Coding in Primary Schools Initiative - Phase 1

primary developments
foráis sa bhunscolaíocht

NCCA
An Chomhairle Náisiúnta Curaclaim agus Measúnachta
National Council for Curriculum and Assessment

Junior and Senior Infants: Using Procedural Language with Beebots

BACKGROUND

The class is being introduced to the concept of mapping in geography. They are already familiar with the story, *We're Going on a Bear Hunt*.

They have already spent time on procedural language, giving and following sets of instructions, problem-solving with reference to self-correcting.

They are experienced in working at activity stations and in pair-work and group work.

TASK

Children are given a pictorial map of the story, *We're Going on a Bear Hunt* divided into eight specific environments of the story.

Using their knowledge of the story, children must program a BeeBot to move to the environments of the story as they appear in the book.

Within their groups, the children articulate and discuss the instructions. Each child requires use of a whiteboard and marker to indicate the sets of instructions they wish to input. The children use this to report to the group.

The group decide which set of instructions to use, and why, and one child records the process using the camera on an iPad and AirDrops to the teacher.

CHILDREN'S WORK

The children input a series of instructions to move the BeeBot through the eight scenes of the story.

They break down the series of instructions in order to navigate around obstacles in the process and use procedural language to navigate their BeeBot around a jumbled map of the specific environments of the story.

They collaborate and demonstrate their solution before testing it with the group.

As an extension activity, objects are placed in front of one of the scenes which indicates a dead end and the children need to navigate around it.

Some of the more able children use Scratch Jnr to depict various scenes.

Beebots used to follow specific instructions