

	<p>Year group: Reception</p>	<p>Area/topic: Early algorithms - Beebots - Exploring (Summer 1)</p>
<p>(Objectives from NC/ELG/Development matters)</p> <p>Personal, Social and Emotional Development:</p> <ul style="list-style-type: none"> • Show resilience and perseverance in the face of a challenge. <p>Physical development:</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (Buttons on a Beebot). <p>ELG - Personal, Social and Emotional Development: Managing Self:</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 		

Prior learning	Future learning
<ul style="list-style-type: none"> • Children will have played with Beebots during Safer Internet Day as part of their continuous provision activities that day. 	<ul style="list-style-type: none"> • Children will go on to use Beebots in Year 1 and Year 2. In Year 1 the children will learn how to programme a Beebot carefully so that it reaches certain destinations on a map. They will then build on this in Year 2 where they will use Beebots to complete different challenges such as completing a maze and drawing pictures with them.

What pupils need to know or do to be secure

Key knowledge and skills

- Children to understand that a Beebot is a type of robot.
- Children to understand that to get the Beebot to move, they will need to press the different buttons on the Beebot.
- Children to learn what the seven buttons on a beebot do (forwards, backwards, turn left, turn right, start, clear and delete).
- Children to learn that they must press the green go button after they have pressed the instruction buttons otherwise the Beebot will not move.
- Children to learn that they must clear the algorithm before doing another set of instructions.
- Children to complete simple maps as a challenge. For example, teachers could map out 4 boxes in a straight line using tape and see if they children can make the Beebot move from A to B.

Possible evidence

- Children to explore using Beebots freely during independent learning time to discover what they do.
- Children to use what they have learn to think more carefully about the buttons they are pressing.
- Children could be challenged to complete a simple map e.g. just going forwards a certain amount of times or just going backwards a certain amount of times.

Key vocabulary

- Beebot - A bee shaped robot.
- Buttons - Things we press on a Beebot.
- Forwards
- Backwards
- Left
- Right
- Go
- Delete
- Clear

Common misconceptions

- Children may not understand why their Beebot isn't moving after pressing movement buttons (e.g. forwards). Children need to be

Books linking to this area

reminded that they must press go when they want the Beebot to start moving.

- Children may also keep adding more and more instructions for their Beebot to do without clearing it first.

Memorable first hand experiences

- Children to be provided with opportunities to explore the Beebots independently first to learn what they do.
- Children can then be introduced to simple maps on the ground (made using tape) when they show more confidence.

Opportunities for communication

- Children can discuss what they notice happening with their peers or with an adult.
- Children could listen to the adult asking them simple instructions and could then try and follow them e.g. Can you make your Beebot move two steps forward?

Dereham Church of England Infant and Nursery Academy

Reasonable adjustments for pupils with SEND

Communication and Interaction

- Make sure the children are using the correct equipment for them.
- Consider headphones to support the child to hear.
- Have someone available to read any text that is on the screen.

Cognition and Learning

- Consider adjusting the brightness and colour so they can see the screen more easily.
- Have someone available to read any text that is on the screen.
- Shorter steps given at appropriate time.
- Simpler logins.
- Adult to support with logging in.
- Print out which the different functions and tools on.
- Step by step guide printed out for them to refer to.

Social, Emotional and Mental health

- Timer so they understand when they will need to log off.
- Clear boundaries.
- Online safety instructions made clear.

Sensory and Physical

- Larger text/equipment.
- Print offs instead of screen time.
- Appropriate desk, chair, keyboard and mouse.