

## 2Go: Messy Pattern

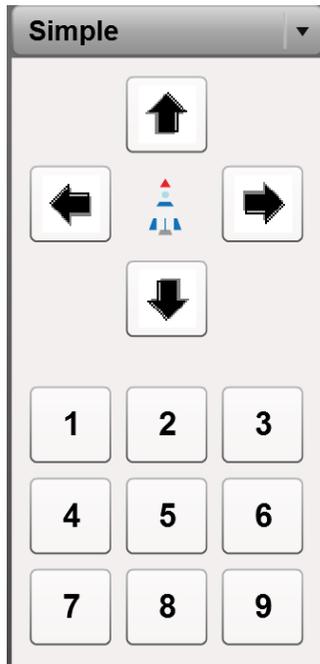
### Learning Objective:

To be able to make a pattern on the screen using the direction keys.

### Success Criteria:

### Activity:

Plugged



Select the **Direction** keypad option.

On a blank screen ask children to choose a pen and make a messy pattern on the screen.

Can the children explain:

- how they chose which direction to go in
- How they chose how far to go

### Help! I'm Stuck!

### Need a challenge! What next?

Make a multi coloured pattern

## 2Go : Corner Challenge

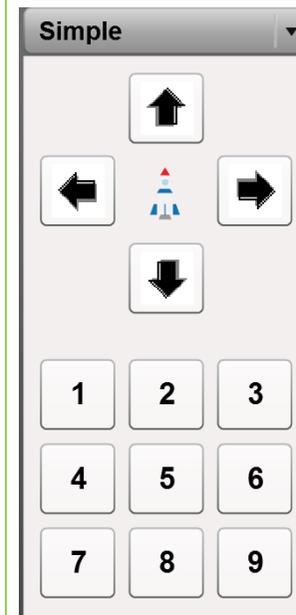
### Learning Objective:

To be able to use the directional arrow keys to draw a controlled pattern on screen

### Success Criteria:

### Activity:

Plugged



Select the **Direction** option.

On a blank screen ask children to choose a pen and draw a pattern that goes to every corner of the screen and back to the centre.

### Help! I'm Stuck!

### Need a challenge! What next?

Draw – a square....a bigger square....an even bigger square.

## 2Go: Simple Squares

### Learning Objective:

To be able to use directional and number keys to draw some simple shapes

### Success Criteria:

### Activity:

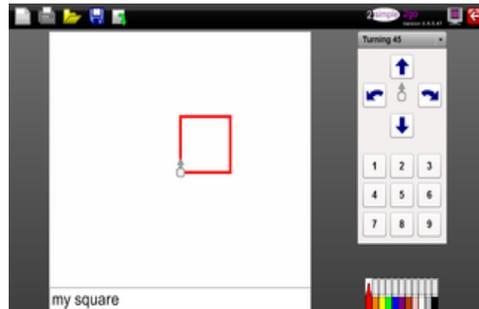
### Plugged



Select the **Simple** keypad. This option introduces numbers to set how far to go.

Ask pupils to draw particular shapes such as a 5x5 square  
A stepped pattern

Can pupils find out the size of the largest square they can draw on screen?



### Help! I'm Stuck!

Perhaps think about turning on the grid if you use the software version of this program.

### Need a challenge! What next?

Draw some simple letters E, F, L, T,

## 2Go: Ladybird

### Learning Objective:

Create an algorithm to achieve a specific goal, using simple directions

### Success Criteria:

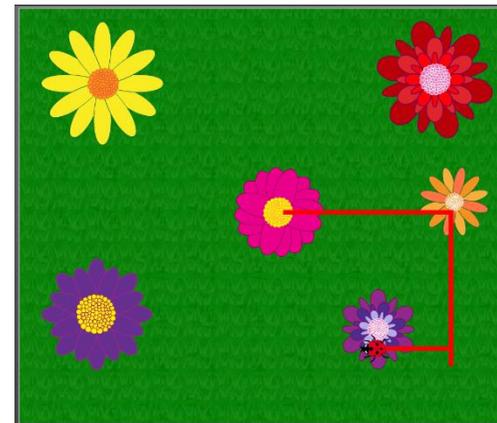
### Activity:

### Plugged

Using the Simple keypad and the flower background

ladybird flower.

Program the to visit every



### Help! I'm Stuck!

Put a grid on the screen to help.

Print out a large ladybird, put on left and right and use it:

- to help plan the route the ladybird will take.
- hang on monitor with a piece of thread to aid directional choices.

### Need a challenge! What next?

Did you make any mistakes what would you improve on for next time?

Record path of ladybird for others to follow.  
Can you move the ladybird to the pink flower without leaving a trail?

## 2Go: Planet Earth

### Learning Objective:

Create a simple program to achieve a specific goal using more complex directions

### Success Criteria:

### Activity:

### Plugged



Introduce the **diagonal** keypad and use it in association with **the planets** background. Set some challenges such as:

Your challenge is to circle the alien spaceship without touching it.



### Help! I'm Stuck!

### Need a challenge! What next?

Can you visit every planet on the screen without crossing a rocket trail?

Can you modify, and improve the route so that it is the most efficient.

## 2Go: Turning

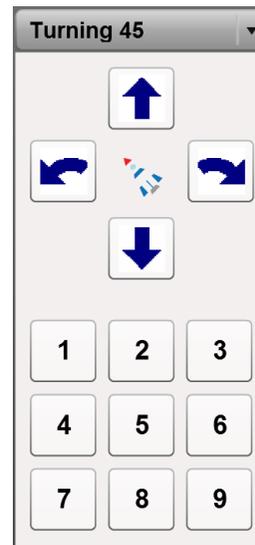
### Learning Objective:

Program a sequence of moves using 45 and 90 degree turns.

### Success Criteria:

### Activity:

### Plugged



Introduce the turning keypad which introduces 45 and 90 degree angles.



Set an appropriate challenge maybe with a short storyline attached:

**Orange fish is being chased by the shark. He needs to warn octopus and they must get to the yellow submarine for safety. Show the routes orange fish must take.**

### Help! I'm Stuck!

### Need a challenge! What next?

How quickly can you move .....  
Was there an alternative route?

## Purple Mash: Logo 1

### Learning Objective:

To be able to create simple programs using logo programming language

### Success Criteria:

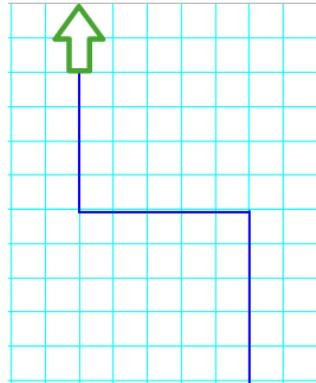
### Activity:

### Plugged



Set some simple tasks to do:

- Draw a small square
- Draw a large square
- Draw a set of steps
- Draw a letter of the alphabet



### Help! I'm Stuck!

### Need a challenge! What next?

Experiment with the repeat instruction – what can the children find out about this instruction?

## Purple Mash: Logo 2

### Learning Objective:

To begin to use repetition, developing and understanding of the 'Repeat' command.

### Success Criteria:

### Activity:

### Plugged

Show how to program using the 'Repeat' command

```
Repeat 4 [Fd 5 Rt 90]
```

Ask children to guess what the result will be.

Discuss what would need to change in the command line if a bigger square was needed?

Set a challenge to work out how to draw

- a triangle.
- an oblong

### Help! I'm Stuck!

### Need a challenge! What next?

Can pupils describe what the impact of changing instructions in their algorithm?