>Children will think about the language used to give directions and how precise it needs to be. Work with a partner, giving and following instructions. This real-world activity should, at suitable points during this lesson, be related to the floor robot that was introduced</p>	<p><b>Moving forwards and backwards</b></p> <p>Focus on programming the floor robot to move forwards and backwards. See that the robot moves forwards and backwards a fixed distance. This highlights the idea that robots follow a clear (fixed) command in a precise and repeatable</p>	<p><b>Using four directions</b></p> <p>Use left and right turn commands along with forwards and backwards commands. Develop slightly more complex programs. Children will create their programs in this lesson through trial and error before moving onto planning</p>	<p><b>How can you get there?</b></p> <p>In this lesson, children will decide what their program will do. They will then create their program and test it on the robot. Where needed, children will also debug their programs.</p>	<p><b>Creating different routes</b></p> <p>Plan their routes before they start to write their programs. The activities also introduce the concept of there being more than one way to solve a problem. This concept applies to a lot of programming activities: the same outcome can be</p>	<p>Know that floor robots follow command that we input. Understand four directions – forwards, backwards, left turn and right turn. Know what programming means. Understand the term debug.</p>

		in the last lesson.	way. Using the same start position with fixed commands will allow learners to predict what a program will do.	out their programs in the next lesson. Predict where given programs will move the robot.		achieved through a number of different approaches. Plan what they want their program to achieve before they start programming.	
--	--	---------------------	---	--	--	--	--

**YEAR 1 COMPUTING**  
**How can you use technology to group data?**

<b>Spring 2 Unit Learning</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Substantive Knowledge (What facts and knowledge will the children be able to recall/achieve?)</b>
<p>*Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p>*Use technology safely and respectfully</p>	<p><b>Label and match.</b></p> <p>Begin to understand that objects have many different labels that can be used to put them into groups. They will name different objects and begin to experiment with placing them into</p>	<p><b>Group and count.</b></p> <p>Learners will begin to think about grouping objects based on what the objects are. They will demonstrate the ability to count a small number of objects before they group them, and will then begin to</p>	<p><b>Describe an object.</b></p> <p>Begin to understand that objects can be described in many different ways. Identify the properties of objects and begin to understand that properties can be used to group objects; for example, objects can be</p>	<p><b>Making different groups.</b></p> <p>Children classify objects based on their properties. They will group objects that have similar properties, and will be able to explain how they have grouped these. Children will begin to group</p>	<p><b>Comparing different groups.</b></p> <p>Children will choose how they want to group different objects by properties. They will begin to compare and describe groups of objects, then they will record the number of</p>	<p><b>Answering questions.</b></p> <p>Children will decide how to group objects to answer questions. They will compare their groups by thinking about how they are similar or different, and they will record what they find.</p>	<p>Know that labels can describe a group of objects.</p> <p>Know that work children create belongs to them.</p>

	different groups. Children will also label a group of objects, and begin to understand that an object can fit into more than one group depending on the context.	show that they can count groups of objects with the same label. Learners will also begin to learn that computers are not intelligent, and require input from humans to perform tasks.	grouped by colour or size. Demonstrate their ability to find objects with similar properties and begin to understand the reason that we need to give labels to images on a computer.	a number of the same objects in different ways, and will demonstrate their ability to count these different groups.	objects in each group.	They will then share what they have found with their peers.	
--	--	---	--	---	------------------------	---	--

**YEAR 1 COMPUTING**  
**Can you make an animation?**

<b>Summer 1 Unit Learning</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Substantive Knowledge (What facts and knowledge will the children be able to recall/achieve?)</b>
*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	<b>Comparing tools</b> During this lesson learners will become accustomed to the ScratchJr programming environment. They will discover that they can move characters on-screen using	<b>Joining Blocks</b> During this lesson learners will discover that blocks can be joined together in ScratchJr. They will use a <b>Start</b> block to run their programs. They will also learn additional skills such as	<b>Make a change</b> During this lesson learners will discover that some blocks in ScratchJr have numbers underneath them. They will learn how to change these values and identify the	<b>Adding sprites</b> During this lesson learners will be taught how to add and delete sprites in ScratchJr. They will discover that each sprite has its own programming area, and learn how to add	Project design During this lesson learners will choose appropriate backgrounds and sprites for a 'Space race' project. They will decide how each sprite will move, and create an algorithm based on the	<b>Following my design</b> During this lesson learners will use their project designs from the previous lesson to create their projects on-screen in ScratchJr. They will use their project design,	*Understand the terms task, design, debug and code. *Know that programmes work by following instructions that we input.

