

Year 1 – ICT – Summer 2 Coding 2Go

ICT Short Term Planning

Year Group: 1

Term: Summer 2

Subject area: ICT

Coverage of Skills	Generic Skills (Most children will...)
Coding Word Instructions-2GO	Follow a simple code. Type a simple set of instructions. Follow a set of instructions to complete a simple program.

	Learning Objectives	Task design to meet the learning objective (including key questions)	Differentiation	What and how will the learning be assessed?
1	<p>I can use the 2Go program to move the car around the map.</p> <ul style="list-style-type: none"> * left arrow * right arrow * forwards arrow * backwards arrow * coloured pens * thickness control 	<p>I can follow a set of instructions for a program- linked to Geography map work.</p> <ul style="list-style-type: none"> • Watch the introductory video. <p>Reflect on the video and outline the basic controls necessary to complete the challenge.</p> <p>Children to solve challenges e.g. Sup: Can you move the car to the bank? Core: Can you visit the pet shop and then the bank? Ext: The car should visit the bank, hospital and the pet shop, what is the quickest route to visit all three?</p> <p>Challenge: Explain the controls they used to complete their challenge. Ext to justify why their route was the quickest.</p>	Level of input, adult support, G&T activity.	By outcome and adult observations.

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2	<p>I can use Word to write the set a set of instructions e.g. move forward 5 spaces, turn left, move forward 8 spaces etc.</p>	<p>2Go- Create a set of instructions to get from one place to another using the 2Go village background. Challenge- I can create a set of instructions for someone else in the class to use. I can justify the route I have chosen.</p> <p>Additional points- I can change the colour of the trail. I can make the trail wider and smaller.</p>		
3/4	<p>I can follow instructions to complete a simple code.</p> <p>I can make a simple code and explain how I made it.</p> <ul style="list-style-type: none"> * mouse pad * play button * select bubble- click and drag * choose direction * change preset codes 	<p>Purple mash- 2 Code- Getting started- Turtle. Complete the Turtle challenge- coding. Extension activity- I can create my own animation to give the Turtle and evaluate it e.g. did it work as intended? Does it need adapting?</p> <p>Purple mash- 2 Code- Getting started- Bubbles. Complete the first 5 Bubble challenges.</p> <p>Support: I can complete challenge 1 and 2. Core: I can complete challenges 1-3 Extension activity: I can complete all 5 challenges.</p> <p>Children to continue with challenges if they are doing well. Challenge- Create a code without any pre-set features.</p>	Level of input, adult support, G&T activity.	By outcome- completion of challenges and adult observations.
5	<p>I can create a short slide show using 2Animate.</p> <ul style="list-style-type: none"> *Use painting tools to paint picture 1 *Picture 2- Click 	<p>2 Animate- Create a simple animation with four slides. Watch the introductory video: picture of a film strip.</p> <p>All children should... *Use painting tools to paint picture 1 *Picture 2- Click settings- crossed spanner and screwdriver</p>	Level of input, adult support.	By outcome- animation video and adult observations.

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	<p>settings- crossed spanner and screwdriver and use the additional features</p> <ul style="list-style-type: none"> - fill - shapes - bubble paint 	<p>and use the additional features</p> <ul style="list-style-type: none"> - fill - shapes - bubble paint <p>*Adapt their pictures slightly for picture 3 *Choose a final picture for slide 4. Then use the play button to watch their animation.</p> <p>Core/Ext: I can create a continuous picture e.g. a fish swims from one side of the screen to the other or a person builds a tower taller and taller in each slide.</p> <p>Children to evaluate their animation and reflect upon their work. Did the animation work as intended? Does it need adapting?</p>		
6	<p>I can use a Nintendo ds program.</p>	<p>Nintendo DS- Art program I can turn on the Nintendo Ds I can choose and open my program I can make a picture using the stylus and tools available.</p> <p>Extension activity: I can add text to my picture and save it.</p>	<p>Level of input, adult support, Ext activity.</p>	<p>By outcome and adult observations.</p>
	<p>Cross – Curricular links Geography- map work Literacy skills when using word.</p>	<p>Ongoing throughout the half term Espresso- Geography Purple mash Internet safety</p>		