

Lyng Primary School Knowledge Organiser

Computing

Topic: Computing



Kodu

Year 6

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| What Goldilocks and Step On words will I use? |
| **Spelling** | **Defintion** |
| World | The location in which a project takes place |
| Smooth and flatten | Smooth and flatten makes the ground look more realistic in your world |
| Raise | To make a landscape higher |
| Kodu | Visual programming language make for gaming |
| Environment | Another name for the location in which your project is based. |
| Tool palette | A bar consisting of the necessary tools to perform a project |

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**Aims of this unit**

* Select, use and combine a variety of software, including evaluating and presenting data and information.
* Use logical reasoning to explain how some simple algorithms work.
* Design, write and debug programs that accomplish specific goals, including controlling or stimulating physical systems, solve problems by decomposing them into smaller parts.
* Code investigator
* When and Do instructions
* Creating Worlds
* Deconstructing code
* Race track
* Racing game

**Safeguarding**

Filtering and monitoring system is in place. Children will use their own log in details to track any misuse and to protect the child from harmful websites and pop ups. Children will be reminded of how to stay safe online and to use technology safely and respectfully and to tell a trusted adult if there is anything on their computer that makes them uncomfortable. When using the iPads, the monitoring software will track which iPad has been used to enable us to know which class has used the iPad.

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| Outcomes |
| **All children** * Open Kodu and navigate the programming environment using keyboard and mouse
* Add objects to a world and program them using When and Do instructions
* Plan and design the features of an original virtual environment
* Program a character to move around a track
* Create a path for a character to follow

**Most children*** Follow instructions given in Kodu programming
* Describe the actions of a sequence of Kodu commands
* Use tools to change the size of the ground and raise and lower the landscape
* Decompose the code into smaller parts and explain it
* Create a race track with an end goal

**Some children*** View existing code and explain it.
* Create unique worlds with particular attention to detail in addition of appropriate objects
* Adapt existing code to create their own programs
* Make the game more appealing by adjusting characters and pathways.
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Autumn Term

Film making

**In this unit…**

Children are introduced to programming with Kodu, a simple visual programming language made specifically for creating games. The distinguishing features of Kodu are visual icons that are added together like building blocks to form instructions and game environments constructed by the user in a 3D scene editor. It is designed to be accessible by children and enjoyable by anyone. As well as on PC, Kodu is also available via Xbox 360, which adds appeal for many children.

**Agreed outcome**

A new world created using Kodu