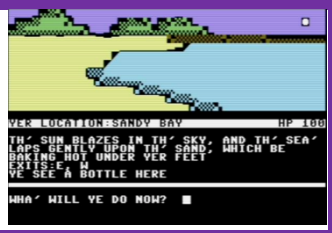
Year 6 Computing – Coding Unit 6.1 Term 1

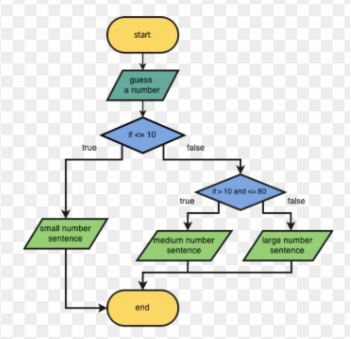
Final Outcome: To create and evaluate a complex text adventure using high quality coding.

Article 17

Component 6:
What we will know after this sequence:
- Children can adapt an existing text adventure to make it unique to their requirements.

Vocabulary: Text adventure, unique, requirements, adapt.
How will this feed into my next learning: Children will use their experience and knowledge to peer assess each other's games.
SEND: Extra support when explaining the brief and task. Extra support ad-hoc during the activity. Pre-selected games to choose from depending on particular child's needs.





Component 4:
What we will know after this sequence:
- Pupils will be able to follow flowcharts to create and debug code.
- Pupils will be able to create flowcharts for algorithms using 2Chart.
- Pupils are able to be creative with the way they code to generate novel visual effects.

Vocabulary: Flowcharts, debug, algorithms, 2Chart, novel, visual effects.
How will this feed into my next learning:
Children will use their flowcharts to program their game into 2Code.
SEND: Extra support when explaining the brief and task. Discussion to ensure full understanding. Extra support ad-hoc during the activity.

Component 5: To
What we will know after this sequence:
- Pupils will understand how 2Code can be used to make a text-based adventure game.
- Pupils will be able to follow through the code of how a text adventure can be programmed in 2Code.

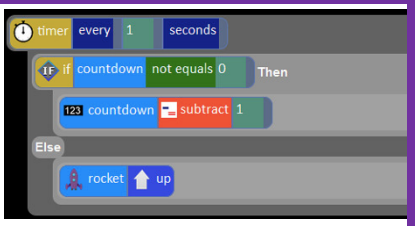
Vocabulary: 2Code, text-based, adventure game, code, text adventure.

How will this feed into my next learning: Children will use all of their new knowledge gained in this sequence to adapt an existing game.
SEND: Visual word mat with newly learnt vocabulary. Extra support when explaining the brief and task. Discussion to ensure full understanding. Extra support ad-hoc during the activity.

Component 3:
What we will know after this sequence:
- Pupils will be able to code programs that take text input from the user and use this in the program. Pupils will be able to attribute variables to user input.
- Pupils are aware of the need to code for all possibilities when using user input.

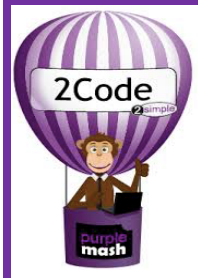
Vocabulary: Code, text input, program, variables, user input.
How will this feed into my next learning:
Pupils will explore the initial steps in creating a text-based adventure game in 2Code.
SEND: Visual word mat with newly learnt vocabulary. Extra support when explaining the brief and task. Discussion to ensure full understanding.

Component 2:
What we will know after this sequence:



- Pupils will be able to explain what functions are and how they can be created and labelled in 2code.
- Pupils will be able to explain how to move code from one tab to another in 2Code.
- Pupils will be able to explain how they organised code in a program into functions to make it easier to read.

Vocabulary: Functions, labelled, 2code, tab, organised code.
How will this feed into my next learning:
Pupils will deepen their knowledge of 2Code and begin to look at coding programs that take text input from the user.
SEND: Visual word mat with newly learnt vocabulary. Extra support when explaining the brief and task. Discussion to ensure full understanding.



Component 1:
We should know: That computers can be used to play games. That there are different types of games. That games are designed by people and not the computer. That computers follow sets of instructions.
What we will know after this sequence:
- Pupils will be able to plan a program before coding to anticipate the variables that will be required to achieve the desired effect.
- Pupils will be able to follow through plans to create the program.
- Children can debug when things do not run as expected.

Vocabulary: Coding, variables, desired, debug, run, program.
How will this feed into my next learning: Children will be able to use their new knowledge to look at the programming within 2Code. They will begin to look at using tabs and functions.
SEND: Visual word mat with newly learnt vocabulary. Extra support when explaining the brief and task.