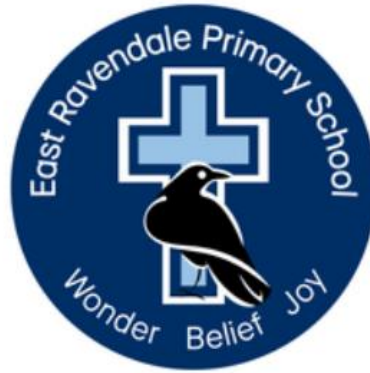




YEAR 5 AND 6 COMPUTING CURRICULUM

EAST RAVENDALE C OF E PRIMARY SCHOOL

At East Ravendale, we strive to develop independent, self-motivated and inquisitive learners of all ages. We celebrate our uniqueness and value all as God's children. We aim to give all members of our community opportunities to succeed, now and in the future, knowing they are safe and valued.

Our vision is underpinned by our core values of wonder, belief and joy.

"I can do all things through God who strengthens me." Philippians 4:13



Computing at East Ravendale

At East Ravendale, our computing curriculum is central to achieving our vision of inspiring independent, inquisitive and self-motivated learners who know they are safe, valued and wonderfully unique as God's children. Guided by our Christian foundation and the words *"I can do all things through God who strengthens me"* (Philippians 4:13), we equip pupils with the confidence, skills and moral purpose to thrive in a rapidly evolving digital world.

Through an engaging, inclusive and progressive computing curriculum, pupils develop the knowledge and understanding needed to become confident, responsible and creative users of technology. By the time pupils leave East Ravendale, they are equipped with the skills, understanding and character to flourish in the 21st century. They use technology safely and responsibly, apply their learning with confidence, and embody our values in all that they do—ready to become positive change-makers in an ever-connected world.

Wonder

We inspire wonder by encouraging pupils to explore, question and discover the possibilities of technology. Through engaging and creative experiences, pupils develop curiosity about how digital tools work and how they can be used to solve problems and express ideas across the curriculum.

Belief

We build belief by supporting pupils to become confident and independent users of technology. Through a structured and progressive curriculum, pupils develop resilience, trust in their abilities and the understanding that, with effort and determination, they can succeed and thrive in a digital world.

Joy

We promote joy by creating a positive, inclusive environment where pupils enjoy learning, creating and collaborating with technology. Pupils celebrate their achievements, work together with kindness and enthusiasm, and experience the excitement of using their skills to make a meaningful impact.

"I can do all things through God who strengthens me." Philippians 4:13



Year 5/6 Computing Curriculum Cycle A

	<u>Autumn</u> <u>1</u>	<u>Autumn</u> <u>2</u>	<u>Spring</u> <u>1</u>	<u>Spring</u> <u>2</u>	<u>Summer</u> <u>1</u>	<u>Summer</u> <u>2</u>
Programme of Study	Computer Systems & Networks - Systems and Searching	Creating Media -Video Production	Programming – micro:bit Electrical Conductors - Selection	Data & Information - Flat File Databases	Creating Media - Introduction to Vector Graphics	Programming - Variables in Games
Area of Computing	Computer Science Information Technology	Computer Science Information Technology Digital Literacy	Computer Science Information Technology	Computer Science Information Technology Digital Literacy	Information Technology	Computer Science Information Technology



Year 5/6 Computing Curriculum Cycle B

	<u>Autumn</u> <u>1</u>	<u>Autumn</u> <u>2</u>	<u>Spring</u> <u>1</u>	<u>Spring</u> <u>2</u>	<u>Summer</u> <u>1</u>	<u>Summer</u> <u>2</u>
Programme of Study	Computing Systems & Networks - Communication and Collaboration	Creating Media - Webpage Creation	Programming – Selection in Quizzes	Data & Information – Introduction to Spreadsheets	Creating Media - 3D Modelling	Programming – Sensing Movement
Area of Computing	Computer Science Information Technology Digital Literacy	Computer Science Information Technology Digital Literacy	Computer Science Information Technology	Information Technology	Information Technology Digital Literacy	Computer Science Information Technology



Why this, why now?

