PASSPORT TO DIGITAL

THE USING OF DIGITAL TECHNOLOGY

ELEMENTS DATA AND CODING

Worcestershire Local Enterprise Partnership

CAREERS & ENTERPRISE COMPANY

worcestershire

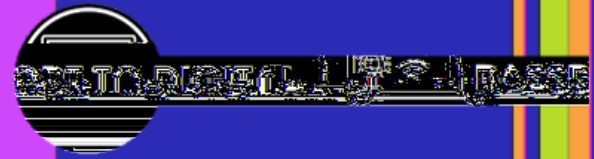## STUDENTS WILL:

> Understand what data is and how to create a database
> Understand what coding and programming is
> Write, read and follow instructions accurately
> Practice and develop skills directly related to Digital
> Develop life skills
>

	LEARNING OUTCOMES	DIFFERENTIATION AND RESOURCES
Once the students have created their databases, explain to the students that they will now be able to interpret and understand the data easily, now they have organised it. Use the database questions resource and read out the questions to the students. Can they interpret their data to find out the answers to your questions? **TASK VARIATION:** For comparison, you could ask the database questions to the students when they have the loose top trump cards and repeat once they have the completed database. This will highlight how much easier it was to find the answers once you have created a database.		

SESSION 2:
WHAT IS CODING?

	LEARNING OUTCOMES	DIFFERENTIATION AND RESOURCES
What is coding? Watch this video to explain to the students what coding is. In pairs or small groups, use the instructions resource with the learners. One learner will need to be the 'robot' and the others will need to be the 'coders'. Can they read the code		

SESSION 3:

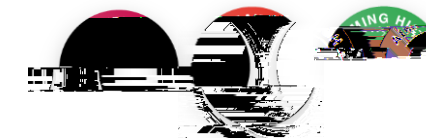|		DIFFERENTIATION AND RESOURCES
What is programming? Talk through the definition with the programming resource. Explain the similarities and difference between programming and coding. After the previous session on coding, the students should be more confident understanding how to write instructions. Utilise your setting's IT/Computing resources for programming, they may already subscribe to programmes already that would be helpful for the learners to have a go at. Allow the students an opportunity to engage with additional online programming games. Scratch - Imagine, Program, Share (mit.edu) Blockly Games Allow time for the students to use these over a few sessions to encourage them to develop their skills. TASK VARIATION: Students can complete the same online programming games or they can choose their own, depending on their confidence, ability and independence.	> Understand what programming is > Input instructions accurately > Play online programming games	> Computer and internet access > Digital devices > UN4E206 - Programming

SESSION 4:

	LEARNING OUTCOMES	DIFFERENTIATION AND RESOURCES
Allow the students to look over the job description:		
See if they have met any of the skills through the sessions?		
Did they find any of the skills easy?		
Did they find anything difficult?		
Had they completed some of the tasks before?		
See if this would be something they would like to do as a job?		
For those that wish to, you could hold a mock interview asking questions around the skills they have learned related to the Digital sector.		
Use the Your Future Opportunities job directory to search for relevant job prjob 3420D Bh ing o hyo hyo ur (U)5-2)-9o)5(o)5(o)(en-GB)>> BDC q011)4 Tmigh71e hyo		

...	LEARNING OUTCOMES	DIFFERENTIATION AND RESOURCES
ADDITIONAL NOTES: You might find these websites useful when teaching about data and coding Working with data - BBC Bitesize What is a computer program? What is a program?		