


Subject	Topic/Key Question	Year Group	Term	Vocabulary
Computing	All about instructions	EYFS	Spring 1	 <ul style="list-style-type: none"> • Instructions • Game • Correct order • Algorithm

By the end of this unit children will

- Be able to follow instructions as part of a game
- Understand that instructions need to be given in a specific order
- Know and have an understanding of the word 'algorithm'

Lesson Sequence	Key skill	Teaching Activities (Possible cross curricular opportunities)	Resources/ Enhancements to provision for following week
Lesson 1	To follow instructions as part of practical activities and games	<p>Simon Says</p> <ol style="list-style-type: none"> 1. Play 'Simon Says' with the group. 2. As the game progresses, make the instructions more challenging by giving multiple steps such as, "Simon says, put your hands on your head, stick out your tongue and stamp your feet". <p>If you...</p> <p>Gather the group and tell the children that they must listen carefully to your instructions. If they hear something that applies to them, they must carry out the specified action, for example:</p> <ul style="list-style-type: none"> • "If you have brown hair, stand up." • "If you have a brother, stamp your feet." • "If you like fish, rub your tummy." <p>Animal Sounds</p> <p>Ask the children to listen carefully to the instruction you give and then respond with the correct sound, for example:</p> <ul style="list-style-type: none"> • "Roar like a lion." • "Squeak like a mouse." • "Bark like a dog." 	

		<ul style="list-style-type: none">• “Howl like a wolf.” <p>These games should be carried out in short 5 or 10-minute bursts. They are ideal activities for the start or end of a session.</p> <p>As you play, observe the children and notice who is able to follow a simple instruction.</p> <p>Do any of the children need to have the instruction repeated multiple times?</p> <p>Who is able to follow an instruction with more than one thing to do?</p> <ol style="list-style-type: none">1. Demonstrate the activity with another adult so the children can watch and understand the types of instructions they should give.2. Put the children in pairs, with one child wearing a blindfold.3. Starting at the beginning of the obstacle course, the child without the blindfold guides their blindfolded partner through the course by describing how to move and traverse objects (see the vocabulary list for ideas). It is a good idea if the child without the blindfold walks alongside their partner, although they must not touch each other.4. When they have reached the end of the course. The children should swap roles to return back along the obstacle course in the opposite direction (this allows the opportunity to give and receive different instructions).	
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Lesson 2	To follow instructions as part of practical activities and games	<ol style="list-style-type: none"> 1. Demonstrate the activity with another adult so the children can watch and understand the types of instructions they should give. 2. Put the children in pairs, with one child wearing a blindfold. 3. Starting at the beginning of the obstacle course, the child without the blindfold guides their blindfolded partner through the course by describing how to move and traverse objects (see the vocabulary list for ideas). It is a good idea if the child without the blindfold walks alongside their partner, although they must not touch each other. 4. When they have reached the end of the course. The children should swap roles to return back along the obstacle course in the opposite direction (this allows the opportunity to give and receive different instructions). 	<p>Equipment to use as obstacles, such as cones, chairs, ropes, hoops etc, or use chalk to mark a path on the ground outside</p> <p>Blindfolds (per pair of pupils)</p> <p>An obstacle course for each pair of pupils</p> <ul style="list-style-type: none"> • You may set up the obstacle courses either before the lesson or alongside the children during their free-play time. If you are working in larger groups, set up separate obstacle courses for each group. • Think about how and where you place items so that children have to: <ul style="list-style-type: none"> – step over – turn left – turn right – walk straight on – duck under etc.
Lesson 3	To follow instructions as part of practical activities and games	<ol style="list-style-type: none"> 1. Sit the children in a circle and place the clothes and accessories in the middle. 2. Choose one child to stand in the middle of the circle. 3. Set a timer for 1 minute (a digital timer will give you the opportunity to discuss its function and how it works). 4. Give the child an instruction related to getting dressed, for example: “Put on the hat.” 5. Throw the beanbag or ball to one of the children in the circle. This child must give the next instruction, whilst the child in the middle must follow their instruction. 6. The child with the beanbag or ball throws it to a new child. 7. Keep going until the timer beeps and then choose a new child to go into the centre of the circle and follow the instructions. 8. Ensure that each child has an opportunity to give an instruction, if not have a turn in the middle. <p>You may like to challenge the children to make their instructions more complex, by using an adjective phrase e.g. “Put on the blue scarf”, or by giving a two-part instruction: “Put on the boots and then zip up your coat.”</p> <p>Teacher notes</p> <p>This activity works well with a smaller group so that every child has a chance to be the person in the middle of the circle.</p>	<ul style="list-style-type: none"> • A selection of clothes and accessories (oversized/adult sizes work best): hats, scarves, boots, coats, socks, bags etc. • A soft ball or beanbag • A digital timer (or sand timer)

		Leave the clothes and accessories out in your provision in a box or little suitcase. This way, the children will have the opportunity to revisit the game as they play independently.	
Lesson 4	To follow instructions as part of practical activities and games and to learn to debug when things go wrong To learn to give simple instructions To learn that an algorithm is a set of instructions to carry out a task, in a specific order	<p>1. Gather the children and tell them that you would like them to give you instructions on how to wash your hands. Write down the instructions the children give you before starting any demonstration with the equipment.</p> <p>2. Now use the props to follow the instructions the children have given you. Remember to be incredibly specific (as in the video). For example, if the instruction reads: 'Put the soap on your hands.' Pick up the bottle and rest it on your hands, without pumping out any soap.</p> <p>3. As the children realise what is happening and the problems you have faced, allow them to start again and give you a new set of instructions.</p> <p>a. Repeat the demonstration.</p> <p>b. Now work together with the children to create an accurate set of instructions. Remind the children about the previous problems and help them to solve/debug the instructions.</p> <p>c. As you demonstrate each step, choose a child to take a photograph.</p> <p>You can use the finished photographs to create a visual set of instructions to display near the sink in your classroom or the bathroom.</p> <p>When instructions are put in an exact order like this, it is called an algorithm.</p>	<ul style="list-style-type: none"> • Handwashing equipment for the adult: a bowl, water, soap and a towel or paper towel • A smartboard or flip chart to record the children's instructions • A camera or tablet <p>Activity set-up</p> <p>Without the children present view the link: 'Exact Instructions Challenge by Josh Darnit' on VideoLink, to see how to undertake the activity.</p>
Lesson 5	To learn how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary	<p>Share the pictures (attached to the end of this plan), one at a time.</p> <p>2. Look at each picture, starting with the first and discuss what is happening.</p> <p>3. When you reach the end of the instructions, ask the children to predict the outcome.</p> <p>4. Repeat for each set of instructions or ask the children to look independently and decide.</p> <p>5. Hand out one set of jumbled instructions to each child (as prepared before the lesson). Ask them to arrange them in the correct order and stick them onto a piece of paper to show the algorithm.</p> <p>6. They then draw the final picture, showing the outcome of the instructions.</p>	<p>Have ready</p> <ul style="list-style-type: none"> • <i>Presentation: Making predictions</i> (see Activity set-up) • Glue sticks • Paper <p>Print</p> <ul style="list-style-type: none"> • <i>Activity: Making predictions</i> (see Classroom resources) – one sheet per child <p>Activity set-up</p> <p>Before the session, choose and print one page from the <i>Activity: Making predictions</i> per child and cut them up. Make sure that you clip the instructions together so they do not get lost.</p>