<u>Year 5/6</u> <u>Cycle A</u>	<u>Why this, why now?</u>
Autumn 1: Computer Systems & Networks - Systems and Searching	This unit develops pupils' understanding of networks, the internet and search technologies. Teaching it first provides the essential knowledge needed to safely and effectively access, evaluate and use digital content throughout the year.
Autumn 2: Creating Media -Video Production	Pupils build on previous media creation experiences by planning, recording and editing video content. This develops creativity, communication and technical skills that support a range of later digital projects.
Spring 1: Programming – micro:bit Electrical Conductors - Selection	Having secured sequencing and repetition skills, pupils are introduced to selection within physical computing. This deepens computational thinking and lays the foundation for more advanced programming concepts later in Year 5/6.
Spring 2: Data & Information - Flat File Databases	This unit develops pupils' ability to organise, sort and analyse larger sets of data. Learning these skills at this stage prepares them for more advanced data handling and spreadsheet work in Cycle B.
Summer 1: Creating Media - Introduction to Vector Graphics	This unit develops pupils' ability to organise, sort and analyse larger sets of data. Learning these skills at this stage prepares them for more advanced data handling and spreadsheet work in Cycle B.
Summer 2: Programming - Variables in Games	As a culmination of programming knowledge, pupils combine sequencing, repetition and selection while introducing variables. This enables them to create more sophisticated programs and demonstrates progression in coding skills



<u>Year 5/6</u> <u>Cycle B</u>	<u>Why this, why now?</u>
Autumn 1: Computing Systems & Networks - Communication and Collaboration	This unit develops pupils' understanding of how digital systems enable communication and collaborative working. Teaching it early supports safe, responsible and effective online interactions across the curriculum.
Autumn 2: Creating Media - Webpage Creation	Pupils apply their knowledge of digital content, audience and design to create webpages. This develops publishing skills and deepens understanding of how information is shared online.
Spring 1: Programming – Selection in Quizzes	This unit builds on prior programming knowledge by applying selection in interactive programs. Pupils learn how decisions affect outcomes, preparing them for increasingly complex coding tasks.
Spring 2: Data & Information – Introduction to Spreadsheets	Pupils progress from organising data to analysing and calculating it using spreadsheets. This strengthens problem-solving and data-handling skills while preparing them for real-world digital applications.
Summer 1: Creating Media - 3D Modelling	This unit extends pupils' digital design skills into three-dimensional environments. It develops creativity, spatial awareness and technical precision while broadening their experience of digital content creation.
Summer 2: Programming – Sensing Movement	As the final programming unit, pupils combine inputs, outputs, selection and variables to create purposeful solutions. This brings together their Key Stage 2 programming knowledge and demonstrates clear progression in computational thinking.



Cycle A - Autumn 1 – Computer Systems & Networks - Systems and Searching

Prior Knowledge	This unit progresses learners' knowledge and understanding of computing systems. This unit progresses students' knowledge and understanding of the internet from that developed in the Year 4 The Internet unit
Objectives to be taught	• Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
Core Knowledge	▪ To explain that computers can be connected to form systems ▪ To recognise the role of computer systems in our lives ▪ To identify how to use a search engine ▪ To describe how search engines select results ▪ To explain how search results are ranked ▪ To recognise why the order of results is important and to whom
Teach Computing Module	Year 5 – Systems and Searching Lesson 1 – Systems Lesson 2 – Computer Systems and Us Lesson 3 – Searching the Web Lesson 4 – Selecting Search Results Lesson 5 – How Search Results are ranked Lesson 6 – How are searches influenced?
Vocabulary	system, connection, digital, input, process, storage, output, search, search engine, refine, index, bot, ordering, links, algorithm, search engine optimisation (SEO), web crawler, content creator, selection, ranking



