

<p><b>Question:</b> Can you make a sprite move? Programming- Introduction to animation.</p>		
<p><b>National Curriculum Link:</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 the behaviour of simple programs</p>		
<p><b>International Baccalaureate Learner Profile Link:</b>  <b>Knowledgeable.</b>            What do I know already?            I can share my knowledge with others.            I apply what I know to new situations and opportunities.   <b>Communicators.</b>            How do we express and present ourselves to others?            How can we communicate with others?            We can be clear in both written and oral form?</p>		
<p><b>Prior Skills: Reception</b></p> <p>Understanding the World: Technology.</p> <p><u>Early Learning Goal:</u>            Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p><b>New Skills: Year 1</b></p> <p>To enact a given word.            To recall words that can be enacted.            To predict the outcome of a command on a device.            To list that commands can be used on a given device.            To explain what a given command does.            To match a command to an outcome.            To recognise how to run a command (press a button).            To choose a command for a given purpose.            To understand that a program is a set of commands a computer can run.            To choose a series of words that can be enacted as a program.</p>	<p><b>Future Skills: Year 2</b></p> <p>To choose a series of words that can be enacted as a sequence.            To explain what happens when we change the order of instructions.            To choose a series of commands that can be run as a program.            To trace a sequence to make a prediction.            To test a prediction by running the sequence.</p>

	<p>To recall that a series of instructions can be issued before they are enacted.</p> <p>To choose a series of commands that can be run as a program.</p> <p>To run a program on a device.</p>	
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### **Knowledge, Skills and Understanding**

- To explore algorithms and sequencing of instructions.
- To read, follow and create a simple sequence algorithm.
- To give these instructions so that they can be executed by a robot with the aim of successfully reaching a destination.
- The children learn: to create a simple program and correct mistakes (debug).

### **Challenge**

#### **Resources:**

Hardware: iPads, Computers, Bee Bots.  
Teach computing website and plans.

#### **Websites or Apps:**

Apps: Scratch Jr, Kodu.

<https://www.topmarks.co.uk/Search.aspx?q=crack%20the%20code> (code games)

<https://www.bbc.co.uk/bitesize/topics/z3tbwmn> (algorithms)

#### **Extended Writing Opportunities:**

Write a set of instructions for their partner to solve (treasure hunt).

#### **Vocabulary:**

Command, device, sequence, forwards, backwards, right, left, turn, debug, programs, solutions, algorithms, sprites.

#### **Numeracy skills:**

Data collecting: The children will be collecting information using a tally system and then sharing the information in different forms, including bar charts and pie charts.

#### **Suggested Quality Texts:**

See selection in library

#### **WOW Experience:**

### **Cross Curricular Links:**

Art- Design a sprite and animation to move on same or different instructions.