Curriculum Coherence – Year 1 Computing

Term 3	**Animated Story Books**	**Programming: Creating on screen algorithms**

Values: respect, responsibility, co-operation, friendship, understanding

Prior Learning – Chn have developed early programming knowledge and used this to create their own algorithms to direct their own Beebot. They have already experiment with different programs to explore different art techniques online to create a given effect.

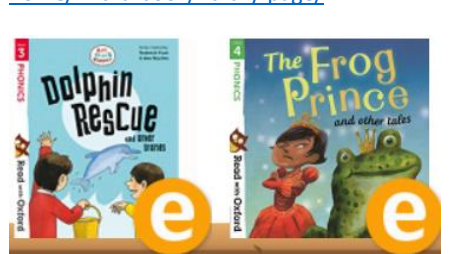| INTENT	IMPLEMENTATION	IMPACT
KNOWLEDGE **Animated Story Books** *-Know what an animated story can include* *-ways of improving animated stories* *-the importance of saving our work as we go* **Programming: on screen algorithms** *- what coding means* *- to code objects by writing algorithms* **CORE VOCABULARY** Animation, e-book, font, file, sound effect, display board, save, background, undo, redo, copy, paste Coding, program, algorithm, input, object, design mode, properties, scale, stop command, sound, when clicked event, debugging **HIGH LEVEL VOCABULARLY** Recording sound, importing background, overwrite saved files, publish Action, background, event, execute, instructions, output, run, scene **READING OPPORTUNITIES** Look at ebooks via: https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/	**ACTIVITIES** **Animated Story Books unit 1.6** - Introduce e-books, use the drawing tools to create their own pictures related to their topic. -Tinker with adding pages, animation and text to a previously saved story and save additional changes. -Add sound to a story, including voice recordings and music the chn have created. -Create their own simple story. Add backgrounds, copy and paste pages. -Share their e-books on an online class display board. **Programming: on screen algorithms unit 1.7** -Paired activity: robot and coder (unplugged) -Chn give instructions to teacher for drawing a smiley face, teacher deliberately draws things wrongly to encourage the chn to give specific instructions (unplugged) -Demo Fun with Fish activity on Chimp section of 2Code. Show Design view, object, actions, run code. Chn to complete the Bubbles activity. -Tinker with Free Code Chimp, demo first. Show design stage, choose objects/characters and background. **Key Questions** What is an e-book? What are the features of an e-book compared to this paper copy? What could be add to the e-book to make it more interesting? What happens if my algorithm doesn't work? How can I improve it? What events can we create? How can I make my story interactive? **CHALLENGE:** Chn can use the 'My Story' aspect of 2Create a Story to create a detailed interactive story. To combine all the aspects available within the software e.g. recording their own sounds and importing backgrounds, to enhance their narrative. **SUPPORT:** With support, children use the 'My Simple Story' aspect of 2Create a Story to create a simple interactive story. Adult to model the importance of saving as we go. Support chn to	**OUTCOMES** **Animated Story Books** **PUPILS will know** *- what is the difference between a traditional book and an e-book?* *-how can we share pages on an online class display board?* **will be able to** - use technology to create and present my ideas. - use the keyboard to enter text and change the colour, font and size of the text. - save their work and retrieve it again. -add animation and sound to a story -add backgrounds, copy and paste pages **will understand** -I can be creative with different technology tools. **Programming: on screen algorithms** **PUPILS will know** **will be able to** -give instructions to my friend and follow their instructions to move around. - make something happen and begin to use the word algorithm. - begin to predict what will happen for a short sequence of instructions. **will understand** - what coding means - how to debug code **NC OBJECTIVES:** Key stage 1 Pupils should be taught to: ♣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 ♣ use logical reasoning to predict the behaviour of simple programs ♣ recognise common uses of information technology beyond school ♣use technology purposefully to create, organise, store, manipulate and retrieve digital content ♣ recognise common uses of information technology beyond school

SKILLS	ASSESSMENT OPPORTUNITIES:	NEXT STEPS IN LEARNING
- Use 2create a story tools to create an interactive story - Changing the images on each page - Adding animations and sounds - Typing, copying and pasting pages - Saving files and overwriting files - Give and follow instructions - Create a program using event, object and action code blocks - Create a simple program using code blocks - Edit a scene by adding, deleting and moving objects	do this. Can they change the image on each page? Can they add animation and sound? Can they copy and paste pages? Can they save and overwrite files? Can they write a program using code blocks? Can they identify errors and correct them?	Programming: Extending algorithms (Year 2, Autumn 2) 2 Publish Plus (Year 2, Summer 1)

PREPARATION FOR ADULTHOOD:

Chn will recognise common uses of information technology beyond school i.e e-books & e-digital information

Chn will know how to use technology purposefully to create, organise, store, manipulate and retrieve digital content appropriately and safely

Chn will follow systematical steps in using online technologies and develop problem solving skills to solve problems and develop critical thinking

SMSC	LINKS TO Curriculum Areas
Spiritual – By understanding how technology in the form of e-books can develop enjoyment of reading. Linking a love of reading and feelings to e-books. **Moral –** Using technologies to learn to read. Should e-books be the only source of developing a love of reading. What the costs to well-being of the e-digital learning. **Social –** Sharing an e-book with peers. Creating e-books making choices in collaboration about design, story, sound and animation. **Cultural -** Promoting an understanding of the history and wonder of technology. Developments in e-books crossing languages, countries and boundaries.	Provision planning: Bee bots for programming English – wordless books World Book Day. Descriptive writing from illustrations. E-book design linked to traditional tales and fiction writing. THREAD – retelling stories in RE stories