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| **Date and time** 24th June 2020 | | Class/period | | Lesson no. \_\_\_ of \_\_\_ |
| **Medium term planning context (include relevant prior learning and barriers/misconceptions):**  Some prior exposure to conditional operators and arrays would be helpful.  The purpose of the lesson is to show how algorithms can be introduced unplugged in a constructivist way.  - Focus on understanding the algorithm first.  - Complete the worksheet of two exercises.  - Then link to real code. | | | | |
| **Learning Objectives:**  Introduce sorting.  Relate sorting to computational thinking.  Introduce a bubble sort. | | | | |
| **Learning Outcomes:**  By the end of the lesson pupils will start to understand the steps in a bubble sort algorithm. | | | | |
| **Resources:**  Slides (BubbleSortSlides)  Worksheet (BubbleSortWorksheet) | | | | |
| **Differentiation:** (include SEN, stretch & challenge, TA deployment): | | | | |
| **Homework:**  Complete BubbleSortWorksheet  Read BBC Bitesize <https://www.bbc.co.uk/bitesize/guides/z2m3b9q/revision/2> | | | | |
| **Time** | **What is going on?** | | **What should pupils be learning?**  *How do you know that they are? (Assessment)* | |
| 1 min | Welcome, cover learning objectives and resources | | Preparing to learn | |
| 5 mins | Cover the sorting slides – 4,5 & 6 | | Listening and questioning | |
| 5 mins | Cover the computational thinking slides – 7, 8 & 9 | | Linking sorting to past learning and broader concepts | |
| 10 mins | Cover the bubble sort slides 10, 11, 12 & 13 | | Walking through a bubble sort in a physical and memorable way | |
| 1 min | Warp-up, set homework and summarise this and the next lesson | | Contextualising this lesson content | |

**Immediate reflections**: what do you need to consider next lesson to secure pupil progress?