Summer 2 2023-24 Cycle A

Whole School Overview: Computing.

	1 3.6	2 10.6	3 17.6	4 24.6	5 1.7	6 8.7	7 15.7	
Key Question	What a Wonderful World!							
School Value	Have fun and be happy in all that you do							
Links to careers	Adventurer, geographer, botanist, travel writer, sculptor							
Enrichment opportunities		Y2 athletics @ Lydgate		**26th Sports Day**		**10th Summer Fayre**	16th - Y2 Leavers' Assembly **17th Bridlington** **19th Ice Cream Van**	
SMSC Links	5th – World Environment Day		16th – 19th Eid-Al-Adha 21st World Music Day		1st – Class swaps 5th – NHS Birthday	8th – Y2s to NGJs 9th – Class swaps 11th – Y2 Leavers' Party		
British Values	Respect and tolerance							
Themed days					NHS themed Day!			
Themed assemblies	Significant Individual – How explorers have changed our world – Ibn Battuta	Significant Individual – How explorers have changed our world – Ellen MacArthur	Gail – World Music Day	Corey – Sports Day	Jane – Respect & Tolerance		Jane – School values	
Gold en Thre ad Fore	**Science**	**Science**	**Science**	**Science**	**Science**	Retrieve and recall activity in class.		

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						Evaluate in class.		
Forest School Activities								
Lesson	1	2	3	4	5	6		
National Curriculum KS1	Pupils: • 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 Y1 Programming: Animations (Scratch Jr). Y2 Programming: Quiz algorithms (Scratch Jr).						END POINT	
Substantive Knowledge	To know **Y1 How to choose a command for a given purpose.** **Y2 That that a sequence of commands has a start.**	To know **Y1 That a series of commands can be joined together.** **Y2 That a sequence of commands has an outcome.**	To know **Y1 The effect of changing a value.** **Y2 How to create a program using a given design.**	To know **Y1 That each sprite has its own instructions.** **Y2 How to change a given design.**	To know **Y1 How to design the parts of a project.** **Y2 How to create a program using my own design.**	To know **Y1 To use my algorithm to create a program.** **Y2 To decide how my project can be improved.**		

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Key vocabulary		ALL Program, code, commands, block, start, run, animation, character, sprite, background SOME Algorithm, design					
Skills	**Y1**	• **Identify, observe and describe.** Y1 Create and follow instructions (algorithms) • Produce a storyboard of instructions (algorithms) • Create instructions to create sprites/characters on the screen.					
	Y2	**Describe, compare and contrast, reason.** Y2 Sequence a series of instructions (algorithms) to create a larger program • Test and debug a simple program – make sure things work, find and fix any mistakes • Use logical reasoning to predict behaviour when controlling devices (actual or on screen).					
Key Stage 1 Y1		**Lesson 1:** During this lesson learners will become accustomed to the ScratchJr programming environment. They will discover that they can move characters on-screen using commands, and compare ScratchJr to the Bee-Bots used in the previous unit.	**Lesson 2:** During this lesson learners will discover that blocks can be joined together in ScratchJr. They will use a **Start** block to run their programs. They will also learn additional skills such as adding backgrounds and deleting sprites. Learners will follow given algorithms to create simple programs.	**Lesson 3:** 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 effect on a block of changing a value.	**Lesson 4:** 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 programming blocks to give instructions to each of the sprites.	**Lesson 5:** 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 blocks available in ScratchJr that reflects this.	**Lesson 6&7:** 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, 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.	
Y2	**Lesson 1:** During this lesson, learners 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. Learners will create	**Lesson 2:** During this lesson, learners will discover that a sequence of commands has an 'outcome'. They will predict the outcomes of real-life scenarios and a range of small programs in ScratchJr. Learners will then match programs that produce the same outcome when run, and use a set of blocks to create programs that produce different	**Lesson 3:** During this lesson, learners 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. Learners will then be introduced to the task for the next lesson. They will predict what a given algorithm might mean.	**Lesson 4:** During this lesson, learners will look at an existing quiz design and think about how this can be realised within the ScratchJr app. They will choose backgrounds and characters for their own quiz projects. Learners will modify a given design sheet and create their own quiz	**Lesson 5:** During this lesson, learners will 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.	**Lesson 6&7:** During this lesson, learners will compare their projects to their designs. They will think about how they could improve their designs by adding additional features. They will modify their	

	programs and run them in full-screen mode using the **Green flag**.	outcomes when run.		questions in ScratchJr.		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.	