Cycle A - Autumn 2 – Creating Media - Video Production

Prior Knowledge	This unit progresses learners’ knowledge and understanding of creating media by guiding them systematically through the process involved in creating a video. The unit builds on the Year 4 Photo editing unit where composition is introduced and the Year 3 unit ‘Stop-frame animation’ where learners explored some of the features of video production. By the end of this unit, learners will have developed the skills required to plan, record, edit, and share a video.
Objectives to be taught	• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information • Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Core Knowledge	▪ To explain what makes a video effective ▪ To use a digital device to record video ▪ To capture video using a range of techniques ▪ To create a video storyboard ▪ To identify that video can be improved through reshooting and editing ▪ To consider the impact of the choices made when making and sharing a video



Teach Computing Module	Year 5 – Video Production Lesson 1 – What is video? Lesson 2 – Filming Techniques Lesson 3 – Using a Storyboard Lesson 4 – Planning a Video Lesson 5 – Importing and Editing Lesson 6 – Video Evaluation <i>TO NOTE:</i> <i>iPads needed for recording</i> <i>iMovie or Canva Video Editor to be used for video editing – Windows Video Editor shown on lesson slides but no longer available.</i>
Vocabulary	video, audio, camera, talking head, panning, close up, video camera, microphone, lens, mid-range, long shot, moving subject, side by side, angle (high, low, normal), static, zoom, pan, tilt, storyboard, filming, review, import, split, trim, clip, edit, reshoot, delete, reorder, export, evaluate, share



Cycle A - Spring 1 – Programming - Selection in Physical Computing

Prior Knowledge	This unit assumes that learners will have prior experience of programming using a block-based language (e.g. Scratch) and understand the concepts of sequence and repetition. The National Centre for Computing Education Key Stage 1 units focus on floor robots and ScratchJr, however, experience of other languages or environments may also be useful.
Objectives to be taught	• can analyse problems in computational terms, and have repeated practical experience of writing computer programs to solve such problems • can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems • are responsible, competent, confident and creative users of information and communication technology
Core Knowledge	▪ design, write and debug programs that accomplish specific goals ▪ solve problems by decomposing them into smaller parts ▪ use sequence, selection in programs; work with 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



micro:bit Module	First Lesson of the unit explore Lesson 1 if an introduction to new equipment or Lesson 3 for a refresher from of micro:bit - First lessons with MakeCode and the micro:bit micro:bit Lesson 1 – Name Badge Lesson 3 – Emotion Badge <u>Micro:bit - Electrical Condutors - Selection</u> Lesson 1 – Selection & Conductivity Investigation Lesson 2 – Decision Boxes Lesson 3 – Inputs Lesson 4 – Making a Conductivity Tester Lesson 5 – Review and Reflection TO NOTE: <i>micro:bits will be needed. Can use physical micro:bits or use the website. micro:bit classroom to support the management of the children using their micro:bits – can link the lesson to the classroom.</i>
Vocabulary	algorithm, flowchart, selection, decision box, condition, input, output, program, debug, test, computational thinking, decompose, pin, BBC micro:bit, MakeCode, conductivity tester, tinkering



Cycle A - Spring 2 – Data & Information - Flat File Databases

Prior Knowledge	This unit progresses learners’ knowledge and understanding of why and how information might be stored in a database and looks at how tools within a database can help us to answer questions about our data. It moves on to demonstrate how a database can help us display data visually, and how real-life databases can be used to help us solve problems. Finally, the learners create a presentation showing understanding and application of all the tools used within the unit.
Objectives to be taught	• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information
Core Knowledge	▪ To use forms to record information ▪ To compare paper and computer-based databases ▪ To outline how you can answer questions by grouping and then sorting data ▪ To explain that tools can be used to select specific data ▪ To explain that computer programs can be used to compare data visually ▪ To use a real-world database to answer questions



