Week	Key Targets and Learning Objectives	Key Activities	Key Vocabulary
1	• Know that an algorithm is a set of instructions to complete a task or to solve a problem. • Follow the steps in algorithms for everyday tasks.	• *What is an instruction?* • Discuss their answers in pairs before sharing with the rest of the class. Elicit that instructions: • tell us what to do, help us to do something, help us to solve a problem • Run through some examples in the class of a short sequence of instruction. • Show the video - Happy Maps #1	Course A (2022) - Code.org and complete the paper activity • Introduce how to log in to Code.org	• instruction • algorithm • left • right • forwards • backwards
2	• Know that the order of instructions is important when creating an algorithm. • Follow the steps in algorithms for everyday tasks.	• Review the idea of instructions and algorithms. • Display a set of instructions and discuss the importance of doing them in order. • Introduce Lesson 4 on Sequencing Code.org • Sequencing with Scrat #1	Course A (2022) - Code.org	• As lesson 1 but also • North • South • East • West • sequence
3	• Know that the order of instructions is important when creating an algorithm. • Suggest ways that an algorithm could be changed to affect the outcome.	• Read a familiar story in a random order. What's wrong with this? • Reinforce that the order of an algorithm is important. • Give children scrap paper and give them instructions to draw a picture you have drawn. Compare and discuss how the instructions, algorithm could be changed to make their drawings more accurate. • Children in pairs to do similar, taking turns to give and receive instructions.	• as lesson 1 plus • accurate
4	• Know that the order of instructions is important when creating an algorithm. • Identify single errors in algorithms that represent everyday events or tasks. • Suggest ways that an algorithm could be changed to affect the outcome.	• Review the idea of sequencing in the right order and giving accurate instructions. • Introduce lesson 5 for Code.org • Programming with Scrat #2	Course A (2022) - Code.org • Complete 2-5	• As lesson 3

5	• Know that the order of instructions is important when creating an algorithm. • Identify single errors in algorithms that represent everyday events or tasks. • Suggest ways that an algorithm could be changed to affect the outcome.	• Review ideas of sequencing and changing the algorithm. • Discuss the idea of making mistakes and that it is ok to do so. • https://youtu.be/S0GjA2v8iLY • Give the children simple spot the difference pictures and get them to identify the correct instructions/algorithm for each picture. • Differentiation more able could write the algorithm for the wrong picture. • Review which were the correct instructions.	• as lesson 3 plus • error/mistake
6	• Know that an algorithm is a set of instructions to complete a task or to solve a problem. • Suggest a set of ordered instructions to complete a simple task, such as drawing a picture of a particular object or building a brick tower. • Identify single errors in algorithms that represent everyday events or tasks.	• Review the learning from last lesson. • Introduce the Beebots and how we can apply what we have learnt to this device. • Introduce the Beebot app • Working with groups of 6, cycle through children working with real Beebots in 2-3s and children working on the iPad Beebot app. • What have we learnt?	• as lesson 5 plus • Beebot • turn
7	• Know that an algorithm is a set of instructions to complete a task or to solve a problem. • Suggest a set of ordered instructions to complete a simple task, such as drawing a picture of a particular object or building a brick tower. • Identify single errors in algorithms that represent everyday events or tasks.	• Review vocabulary in this block along with the key concepts. • Use the debugging video from Code.org Programming with Scrat #6	Course A (2022) - Code.org • Children to complete lesson 5 (7-12) • Review any misconceptions	• as lesson 1 plus • bug • debug