










Summer 1	Programming B – Introduction to quizzes					
<b>Prior learning</b> 	This unit initially recaps on learning from the Year 1 ScratchJr unit 'Programming B – Programming animations'. They have had an introduction to this programming and should know the basics.					
<b>Lesson objective</b> 	To explain that a sequence of commands has a start	To explain that a sequence of commands has an outcome	To create a program using a given design	To change a given design	To create a program using my own design	To decide how my project can be improved
<b>Key vocabulary</b> 	Sequence, command, program, run, start	Sequence, command, outcome, predict, program, blocks	Sprite, algorithm, blocks, design, sequence, predict	Actions, sprite, project, blocks, design, sequence, modify, change	Design, algorithm, build, sequence, blocks, match	Compare, design, debug, program, features, evaluate
<b>Creative context</b> 	BBC bitesize provide some videos and pages to explain some of the key concepts of programming: <a href="https://www.bbc.co.uk/bitesize/subjects/zyhbwmn">https://www.bbc.co.uk/bitesize/subjects/zyhbwmn</a> STEM learning also provide some extra resources including playground games to play based on scratch (see PDF in resources folder).					
<b>Substantive knowledge</b> 	I know that programs run in sequence. I know that a set of instructions in programming should have a start and end.	I know that following a series of instructions leads to an outcome or result.	I know that there are multiple ways to start a program.	I know that designing a project is an important part of creation. I know that pink blocks hide the sprite.	I know that planning an algorithm is an important part of designing a program.	I know that the green blocks in scratch are sound blocks. I know that debugging and evaluating are an important part of program creation.
<b>Disciplinary knowledge</b> 	I know how to use a start and end block. I know how to set up a series of instructions to make a sprite move.	I know how to create a series of codes to move a sprite. I know how to use different codes to achieve the same outcomes.	I know how to start a program (start on tap). I know how to change a background (Go to page).	I know how to program the sprite to speak. I know how to program the sprite to change the background (go to page) if condition is met. I know how to add sprites.	I know how to use the move (up, down, left and right), Turn (left and right), Change speed, grow, shrink, hide, say, change background and stop action blocks. I know how to save a project.	I know how to evaluate my project by checking it against my design. I know how to use a sound block.
<b>Recorded learning</b> 	Children will create a program using six blocks including a start and end block.	Children will create a program with their own instructions to mimic the outcome of a pre-made program.	Children will create a program to create an animation about the seasons (Start on tap and Go to page features used).	Children will design and create their own quiz program – “Who lives here?”	Children will design and create their own quiz program (Save this).	Children will evaluate and debug the programs they made in the previous lesson.



# Computing – Year 2



<p><b>Outcome for unit</b></p> 	<p>Over the course of this unit, the children will be creating a range of projects. Please make sure that the final project is saved (lesson 5).</p> <p>At the end of the unit, could you please complete the unit evaluation, either as a self-assessment or teacher assessment. The slide is at the end of the unit in the floor book; Add the children's names into the boxes that are the best fit.</p>
<p><b>Future learning</b></p> 	<p>This unit progresses learners' knowledge and understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Students will continue to develop their programming skills up until year 6 and will continue to use a form of scratch program to do so.</p>