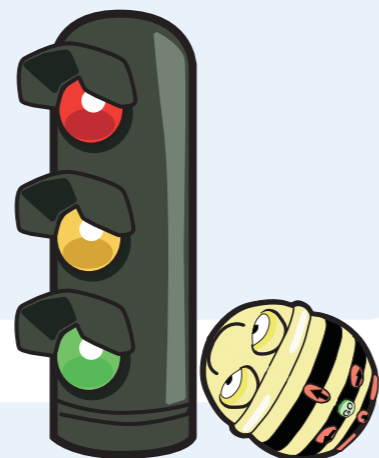


# Control

## Levelled Examples



### Context:

During a TASC day the children designed their own trailers for Pixie (floor robot) to carry Smarties to planets arranged on the floor.

### What the children did:

Children chose their own method of recording and planned their route on dry-wipe boards. They programmed the Pixie to move between a number of planets.



### What the children said:

I counted the steps using my Pixie square.

I used arrows and numbers to record my route.

### Pupils should:

- Be able to predict a route from a given set of instructions.
- Know how to combine instructions.
- Know how to change instructions if the route is changed.

### Next steps:

- Know how to write instructions using different angles.
- Know how to link instructions to make a shape or pattern using repeat.

### Suggested resources:

Floor robots e.g. Pixie, Roamer, Beebot, mats and obstacles

### Example Cross Curricular Activities:

- Navigate a floor robot around a map, using compass points and directional vocabulary (Geography).
- Children control a floor robot to visit characters in a story (Literacy).
- Explore addition and subtraction using a number line (Mathematics).
- Use a floor robot to estimate and measure distances (Mathematics).
- Program a floor robot to draw different shapes, using language of direction (Mathematics).

### Attainment target for ICT

**Level 1**  
Pupils explore information from various sources, showing they know that information exists in different forms. They use ICT to work with text, images and sound to help them share their ideas. They recognise that many everyday devices respond to signals and instructions. They make choices when using such devices to produce different outcomes. They talk about their use of ICT.

**Level 2**  
Pupils use ICT to organise and classify information and to present their findings. They enter, save and retrieve work. They use ICT to help them generate, amend and record their work and share their ideas in different forms, including text, tables, images and sound. **They plan and give instructions to make things happen and describe the effects.** They use ICT to explore what happens in real and imaginary situations. They talk about their experiences of ICT both inside and outside school.

**Level 3**  
Pupils use ICT to save information and to find and use appropriate stored information, following straightforward lines of enquiry. They use ICT to generate, develop, organise and present their work. They share and exchange their ideas with others. They use sequences of instructions to control devices and achieve specific outcomes. They make appropriate choices when using ICT based models or simulations to help them find things out and solve problems. They describe their use of ICT and its use outside school.