Teach Computing Module	Year 5 – Flat-File Databases Lesson 1 – Creating a paper based database Lesson 2 – Computer Databases Lesson 3 – Using a database Lesson 4 – Using search tools Lesson 5 – Comparing data visually Lesson 6 – Databases in real life <i>TO NOTE:</i> <i>Digital devices (Chromebook or iPad) will be needed to access www.j2e.com/database</i>
Vocabulary	database, data, information, record, field, sort, order, group, search, value, criteria, graph, chart, axis, compare, filter, presentation



Cycle A - Summer 1 – Introduction to Vector Graphics

Prior Knowledge	This unit progresses learners' knowledge and understanding of digital painting and has some links to the Year 3 'Creating media – Desktop publishing' unit, in which learners used digital images.
Objectives to be taught	Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.
Core Knowledge	- To identify that drawing tools can be used to produce different outcomes - To create a vector drawing by combining shapes - To use tools to achieve a desired effect - To recognise that vector drawings consist of layers - To group objects to make them easier to work with
Teach Computing Module	Year 5 – Vector Drawing Lesson 1 – The Drawing Tools Lesson 2 – Creating Images Lesson 3 – Making Effective Drawings Lesson 4 – Layers and Objects Lesson 5 – Manipulating Objects Lesson 6 – Becoming a Graphic Designer TO NOTE: <i>This unit uses the Google Drawings application. All Google Drawings files are provided in the lesson plans (the links create a copy of the drawing that can be edited). If you wish to use different software, the resources are included as offline PowerPoint presentations which can be used in PowerPoint.</i>



Vocabulary

vector, drawing tools, object, toolbar, vector drawing, move, resize, colour, rotate, duplicate/copy, zoom, select, align, modify, layers, order, copy, paste, group, ungroup, reuse, reflection



Cycle A - Summer 2 – Programming - Variables in Games

Prior Knowledge	This unit assumes that learners will have prior experience of programming using block-based construction (e.g. Scratch), understand the concepts of ‘sequence’ (Year 3 units: Sequencing Sounds and Events and actions in programs), ‘repetition’ (Year 4 units: Repetition in shapes and Repetition in games), and ‘selection’ (Year 5 units: Selection in Physical Computing and Selection in quizzes). The constructs covered in the previous year groups will include at least one unit that develops the concept using Scratch.
Objectives to be taught	• 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 • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
Core Knowledge	▪ To define a ‘variable’ as something that is changeable ▪ To explain why a variable is used in a program ▪ To choose how to improve a game by using variables ▪ To design a project that builds on an existing programme ▪ To be able to design and evaluate programmes



Teach Computing Module	Year 6 – Variables in Games Lesson 1 – Introducing Variables Lesson 2 – Variables in Programming Lesson 3 – Improving a Game Lesson 4 – Becoming a Games Designer Lesson 5 – Design to Code Lesson 6 – Improving and Sharing <i>TO NOTE:</i> <i>Need access to Scratch – runs via web browser.</i> <i>Consider creating a teacher account and creating logins for the children so they can save and access their projects at later date.</i> <i>Also accessible by the Scratch app on iPads.</i>
Vocabulary	variable, change, name, value, set, design, event, algorithm, code, task, artwork, program, project, code, test, debug, improve, evaluate, share, assign, declare



Cycle B - Autumn 1 – Communication and Collaboration

Prior Knowledge	This unit progresses students' knowledge and understanding of computer systems and networks developed in the Year 5 Systems and Searching unit, looking at how data is transferred and how the internet facilitates communication and collaboration online.
Objectives to be taught	• Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Core Knowledge	▪ To explain the importance of internet addresses ▪ To recognise how data is transferred across the internet ▪ To explain how sharing information online can help people to work together ▪ To evaluate different ways of working together online ▪ To recognise how we communicate using technology ▪ To evaluate different methods of online communication



