Python Unit 1: Lesson 1: Python printing

40 minutes

Learning Objectives

Learn to input information in Python and generate an output by running the code.

Success Criteria

Pupils can…

- author a simple program that outputs information
- input key information accurately
- understand the importance of the order of the code

Starter

5 minutes

Python is used by programmers in the real world. They often code in pairs, working collaboratively.

Ask the class, why do you think coders work in pairs? What are the advantages? What skills do you need to work in a partnership?

Programmers often work collaboratively to minimise mistakes in the code, which could create bugs. It also enables one person to focus on the coding, whilst the other keeps an eye on the objectives.

Introduce the class to the objectives from the Success Criteria above. Explain that we use this to understand what the teacher is going to be looking for from pupils, as well as what the pupils are looking for from their code. It has a duel function for teacher and self-assessment.

Key questions

- Why do you think coders often work in pairs?
- What are the advantages of pair programming?
- What are the skills you need to work in a partnership?

Main

25 minutes

Steps 1 - 6: Ask pupils to complete Step 1 in pairs. What do they understand the function of Print to be?

Step 2 - 3: What happens if the days of the week are the wrong way round?

Steps 4 - 5: Add all the requested information.

Step 6: Watch the video and ask pupils to ensure the order of their code is correct. (Remind them that they're writing about themselves and a partner).

Pupils will discover that although they can read the script, they cannot run it. Discuss why this may be.

Key questions

- What do you understand the function of Print to be?
- Is anyone's code not running properly?
- Why do you think this is?

Plenary

10 minutes

Print out or write the numbers 1 - 5 and the word 'Print' on separate pieces of A4 paper or white boards. Ask six children to come to the front of the room and show in real terms how they need to position themselves to make the code run.

Key questions

- What do you like about Python?
- Why do you think programmers like Python?

Extension

Can pupils think of a way the computer could know this information?