# Brough Primary School – Curriculum Intention Plan 2021 - 2022

| Subject: Computing Year Group: Year 1/2 | | Area of learning: Programming using Scratch Jr (Y1 IPads) |
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| Links to previous work/Remember when | <ul><li>Giving instructions in sequence in EYFS</li><li>Written instructions for making a healthy sandwich</li></ul> | |
| **Term** | **Year** | **Key Skills to be taught** |
| **Spring 1 (Cycle B) 2022**<br><br>What the children should know at the end of this series of lessons | Y1/2 | Open the ScratchJr app and start a new project<br>Add new characters and backgrounds<br>Use blocks for movement in different directions<br>Create short sets of sequenced instructions |

**Vocabulary**

programme, debug, repetition, instructions, algorithms, sequencing

| Sequence of learning | Objectives and suggested details provided by the subject leader. |
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| 1 | **Cool Characters**<br><br>To understand that programs execute by following precise and unambiguous instructions.<br>To use logical reasoning to predict the behaviour of simple programs.<br><br>Children see a demonstration of a ScratchJr program being created that follows precise instructions. During the sequence, they predict what will happen and afterwards begin adding or editing their own characters and backgrounds.<br><br>• I can describe and use instructions to program a character.<br><br>https://www.scratchjr.org/teach/activities/run-a-race |

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| | Run a race Steps 1-3 |
| 2 | **<u>Grow and Shrink</u>**<br><br>To understand that programs execute by following precise and unambiguous instructions.<br>To create and debug simple programs.<br><br>Children create new projects incorporating the programming blocks for grow and shrink, connecting them in sequence.<br><br>• I can programme a character to grow and shrink. |
| 3 | **<u>Time to Move</u>**<br><br>To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.<br>To create and debug simple programs.<br>To use logical reasoning to predict the behaviour of simple programs.<br><br>Children use the context of an animated car (or cars) travelling along a road on a city background. Movement blocks are combined with blocks to change speed, iterations or repetition to program the cars.<br><br>• I can use instructions to make characters move at different speeds and distances. |
| 4 | **<u>Repeat</u>**<br><br>To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.<br>To create and debug simple programs.<br>To use logical reasoning to predict the behaviour of simple programs.<br><br>In the context of a spaceman's movement floating in space, children use the REPEAT FOREVER block and then the REPEAT block in order to create repetition of an instruction sequence. |

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| | | • I can use a repeat instruction to make a sequence of instructions run more than once. |
| 5 | **Sounds** | To understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.<br>To create and debug simple programs.<br><br>Children record animal sounds and then create simple programs to play the recorded sound, when the animal is clicked.<br><br>• I can create programs that play a recorded sound. |
| 6 | **Sequencing** | To understand that programs execute by following precise and unambiguous instructions.<br>To create and debug simple programs.<br>To use logical reasoning to predict the behaviour of simple programs.<br><br>Children use a given background and character(s) to create sequences of linked instructions with increasing complexity.<br><br>• I can create programs with a sequence of linked instructions. |

**Learning Outcome/product**

Use different end blocks, including repeat forever;
Change the size of characters to grow or shrink;
Hide and show characters with an instruction block;
Programme two or more characters with instructions at the same time.

| Assessment records | List only those children who have not achieved the expected outcomes |
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| | **Children working above.** |

| End of unit assessment question |
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| What are instructions?<br>What is a sequence?<br>What does it mean to programme? |