Teach Computing Module	Year 6 – Communication and Collaboration Lesson 1 – Internet Addresses Lesson 2 – Data Packets Lesson 3 – Working Together Lesson 4 – Shared Working Lesson 5 – How we Communicate Lesson 6 – Communicating Responsibly TO NOTE: L3 involves working collaboratively so children will need to be familiar with sharing files using Microsoft Powerpoint 365 or Padlet.
Vocabulary	communication, protocol, data, address, Internet Protocol (IP), Domain Name Server (DNS), packet, header, data payload, chat, explore, slide deck, reuse, remix, collaboration, internet, public, private, one way, two-way, one-to-one, one-to-many.



Cycle B - Autumn 2 – Webpage Creation

Prior Knowledge	This unit progresses students' knowledge and understanding from a variety of lessons from the Teach Computing, across different strands: digital writing, digital painting, desktop publishing, photo editing, and vector drawing.
Objectives to be taught	• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information. • use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour.
Core Knowledge	▪ To review an existing website and consider its structure ▪ To plan the features of a web page ▪ To consider the ownership and use of images (copyright) ▪ To recognise the need to preview pages ▪ To outline the need for a navigation path ▪ To recognise the implications of linking to content owned by other people



Teach Computing Module	Year 6 – Web Page Creation Lesson 1 – What makes a good website? Lesson 2 – Becoming a web designer Lesson 3 – Copyright or copywrong? Lesson 4 – How does it look? Lesson 5 – Follow the breadcrumbs Lesson 6 – Think before you link! TO NOTE: The unit has been based on the use of Google Sites, which is part of Google Workspace for Education. Microsoft alternatives could also be used, such as Microsoft Sway or PowerPoint, where a model of a website could be designed, with hyperlinks to move from one slide to another.
Vocabulary	website, web page, browser, media, Hypertext Markup Language (HTML), logo, layout, header, media, purpose, copyright, fair use, home page, preview, evaluate, device, Google Sites, breadcrumb trail, navigation, hyperlink, subpage, evaluate, implication, external link, embed.



Cycle B - Spring 1 – Selection in Quizzes

Prior Knowledge	This unit assumes that learners will have prior experience of programming using block-based construction, understand the concepts of ‘sequence’ (Year 3 units: Sequencing Sounds and Events and actions in programs) and ‘repetition’ (Year 4 units: Repetition in shapes and Repetition in games), and have some experience of using ‘selection’. Ideally, learners will have completed ‘Programming A – Selection in physical computing’ before undertaking this unit, as this will provide them with the required knowledge of ‘selection’.
Objectives to be taught	• 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 • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
Core Knowledge	▪ To explain how selection is used in computer programs ▪ To relate that a conditional statement connects a condition to an outcome ▪ To explain how selection directs the flow of a program ▪ To design a program that uses selection ▪ To create a program that uses selection ▪ To evaluate program using selection



Teach Computing Module	Year 5 – Selection in Quizzes Lesson 1 – Exploring Conditions Lesson 2 – Selecting Outcomes Lesson 3 – Asking Questions Lesson 4 – Designing a Quiz Lesson 5 – Testing a Quiz Lesson 6 – Evaluating a Quiz <i>TO NOTE:</i> <i>Need access to Scratch – runs via web browser.</i> <i>Consider creating a teacher account and creating logins for the children so they can save and access their projects at later date.</i> <i>Also accessible by the Scratch app on iPads.</i>
Vocabulary	selection, condition, true, false, count-controlled loop, outcomes, conditional statement, algorithm, program, debug, question, answer, task, design, input, implement, test, run, setup, operator



