



Classroom Suggestions Sheet



Honeybee
Logo

A Brief Description

An introduction to the programming language through the activities of Robee Bee. Simple Logo commands of direction, distance, rotation and angle are involved in guiding Robee as he helps the young bees of his colony.

National Curriculum Information

Curriculum 2000

KS1 &2

Ma2 Using and applying number

Ma3 Shape, space and measures

Physical education dance activities

QCA Scheme of work (ICT)

Unit 2D Routes: controlling a floor turtle

Unit 4E Modelling effects on screen

Introducing the concepts of Control to the children

During a P.E or Dance lesson, give the children instructions of directional movement that lead them to follow certain floor patterns. Introduce the terms *Forward*, *Backward*, *Turn Left* and *Turn Right*. For younger children, keep the turns to right angles.

Point out that having turned, *Forward* will now take them in a new direction. Ask them to create their own simple sequences and write down the instructions they would have to give to teach their pattern to someone else.

Using Honeybee Logo on your computer

Use the teacher controls to set the level of difficulty and length of the activities. For younger children, level 1 meets their needs in terms of language and concepts.

Levels 2 and 3 enable differentiation for older or more able children.

Where possible, use a large screen monitor or whiteboard to demonstrate each activity to the class, taking the opportunities to invite discussion, estimating, decision making and modifying instructions.

Introduce the appropriate vocabulary to meet each activity.

Access individual activities via the menu, enabling new concepts to be introduced over a period of time or activities to be easily repeated for reinforcement.

Using Honeybee Logo with your Floor Turtle

By attaching Robee wings to your floor turtle, you can develop Honeybee Logo and the Robee character to address elements of control as found in the QCA Scheme of Work for ICT Units 2D and 4E

Create a set of obstacles representing those found in the Honeybee Logo Program. Lay them out to represent the garden or farmyard.

Attach your set of Robee wings to your turtle, then program him to negotiate the obstacles as he does in the Program. Ask the children how the Robee Turtle “knows” where to go.

Explain that Robee is following instructions, just as they did during their PE lesson. Place an object in his way so they can see that he is not choosing his own route.

Discuss everyday objects in the home or school, such as a washing machine or photocopier, which follow instructions or a program.

Explain to the children that by using the Honeybee Logo Program and working with the Robee Turtle, they will be learning how to give instructions that could program a computer or other device.

Honeybee Logo Activity Cards for use in conjunction with the Floor Turtle

Allow the children to practise using 1cm graph paper to draw out their ideas.

Use the set of cards to challenge children to estimate Robee’s finishing position, or the pattern he would draw on the floor when used with the pen.

Ask the children to match program cards to pattern cards. The cards use 1cm units.

Vocabulary

The following vocabulary can be introduced as the children work with Honeybee Logo.

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|--------------|----------|----------|
| Logo | Forward | Estimate |
| Control | Backward | Distance |
| Instructions | Right | Unit |
| Procedure | Left | Predict |
| Program | Turn | Modify |
| Data | Degrees | Repeat |
| Command | Angle | |