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| Term 1 Autum 1  Coding Unit 6.1  This unit consists of six lessons that assume children have followed the Coding Scheme of Work in Years 1 to 5. If most of the class have not, use the Coding Catch-Up unit instead of this unit. | |
| Prior Knowledge | Prior Skills: |
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| Planned outcome:  Designing and making a more complex program that includes using Functions, Flowcharts and Control Simulations. | |
| Learning Journey – small steps in learning to meet the planned outcome  **Designing and Making a more Complex Program**  **To design a playable game with a timer and a score.**  To plan and use selection and variables.  To understand how the launch command works.  To plan a program which includes a timer and a score.  To follow their plans to create a program.  To debug when things do not run as expected.  **Using Functions**  **To use functions and understand why they are useful**.  To understand how functions are created and called.  To create a program that makes use of functions.  To create a program that uses multiple functions with the code arranged in tabs.  To explain how code executes when own program is run.  **Flowcharts and Control Simulations**  **To use flowcharts to test and debug a program.**  To create a simulation of a room in which devices can be controlled.  To follow flowcharts to create and debug code.  To create flowcharts for procedures.  To be creative with the way code is used to generate novel visual effects.  **User Input**  **To understand the different options of generating User Input in 2Code.**  To understand how user input can be used in a program.  To code programs that take text input from the user and use this in the program.  To attribute variables to user input.  To be aware of the need to code for all possibilities when using User Input.  **Using Text-based Adventures**  **To understand how 2Code can be used to make a text-based adventure game.**  To follow through the code of how a text adventure can be programmed in 2Code.  To design their own text-based adventure game based on one they have played.  To adapt an existing text adventure so it reflects their own ideas. | Tiered Vocabulary  **3**  **2**  **1**  **1**  User  Concatenation Decomposition  Procedure Abstraction User Input  Co-ordinates Execute\Run  Tab    Simplify  Selection debug/debugging |
| Scaffolds | Oracy Activities |
| Small group work  Modelling by teacher 1:1 or in small groups | Vocabulary clarification  Sentence stems |