Cycle B - Spring 2 – Introduction to Spreadsheets

Prior Knowledge	This unit progresses students' knowledge and understanding of data and teaches them how to organise and modify data within spreadsheets. Specifically, learners will have experienced data in tables and charts in the Y4 Data Logging unit and Y5 Branching Database unit.
Objectives to be taught	Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information
Core Knowledge	- To create a data set in a spreadsheet - To build a data set in a spreadsheet - To explain that formulas can be used to produce calculated data - To apply formulas to data - To create a spreadsheet to plan an event - To choose suitable ways to present data
Teach Computing Module	Year 6 – Introduction to Spreadsheets Lesson 1 – Collecting Data Lesson 2 – Formatting a Spreadsheet Lesson 3 – What's the formula? Lesson 4 – Calculate and duplicate Lesson 5 – Event Planning Lesson 6 – Presenting Data TO NOTE: Recommended to use laptops which have access to spreadsheet application. Screenshots and videos in this unit are based on Google Sheets but can be adapted for Microsoft Excel.



Vocabulary

data, collecting, table, structure, spreadsheet, cell, cell reference, data item, format, formula, calculation, spreadsheet, input, output, operation, range, duplicate, sigma, propose, question, data set, organised, chart, evaluate, results, sum, comparison, software, tools



Cycle B - Summer 1 – 3D Modelling

Prior Knowledge	This unit progresses students' knowledge and understanding of creating 3D graphics using a computer. Prior to undertaking this unit, learners should have worked with 2D graphics applications.
Objectives to be taught	• Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information • Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Core Knowledge	▪ To recognise that you can work in three dimensions on a computer ▪ To identify that digital 3D objects can be modified ▪ To recognise that objects can be combined in a 3D model ▪ To create a 3D model for a given purpose ▪ Plan and successfully create own digital 3D model
Teach Computing Module	Year 6 – 3D Modelling Lesson 1 – Introduction to 3D Modelling Lesson 2 – Modifying 3D Objects Lesson 3 – Make your own name badge Lesson 4 – Making a desk tidy Lesson 5 – Planning a 3D Model Lesson 6 – Make your own 3D Model TO NOTE: Learners will be using the free platform TinkerCAD. Recommend signing up for a teacher account which allows learner accounts to be created. TinkerCAD can be used across all devices, however learners may find it easier to use a device with a mouse.



Vocabulary

TinkerCAD, 2D, 3D, shapes, select, move, perspective, view, handles, resize, lift, lower, recolour, rotate, duplicate, group, cylinder, cube, cuboid, sphere, cone, prism, pyramid, placeholder, hollow, choose, combine, construct, evaluate, modify



Cycle B - Summer 2 – Sensing Movement

Prior Knowledge	This unit presumes that pupils are already confident in their understanding of sequence, repetition and selection independently within programming. If pupils are not yet ready for this, you may wish to revisit earlier programming units where these constructs are introduced.
Objectives to be taught	• 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 • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
Core Knowledge	▪ To create a program to run on a controllable device ▪ To explain that selection can control the flow of a program ▪ To update a variable with a user input ▪ To use a conditional statement to compare a variable to a value ▪ To design a project that uses inputs and outputs on a controllable device ▪ To develop a program to use inputs and outputs on a controllable device



Teach Computing Module	First Lesson of the unit explore Lesson 1 if an introduction to new equipment or Lesson 3 for a refresher from of micro:bit - First lessons with MakeCode and the micro:bit micro:bit Lesson 1 – Name Badge Lesson 3 – Emotion Badge Year 6 - Sensing Lesson 1 – The Micro:bit Lesson 2 – Go with the flow Lesson 3 – Sensing Inputs Lesson 4 – Finding your way Lesson 5 – Designing a step counter Lesson 6 – Making a step counter TO NOTE: <i>micro:bits will be needed. Can use physical micro:bits or use the website. micro:bit classroom to support the management of the children using their micro:bits – can link the lesson to the classroom.</i>
Vocabulary	Micro:bit, MakeCode, input, process, output, flashing, USB, trace, selection, condition, if then else, variable, random, sensing, value, compass, direction, navigation, design, task, algorithm, plan, create, code, test, debug

