

Component 6:

What we will know after this sequence:

- how the order in which the steps of a recipe are presented affects the outcome
- how to organise instructions for a simple recipe
- that correcting errors in an algorithm or program is called 'debugging'

Vocabulary:

Debugging, algorithm, consider, instruction, affect, results,

How will this feed into my next learning:

I will use my knowledge of algorithms and instructions to refer to other algorithms I may meet on a day to day basis, in other subjects.

SEN:

Examples available to follow.
Support for teacher/TA.



Component 4: Unit 1.4

What we will know after this sequence:

- That to achieve the effect they want when building something, they need to follow accurate instructions
- The importance of following instructions correctly
- That an algorithm is precise, step-by-step set of instructions used to solve a problem or achieve an objective

Vocabulary:

Algorithm, sequence, instructions, step-by-step, guide, program, precise,

How will this feed into my next learning:

I will use my knowledge of simple instructions to follow simple algorithms in a computer program.

SEN:

Key words with images available.
Instructions clear in step-by-step process.



Component 5:

What we will know after this sequence:

- How to follow instructions in a computer program
- How to explain the effect of carrying out a task with no instructions
- That computers need precise instructions to follow
- That an algorithm written for a computer to follow is called a program

Vocabulary:

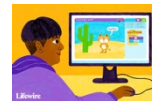
Program, algorithm, effect, instructions, task, explain, follow,

How will this feed into my next learning:

I will use my knowledge of following and creating a simple set of instructions on the computer to consider how the order of instructions affects the result.

SEN:

Teacher to support.
Video available prior to activity.



Component 3:

What we will know after this sequence:

- How to collect data from rolling a die 20 times and recording the results
- How to represent the results as a pictogram
- How to record results accurately,

Vocabulary:

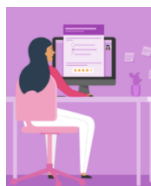
Collect, data, represent, experiment,

How will this feed into my next learning:

I will use my knowledge of pictograms and collecting/recording data to explore this concept further in my maths lessons, later on in the year.

SEN:

Teacher/TA support available.
Key words and images to support process.



Component 2:

What we will know after this sequence:

- How to contribute to class pictograms
- How to discuss what a pictogram shows explaining their knowledge
- How to begin to compare and contrast different pictograms

Vocabulary:

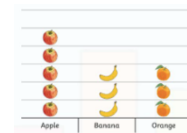
Pictogram, collect, contribute, class, shows, share, compare, contrast.

How will this feed into my next learning:

I will use my knowledge of collecting data and discussing what pictograms show to record my own experiment online.

SEN:

Key words pre-taught.



Component 1: Unit 1.3

We should know:

- How to log in and out safely to a computer
- How to count objects accurately and find the total number

What we will know after this sequence:

- How to discuss and illustrate the transport used to travel to school
- How they can contribute to the collection of class data
- How they can use illustrations to create a simple pictogram

Vocabulary:

Picture, format, represent, data, pictogram, illustration, transport,

How will this feed into my next learning:

I will use my knowledge of pictograms and collecting data to contribute to a whole class pictogram.

SEN:

Key words with images available.
Teacher/TA support available.