the behaviour of simple programs	commands, and compare ScratchJr to the Bee-Bots used in the previous unit.	adding backgrounds and deleting sprites. Learners will follow given algorithms to create simple programs.	effect on a block of changing a value.	programming blocks to give instructions to each of the sprites.	blocks available in ScratchJr that reflects this.	including algorithms created in the previous lesson, to make programs for each of their rocket sprites. They will test whether their algorithms are effective when their programs are run.	
----------------------------------	--	---	--	---	---	--	--

**How can you use a computer to create and format text?**

<b>Summer 2 Unit Learning</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Substantive Knowledge (What facts and knowledge will the children be able to recall/achieve?)
	<p><b>Exploring the keyboard.</b></p> <p>Children will familiarise themselves with a word processor and think about how they might use this application in the future. The children will also identify and find keys,</p>	<p><b>Adding and removing text.</b></p> <p>Children will continue to familiarise themselves with word processors and how they can interact with the computer using a keyboard. They will focus on adding text and</p>	<p><b>Exploring the toolbar.</b></p> <p>Begin to explore the different tools that can be used in word processors to change the look of the text. Children will use the Caps Lock key to add capital letters to their</p>	<p><b>Making changes to text.</b></p> <p>Children begin to understand when it is best to change the look of their text and which tool will achieve the most appropriate outcome. Begin to use their</p>	<p><b>Explaining my choices.</b></p> <p>Children will begin to justify their use of certain tools when changing text. They will decide whether the changes that they have made have improved their writing and will begin to use</p>	<p><b>Pencil or keyboard.</b></p> <p>Children make comparisons between using a computer for writing and writing on paper. Discuss how the two methods are the same and different and think of examples to</p>	<p>*Know what a word processor is.            *Know how to change the size and colour of text.            *Use a keyboard to add capital letters and full stops.            *Use the arrow keys to move around text.            *Know how to delete text.</p>

	before adding text to their page by pressing keys on a keyboard.	will explore more of the keys found on a keyboard. Finally, they will begin to use the Backspace key to remove text from the computer.	writing. Children match simple descriptions to the related keys. Finally, learners will begin exploring the different buttons available on the toolbar in more detail, and use these to change their own text.	mouse cursor to select text to enable them to make more efficient changes. They will explore the different fonts available to them and change the font for their lost toy poster.	'Undo' to remove changes. They will begin to consolidate their ability to select text using the cursor, through double-clicking and clicking and dragging. Explain what told have been used.	explain this. Begin to explain which they like best and think about which method would be the best method to use in different situations.	
--	--	--	--	---	--	---	--

YEAR 2 COMPUTING							
Does technology improve our world?							
Autumn 1 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Substantive Knowledge (What facts and knowledge will the children be able to recall/achieve?)
<p>*Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p>*Recognise common uses of information technology beyond school</p>	<p><b>What is IT?</b></p> <p>Children will develop their understanding of what information technology (IT) is. They will identify devices that are</p>	<p><b>IT in school.</b></p> <p>Children will consider common uses of information technology in a context that they are familiar with. They will</p>	<p><b>IT in the world.</b></p> <p>Children will begin to explore IT in environments beyond school, including home and familiar places such as</p>	<p><b>The benefits of IT.</b></p> <p>Children will explore the benefits of using IT in the wider world. They will focus on the use of IT in a shop and</p>	<p><b>Using IT safely.</b></p> <p>Children will consider how they use different forms of information technology safely, in a range of</p>	<p><b>Using IT in different ways.</b></p> <p>Children will think about the choices that are made when using information technology,</p>	<p>*Know what IT means.</p> <p>* Give examples of IT.</p> <p>*Know the importance of using IT responsibly.</p>



*Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	computers and consider how IT can help them both at school and beyond.	identify examples of IT and be able to explain the purpose of different examples of IT in the school setting.	shops. They will talk about the uses of IT in these environments and be able to explain that IT is used in many workplaces.	how devices can work together. Children will sort activities based on whether they use IT or not and will be able to say why we use IT.	different environments. They will list different uses of IT and talk about the different rules that might be associated with using them. Children will then say how rules can help keep them safe when using IT.	and the responsibility associated with those choices. They will use IT in different types of activities and explain that sometimes they will need to use IT in different ways.	
--	--	---	---	---	--	--	--

**YEAR 2 COMPUTING**  
**Can you take a picture?**

<b>Autumn 2 Unit Learning</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Substantive Knowledge (What facts and knowledge will the children be able to recall/achieve?)</b>
*Use technology purposefully to create, organise, store, manipulate, and retrieve digital content *Recognise common uses of information technology beyond school *Use technology safely and	<b>Taking photographs</b>  This lesson introduces the concept that many devices can be used to take photographs. In the lesson, children begin	<b>Landscape or portrait.</b>  Children explore taking photographs in both portrait and landscape formats and explore the reasons why a photographer	<b>What makes a good photograph?</b>  Children discover what constitutes good photography composition and put this into practice by	<b>Lighting</b>  This lesson introduces the concepts of light and focus as further important aspects of good photography composition.	<b>Effects</b>  This lesson introduces the concept of simple image editing. Children are introduced to the Pixlr image editing software and	<b>Is it real?</b>  This lesson introduces the concept that images can be changed for a purpose. Children are introduced to a range of images that	*To recognise that different devices can be used to capture photographs. *Know how to capture, edit, and improve photos. *Recognise that images they see may not be real.

respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	to capture their own photographs.	may favour one over the other.	composing and capturing photos of their own.	Children investigate the effect that good lighting has on the quality of the photos they take. Explore what effect using the camera flash and adding an artificial light has on their photos. Learn how the camera autofocus tool.	use the 'Adjust' tool to change the colour effect of an image.	have been changed in different ways and through this, develop an awareness that not all images they see are real..	
---	-----------------------------------	--------------------------------	--	--	--	--	--

YEAR 2 COMPUTING							
Can you create a robot algorithm?							
Spring 1 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Substantive Knowledge (What facts and knowledge will the children be able to recall/achieve?)
*Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions	<b>Giving instructions.</b>  Children follow instructions given to them and give instructions to others. Consider the	<b>Same but different.</b>  This lesson focuses on sequences, and guides children to consider the importance of	<b>Making predictions.</b>  In this lesson, children will use logical reasoning to make predictions. They will follow	<b>Mats and routes.</b>  Children will design, create, and test a mat for a floor robot. This will introduce the idea that	<b>Algorithm design.</b>  In this lesson, children will design algorithms to move their robot around the mats that	<b>Debugging.</b>  Children take on a larger programming task. They will break the task into chunks and create algorithms for	*Understand that an algorithm is a set of instructions. *Know that computers can only follow clear and unambiguous instructions. *To how to debug.

<p>*Create and debug simple programs</p> <p>*Use logical reasoning to predict the behaviour of simple programs</p> <p>*Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>language used and how that language needs to be clear and precise. Combine instructions into a sequence then consider this clear and precise set of instructions in relation to an algorithm, and they will think about how computers can only follow clear and unambiguous instructions.</p>	<p>the order of instructions within a sequence. Children will create several short sequences using the same commands in different orders. They will then test these sequences to see how the different orders affect the outcome.</p>	<p>a program step by step and identify what the outcome will be.</p>	<p>design in programming not only includes code and algorithms, but also artefacts related to the project, such as artwork and audio.</p>	<p>they designed in Lesson 4. As part of the design process, pupils will outline what their task is by identifying the starting and finishing points of a route. This outlining will ensure that pupils clearly understand what they want their program to achieve.</p>	<p>each chunk. This process is known as 'decomposition' and is covered further in key stage 2. Pupils will also find and fix errors in their algorithms and programs. This is known as 'debugging'.</p>	
---	--	---	--	---	---	---	--

<p style="text-align: center;"><b>YEAR 2 COMPUTING</b>  <b>How can you organise data?</b></p>							
<p style="text-align: center;"><b>Spring 2 Unit Learning</b></p>	<p style="text-align: center;">Week 1</p>	<p style="text-align: center;">Week 2</p>	<p style="text-align: center;">Week 3</p>	<p style="text-align: center;">Week 4</p>	<p style="text-align: center;">Week 5</p>	<p style="text-align: center;">Week 6</p>	<p style="text-align: center;">Substantive Knowledge (What facts and knowledge will the children be able to recall/achieve?)</p>
<p>*Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p><b>Counting and comparing.</b></p> <p>During this lesson children will begin to understand the</p>	<p><b>Enter the data.</b></p> <p>Children will become familiar with the term 'pictogram'.</p>	<p><b>Creating pictograms.</b></p> <p>Children think about the importance of effective data</p>	<p><b>What is an attribute?</b></p> <p>Children think about ways in which objects can be grouped</p>	<p><b>Comparing people.</b></p> <p>During this lesson children will understand that people can</p>	<p><b>Presenting information.</b></p> <p>Children will understand that there are other ways to present</p>	<p>*Understand the term data.</p> <p>*Know what a pictogram is.</p> <p>*Understand the term attribute.</p>

*Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	importance of organising data effectively for counting and comparing. They will create their own tally charts to organise data, and represent the tally count as a total. They will answer questions comparing totals in tally charts using vocabulary such as 'more than' and 'less than'.	They will create pictograms manually and then progress to creating them using a computer. Children will begin to understand the advantages of using computers rather than manual methods to create pictograms, and use this to answer simple questions.	collection and consider the benefits of different data collection methods. They will collect data to create a tally chart and use this to make a pictogram on a computer. Children will explain what their finished pictogram shows by writing a range of statements to describe this.	by attribute. They will then tally objects using a common attribute and present the data in the form of a pictogram. Children will answer questions based on their pictograms using mathematical vocabulary such as 'more than'/'less than' and 'most'/'least'.	be described by attributes. They will practise using attributes to describe images of people and the other learners in the class. Children will collect data needed to organise people using attributes and create a pictogram to show this pictorially. Draw conclusions from their pictograms and share their findings.	data than using tally charts and pictograms. They will use a pre-made tally chart to create a block diagram on their device. Children then share their data with a partner and discuss their findings. They will consider whether it is always OK to share data. They will know it is ok to say no if someone asks for their data, and how to report their concerns.	
--	---	---	--	---	---	--	--

## YEAR 2 COMPUTING

### Can you create music using technology?

Summer1 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Substantive Knowledge (What facts and knowledge will the children be able to recall/achieve?)
*Use technology purposefully to create, organise,	<b>How music makes us feel.</b>	<b>Rhythms and patterns</b>	<b>How music can be made.</b>	<b>Notes and tempo.</b>	<b>Creating digital music.</b>	<b>Reviewing and editing music.</b>	*Know how to save a project.

<p>store, manipulate, and retrieve digital content</p> <p>Music national curriculum links</p> <p>*Play tuned and untuned instruments musically</p> <p>*Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>*Experiment with, create, select, and combine sounds using the interrelated dimensions of music</p>	<p>In this lesson children will listen to and compare two pieces of music from The Planets by Gustav Holst. They will then use a musical description word bank to describe how this music generates emotions, i.e. how it makes them feel.</p>	<p>In this lesson, children will explore rhythm. They will create patterns and use those patterns as rhythms. They will use untuned percussion instruments and computers to hear the different rhythm patterns that they create.</p>	<p>During this lesson, children will explore how music can be used in different ways to express emotions and to trigger their imaginations. They will experiment with the pitch of notes to create their own piece of music, which they will then associate with a physical object — in this case, an animal.</p>	<p>In this lesson, children will develop their understanding of music. They will use a computer to create and refine musical patterns.</p>	<p>In this lesson, learners will choose an animal and create a piece of music using the animal as inspiration. They will think about their animal moving and create a rhythm pattern from that. Once they have defined a rhythm, they will create a musical pattern (melody) to go with it.</p>	<p>In this lesson, children will retrieve and review their work. They will spend time making improvements and then share their work with the class.</p>	<p>*Know how to edit music.</p>
--	--	--	---	--	---	---	---------------------------------

## YEAR 2 COMPUTING

### How can you make a computer game?

<b>Summer 2 Unit Learning</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Substantive Knowledge (What facts and knowledge will the children be able to recall/achieve?)
<p>*Understand what algorithms are; how they are implemented as programs on digital</p>	<p><b>What do we already know?</b></p> <p>During this lesson, children</p>	<p><b>Looking at outcomes.</b></p> <p>Children discover that a</p>	<p><b>Using a design.</b></p> <p>During this lesson, children</p>	<p><b>Changing a design.</b></p> <p>Children look at an existing quiz</p>	<p><b>Designing and creating a program.</b></p>	<p><b>Evaluating</b></p> <p>Children compare their projects to their</p>	<p>*Understand that sequences of commands have an outcome.</p>

<p>devices; and that programs execute by following precise and unambiguous instructions</p> <p>*Create and debug simple programs</p> <p>*Use logical reasoning to predict the behaviour of simple programs</p>	<p>will recap what they know already about the ScratchJr app. They will begin to identify the start of sequences in real-world scenarios, and learn that sequences need to be started in ScratchJr. Children will create programs and run them in full-screen mode using the Green flag.</p>	<p>sequence of commands has an 'outcome'. They will predict the outcomes of real-life scenarios and a range of small programs in ScratchJr. Children will then match programs that produce the same outcome when run, and use a set of blocks to create programs that produce different outcomes when run</p>	<p>will be taught how to use the Start on tap and Go to page (Change background) blocks. They will use a predefined design to create an animation based on the seasons. Children will then be introduced to the task for the next lesson. They will predict what a given algorithm might mean.</p>	<p>design and think about how this can be realised within the ScratchJr app. They will choose backgrounds and characters for their own quiz projects. Children will modify a given design sheet and create their own quiz questions in ScratchJr.</p>	<p>Children create their own quiz question designs including their own choices of question, artwork, and algorithms. They will increase the number of blocks used within their sequences to create more complex programs.</p>	<p>designs. They will think about how they could improve their designs by adding additional features. They will modify their designs and implement the changes on their devices. Learners will find and correct errors in programs (debug) and discuss whether they debugged errors in their own projects.</p>	
--	--	---	--	---	---	--	--