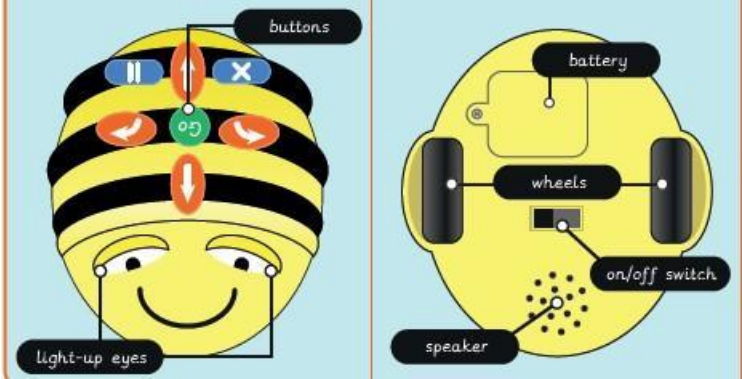


Summer Term, Year 1, Computing, Rocket to the Moon

Subject specific Vocabulary		Images/Diagrams/Maps	Important Knowledge
Algorithm	A clear set of instructions to carry out a task		The basic functions of a virtual Bee-Bot. You can use a camera/tablet to make simple videos. Algorithms move a virtual Bee-Bot accurately to a chosen destination.
Bee-bot	A small programmable floor robot with seven buttons		
Code	Words, numbers and symbols that make computer language	Writing/Provision/Enrichment opportunities English: Write simple sentences or labels about rockets. Art: Draw rockets and the moon Science: Link to work on space and looking at planets and space in general	
Program	A series of instructions that are written for a computer to follow		
Explain	Give clear information about something to someone		
Explore	Look at something new to learn more about it		
Instructions	A list of commands and directions on how to do something		
Predict	To make a guess		
Tinker	To explore and play with something to discover what it can do		
video	Moving pictures that make up a film or cartoon.		

Presentation	Assessment		
1	To explore a new device.	Explaining what happened when they pressed given buttons on the virtual Bee-Bot. Explaining why they think the buttons they pressed were the right ones – showing a recognition of cause and effect	Recognising the cause and effect of the buttons they press on the virtual Bee-Bot and explaining these. Showing links to other technology in the real world, e.g.: cross usually means delete, or arrows usually mean move forwards. Explaining how they used their first try to help them on their second try
2	To create a demonstration video.	Discussing what each button did and demonstrating how it worked. Recording the video with everyone taking on specific roles	Discussing how to make the video clearer for the audience. Changing the focus, e.g.: using a different map for the virtual Bee-Bot
3	To plan and follow a precise set of instructions.	Recognising which buttons are necessary in the sequence of instructions. Predicting correct instructions to reach a pre-planned destination	Predicting/planning an increasing number of steps. Correcting instructions that do not work first time
4	To program a device.	Identifying a destination and getting a paper Bee-Bot there (in as many steps as necessary)	Discussing the most efficient route with as few steps as possible and avoiding obstacles
5	To create a program that tells a story.	Programming the Bee-Bot to reach the goal as specified in the story. Identifying and correcting mistakes when they go wrong	An awareness of route efficiency. Suggesting alternative routes