

Final Outcome: I can create my own computer program with clear objects of different behaviours.

Component 7:

What we will know after this sequence:



- That Email is a form of digital communication.
- How 2Repond can teach them how to use email.
- That they can open and send an email to a 2Respond character.
- Have discussed their own experiences and understanding of what email is used for.
- Have discussed what makes us feel happy and what makes us feel sad.

Vocabulary:

Respond, email, communication, online, form, digital, experiences, happy, sad, emotions,

How will this feed into my next learning:

I will use my knowledge of communicating safely via email to explore other ways of communicating safely online.

SEN:

To be pre-taught vocabulary for the lesson and relate to messages they may pass between their friends on a particular game etc.

Component 6:

What we will know after this sequence:



- How to use the search facility to refine searches on Purple Mash by year group and subject.
- How to share the work they have created to a display board.
- Understand that the teacher approves work before it is displayed.
- Begin to understand how things can be shared electronically for others to see both on Purple Mash and the Internet.

Vocabulary:

Share, internet, facility, display board, approve, safety, communicate, globally,

How will this feed into my next learning:

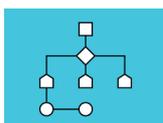
I will use my knowledge of searching and sharing to draft an email using 2Respond.

SEN:

To be pre-taught vocabulary for the lesson and relate to messages they may pass between their friends on a particular game etc.

Component 4:

What we will know after this sequence:



- How to create a computer program using different objects.
- How to predict what the objects in classmates' programs will do, based on my knowledge of the objects' limitations, e.g. a turtle can only move in specific ways.
- How to explain how they know that certain objects can only move in certain ways

Vocabulary:

Objects, behaviours, predict, logic, actions, limitations,

How will this feed into my next learning:

I will use my knowledge of different object types to design code and test it.

SEN:

To have seen the program prior to the lesson and have 'tinkering' time if needed. Vocabulary to be pre-taught.

Component 5:

What we will know after this sequence:



- How to plan and use algorithms in programs successfully to achieve a result.
- How to code a program using a variety of objects, actions, events and outputs successfully.

Vocabulary:

Design, code, test, process, desired results, actions, events, outputs, successful,

How will this feed into my next learning:

I will use my knowledge of algorithms to further explore coding in other process or software.

SEN:

To have seen the program prior to the lesson and have 'tinkering' time if needed. Vocabulary to be pre-taught. Sometimes pupils don't like editing their own work, so they may choose to support a peer changing theirs instead.

Component 3:

What we will know after this sequence:



- How to explain what debug (debugging) means.
- They will have a clear idea of how to use a design document to start debugging a program.
- How to debug simple programs.
- How to explain why it is important to save their work after each functioning iteration of the program they are making.

Vocabulary:

Debug, program, function, save,

How will this feed into my next learning:

I will use my debugging knowledge to look at programs that contain different kinds of objects, which have different behaviours.

SEN:

To have seen the program prior to the lesson and have 'tinkering' time if needed. Vocabulary to be pre-taught. Sometimes pupils don't like editing their own work, so they may choose to support a peer changing theirs instead.

Component 2:

What we will know after this sequence:



- That the Turtle and Character objects have different properties and move in different ways. They can begin to make choices about which object type to use.
- How to understand that the Repeat and Timer commands both make objects repeat actions but function differently and the type of object can affect which is the best command to use.
- That they can include a button in their programs.

Vocabulary:

Buttons, programs, repeater, timer, character, object, command,

How will this feed into my next learning:

I will use my knowledge of algorithm to then explore how to debug them when they go wrong.

SEN:

To have seen the program prior to the lesson and have 'tinkering' time if needed. Vocabulary to be pre-taught.

Component 1:**We should know:**

- How to login to the purple mash app
- How to navigate around different icons within the app

What we will know after this sequence:

- That an algorithm is a set of instructions.

How to create a computer program using simple algorithms

-
- How to describe the algorithms they created.
- How to explain that for the computer to make something happen, it needs to follow clear instructions.

**Vocabulary:**

Algorithm, instructions, program, computer, effect

How will this feed into my next learning:

I will use my knowledge of algorithms to look at including repeater and timer instructions in my algorithm.

SEN: Use different levels of support during coding such as: tinkering, project design and code, guided exploration, shared coding and targeted tasks.