



| Learning Objective | Success criteria | Input | Independent work | Plenary | Resources |
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| LO: To create and debug simple programs. | <ul style="list-style-type: none"> I understand how to create an algorithm. I can explain what the different function keys do. I can move Cubetto around given obstacles. I can debug my own algorithm. | CT to show chn Cubetto but explain that for today's lesson Cubetto is going to change into Belle (attach a printed illustration of Belle onto Cubetto). Have oriented out photos of flowers dotted around the cubetto map with some obstacles such as washing line, shed, watering can, fence dotted around the map so that Belle can't go in a straight line to get to the flowers. Explain to the chn that they need to programme Belle to move from one flower to the other and then to finally get to the hive. | Chn to be creating their own algorithm for Belle to get to all of the flowers and then to the hive. Encourage the chn to check their algorithm and make any necessary changes as they go. | Ct to show chn their own algorithm on the board for Cubetto. Chn to discuss in pairs which flower they think Belle is programmed to go to and explain why they think this. | Cubetto resource or beebot Printed flowers, obstacles, hive and Belle |
| LO: To debug simple algorithm. | <ul style="list-style-type: none"> I can explain what the different function keys do. I can read a simple program. I can predict where Cubetto will end up. I can explain the errors that have been made and can correct these. | CT to show chn a map with flowers, a hive and obstacles for Belle to navigate across. Explain to the chn that they need to get Belle from the chosen spot to the flowers and then to the hive BUT there may be some errors on the algorithm. Chn to discuss in talk partners the algorithm and predict where they think the errors have been made. | Chn to be given one of 4 algorithm and map set ups (obstacles, flowers and hives in different places on the 'garden') which they are to work with their partner to debug and correct for Belle to be able to complete the journey. | As a class to reflect on the 'marvellous mistakes' the class teacher had made whilst creating the algorithms. What did we learn from these mistakes? | Different map layouts and algorithms for chn Printed flowers, obstacles, hive and Belle |
| LO: To use logical reasoning to predict the behaviour of simple programs. | <ul style="list-style-type: none"> I can read a given algorithm. I can explain the function of each key. I can use my directional | CT to show chn a written algorithm on the board and have cubetto/Belle set up on the floor with a range of flowers/plants all over the map. Show chn where Belle will start. Can you read the algorithm and discuss with your partner where you think | Chn to be given a range of algorithms and pictures or physical Cubetto maps laid out with different flowers and hives in a range of places. Chn to make predictions about where Belle will end up by reading the algorithm. | Chn to share what they found out and any tips they learnt about how best to predict what might happen – eg using left and right, moving along the map as if you | Either word documents or physical cubetto maps with different algorithms and layouts of |



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| | <p>knowledge to help make a prediction.</p> <ul style="list-style-type: none"> I can explain my reasoning to an adult. | <p>Belle will end up? Chn to explain why they have made that chosen prediction.</p> | | <p>are Belle/using an object pretending to follow the algorithm.</p> | <p>flowers, hives and placement of Belle</p> |
| <p>LO: To prepare information for a bee video.</p> | <ul style="list-style-type: none"> I can recall some interesting facts about bees. I can make props that might be needed. I can use persuasive language. I can explain how people can help bees. | <p>Explain to the chn that today we are going to be creating our own video that will be posted for the rest of the school on our school you tube channel promoting bees, telling some bee facts or telling people how they can help.</p> <p>Show the chn some youtube videos for children and discuss how we need to make sure that the screen doesn't move around and that the presenters are always clearly visible and that they use a clear, loud speaking voice.</p> <p>We are going to use iMovie to edit the film and show the chn on the board how this can be used. Before we can do this we need to plan in small groups what your video will be about in particular and what you might need to help you such as prompt cards or props.</p> | <p>Chn to be in small groups and are to be brainstorming ideas for their own bee facts or help the bees video.</p> <p>Chn to be preparing prompt cards and props that might be needed.</p> <p>Chn to decide in groups who will be doing what role and make sure everyone is listened to and the children are compromising.</p> | <p>Chn to share their initial ideas with another group and any props they have thought to create.</p> | <p>Card Colouring pencils Different coloured paper iPads for chn to get information about bees if required with adult support</p> |
| <p>LO: To use technology purposefully to create digital content.</p> | <ul style="list-style-type: none"> I can recall some interesting facts about bees. I can use persuasive language. I can explain how people can help bees. | <p>CT to recap on what we did last lesson. CT to model using a few clips of teachers recorded earlier saying some bee facts and then model on the IWB how you can use iMovie to create a film and how you can add music, text and images to this.</p> <p>Model using the different transition effects between each section of video.</p> | <p>Chn to be recording their own bee video in segments. After this chn to use iMovie to create their own video and think about the different transitions and effects they can include.</p> | <p>Have a premier in class and look at each groups videos.</p> | <p>iPads Props and prompt cards from last lesson</p> |



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| | <ul style="list-style-type: none">• I can ensure that the presenter uses a clear loud voice.• I can ensure that the screen doesn't shake.• Challenge: I can add any interesting effects such as sound or text appearing. | | | | |
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