

READ FIRST

YEAR 1: MOVING A ROBOT

CURRICULUM MILESTONES

I can understand and create algorithms (steps or rules as instructions, e.g. how to make a sandwich)

The much loved Beebots!

Do amalgamate sessions together in order to make best use of time – children love using Beebots but it is time consuming.

Checking batteries / functioning beforehand is essential and you might want to consider using the iPad app as a way to supplement the number of Beebots you have.

<https://apps.apple.com/gb/app/bee-bot/id500131639>

You will find that Lessons 1 & 2 fit together well, as do lessons 3 & 4 / 5 & 6. Likewise, do pick and choose from the suggested activities in each lesson for the ones that will work best with your class.

The free app mimics the functioning of a Beebot and the early levels will allow children to access the same learning in a contained format. Guided Access / Apple Classroom may also be useful to lock the app so that children are focused on the activity.

Link to app: [Bee-Bot on the App Store \(apple.com\)](https://apps.apple.com/gb/app/bee-bot/id500131639)

Working in this way could allow staff members to work more intensely with groups of children as they access the main activity with the real-world Beebots.

EASY ACCESS TIPS: APPROACH

Do get the children to ask questions about the functioning of Beebots... the cancel code button (the cross) is often misunderstood and can take some examples to show what it does (it clears the Beebot of previously input instructions).

If you have Beebot floor mats that are larger than the ones provided by the unit, they will allow for a more interesting approach.

As children become more confident at writing down their algorithms, ask them to use plain paper to write and adjust them.