Curriculum Coherence – Year 1 Computing

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

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

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

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

SKILLS

- Double clicking and general mouse skills
- Turning on and off a computer safely
- Logging on and off the computer and Purple Mash
- Saving their work as they go
- Using a keyboard to input text
- Using drawing tools to create pictures

IMPLEMENTATION

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 happens if my algorithm doesn't work?

How can I improve it?

How can I make my story interactive?

IMPACT

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

NEXT STEPS IN LEARNING

Programming: Extending algorithms (Year 2, Autumn 2)

2 Publish Plus (Year 2, Summer 1)

LINKS

Maths – Position and direction