To explain the importance of instruction order in a loop
To create two or more sequences that run at the same time
To recognise tools that enable more than one process to be run at the same time (concurrency)
To recognise that not all tools enable more than one process to be run at once
To relate what ‘repeat’ means
To identify everyday tasks that include repetition as part of a sequence, eg brushing teeth, dance moves
To list an everyday task as a set of instructions including repetition
To identify a loop within a program
To explain that in programming there are indefinite loops and count-controlled loops
To explain that you can program a loop to stop after a specific number of times
To identify patterns in a sequence, eg ‘step 3 times’ means the same as ‘step, step, step’
To identify patterns in a sequence
To use a count-controlled loop to produce a given outcome
To use an indefinite loop to produce a given outcome
To justify when to use a loop and when not to
To explain the importance of instruction order in a loop
To explain that an indefinite loop will run until the program is stopped
To explain that you can program a loop to stop after a specific number of times
To use an indefinite loop to produce a given outcome
To use a count-controlled loop to produce a given outcome
To plan a program that includes appropriate loops to produce a given outcome
To recognize tools that enable more than one process to be run at the same time (concurrency)
To create two or more sequences that run at the same time