

**What I should know already...**

In Year 4 the children learnt to use coding blocks to make objects move around the screen. They were able to use the coding cycle to test and debug their programmes.

To design a program	Teach the children to understand the importance of design. Ask the children to create their design before they use the computer
To design, write and debug a program	Use the logo programmes to complete the set tasks. Can they move the turtle in the correct way? If not, how will they debug the system?
To break a problem down into small parts.	Use 2 code Gibbon challenges to break each part into manageable chunks. Still use the coding process to design, write, test, debug their program.
To use advance programming features	Children to investigate true and false features and collision features though the coding process on 2 code Gibbon. Use different detections, such as collisions or co-ordinates to create programmes
To use logical reasoning to create debug	Use the 2 code Gibbon debug challenge to work out logically where algorithms are incorrect, debug and implement changes.

**Hardware and software**

**Year 5**  
 2 logo Viking village, royal rubies  
 Create own logo on 2 logo 2 code gibbon: splatty bug, metric conversions.  
 Free gibbon  
 Debug challenges gibbon  
 2 code gorilla: Helicopter swipe game  
 J2E year 5 examples.



**Key Vocabulary**

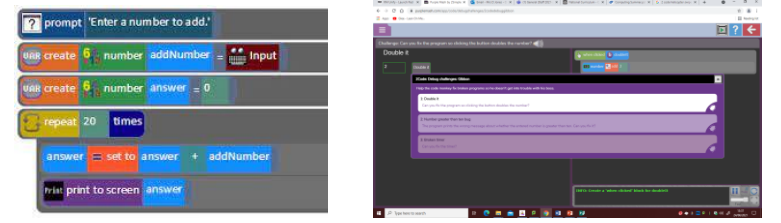
IF	An instruction to tell the computer what do if certain criteria are met.
Control	To give the computer instructions to carry out a certain function.
Trigger	Something that happens that makes the computer carry out a certain task.
Input	Information fed into a computer.
Variables	A set of inputs that can change.
Boolean	True or false statements. Logic statements used in computer programme.
Implement	Put the code into action.
Collision	When objects bump into one another.

**National Curriculum**

The children will:  
 Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  
 Use sequence, selection, and repetition in programs; work with variables and various forms of input and output  
 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.  
 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

**Real World**

Use the 2 code Gibbon debug challenge to work out logically where algorithms are incorrect, debug and implement changes



**Useful websites**

- <https://www.thinkuknow.co.uk/> If you want to know more about staying safe online
- [www.hursthillprimaryschool.com/unify](http://www.hursthillprimaryschool.com/unify) Hurst Hill unify site to access emails and applications-**J2E and Scratch**
- [www.hursthillprimaryschool.com](http://www.hursthillprimaryschool.com) The school website
- [bbc.co.uk/cbbc](http://bbc.co.uk/cbbc) Dr who and the Darleks game– explains what Boolean is.
- [www.childline.org.uk](http://www.childline.org.uk) contact ChildLine if you are worried about anything

**Online safety**

- I can search for information about an individual online and create a summary report of the information I find.
- I can describe ways that information about people online can be used by others to make judgments about an individual.
- I can recognise when someone is upset, hurt or angry online.
- I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone.
- I can explain how to block abusive users