

Inspiring and enabling our school community to live life to the full



YEAR 2

Subject: Computing
Unit: Programming – An introduction to quizzes

We aim to equip pupils to use computational thinking and creativity to understand and change the world; to become digitally literate –using, and expressing themselves and developing their ideas through, information and communication technology. They will build on this knowledge and understanding, becoming equipped to use information technology to create programs, systems and a range of content– at a level suitable for the future workplace and as active participants in a digital world

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

Prior Learning:

Key concepts from Education for a connected World
Year 1 Technology around us/Creating media – digital writing/programming
animation - Scratch

Key Vocabulary taught in this unit:

Sequence, command, program, run, start, outcome, predict, blocks, sprite, algorithm, design, actions, project, modify, change, build, match, compare, debug, features, evaluate

Intent: What do we want the children to know, be able to do by the time they complete this unit?

- **Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.**
Children will program their quizzes
- **Create and debug simple programs**
Children will identify where errors have been made in programming.
- **Use logical reasoning to predict the behaviour of simple programs**
Children will use errors they have identified to improve their program and predict the impact.

Impact / Outcome:

What will the final product / result be?

A deeper understanding of instructions in sequences and the use of logical reasoning to predict outcomes. The children will create their own quiz questions designs, including their own choices of question, artwork and algorithms – increasing the number of blocks used within their sequence to increase complexity.

P4C Inquiry (where appropriate)

N/A