



Unit: Adventure/Simulation

Overview of this Unit:

The children will learn that computers use sound, pictures, numbers and text to show what is happening and can be used to help navigate a scenario. They will be encouraged to develop perseverance to explore simple adventure/simulation programs based on fantasy or real life situations to solve problems, complete tasks and activities. The children will decide if the simulation is a good representation of real life and what similarities or differences they can see. They will talk about their choices and the decisions they have made.

Language development, collaborative working and thinking skills will be encouraged especially when activities are linked to class themes or topics and ideas from the adventure can be used to promote role play in both the indoor and outdoor environment. There will be times when the children will be directed to tasks for specific learning opportunities but adventure/simulation programs on the computer or IWB should be available as part of continuous and enhanced provision for pupils to choose to use.

Staff can also create simple activities using an IWB or open ended software to support and reinforce learning. Appropriate use of the Welsh language should be encouraged when talking about the activities.

Expectations at the end of this unit:

Most pupils will be able to: show awareness that computers use sound, pictures, numbers and text to create virtual environments. They understand that simulations are representations of fantasy and real life situations and can solve problems and complete tasks. They can talk about their choices and the decisions made.

Some pupils will only be able to: undertake simple tasks within an adventure/simulation program but lack concentration or perseverance to complete a full range of tasks. With encouragement, they will talk in basic terms about their actions.

Some pupils will also be able to: navigate through an adventure/simulation program with increasing confidence and independence and discuss what they are doing, making simple judgments and working collaboratively to make decisions.

KEY:

Personal and Social Development, Well-Being and Cultural Diversity (PSDWBCD)	Welsh Language Development (WLD)	Creative Development (CD)
Language, Literacy and Communication Skills (LLC)	Knowledge and Understanding of the World (KUW)	Outdoor Play (OP)
Mathematical Development (MD)	Physical Development (PD)	Role Play (RP)









Teacher Assessment: The skills demonstrated by the children should form part of continuous assessment. Tracking and recording pupils' progress should be done in line with the schools assessment policy and used to inform future planning. Recording sheets are provided for schools as an optional part of this Scheme of work.



Year 1 Find and Analyse Information

Adventure/Simulation

ICT Skills	Areas of Learning	Suggested Activity	Vocabulary	Resources	Skills across the Curriculum
Know that computers use sound, pictures, numbers and text to show what is happening.	 PSEWBCD LLG MD WLD KUW PD	Introduce the children to a multimedia activity such as a talking book, simulation for Science or an adventure game in English and/or Welsh. Ask them to look at the way its' set out and the icons on the screen. Discuss with the children how to use the activity and ways to navigate the program, check and see if they were right. Children should work collaboratively to explore the program and solve problems or tasks and talk about the outcomes. They should recognize that the text, numbers or pictures are used to create tasks, give information or used as navigation tools and recognize that certain icons represent tools that can help or guide them e.g. an ear icon usually means the text can be spoken if clicked etc.	Simulation Real Imaginary Similarities Differences Adventure	Adventure/simulation activity Web based activities	
Can compare a simple adventure/simulation program based on fantasy or real life situations with reality.	 PSEWBCD LLG MD WLD KUW PD CD	Ask the children to talk about and compare an adventure game or simulation with a real life scenario. Show children a screen that requires objects to be moved and placed under/over other objects. Consider using basic Welsh positional language e.g. <i>ar, o dan</i> Ask the children what would happen if they tried	Simulation Real imaginary Similarities Differences	Adventure simulation Web based simulation	

		<p>to hide real objects under a mat or behind a picture. Show them alternative screens and discuss whether they are good representations of reality.</p> <p>Look at a simple adventure game or simulation in English and/or Welsh. Work through the beginning of the game or simulation with all the children together. Discuss the sort of environment or situation it represents. Ask the children if the representation is a good one and what similarities or differences they can see.</p> <p>Children can extend this by acting out scenes or use as a stimulus for creating areas for imaginative play. </p>	Adventure		  
Can navigate through an adventure/simulation program and make simple decisions and choices.	   	<p>Provide opportunities for children to work collaboratively to explore an Adventure/Simulation program. Ask the children to discuss the decisions or choices they make and why they made them and share this information with the class.</p> <p>In a class discussion ask the children to compare the adventure game with real life through a series of questions, <i>e.g. Do the characters in the adventure game ever get tired? Do the children get tired when they go out for a long walk or on a long journey? Do the characters always do the same thing?</i></p> <p>Encourage perseverance to complete tasks and to solve problems. Children should co-operate and take turns on the computer when working with a partner.</p>	Simulation Real imaginary Similarities Differences Adventure	Adventure simulation Web based simulation	