ST LAWRENCE C.E. PRIMARY SCHOOL SUBJECT MANAGER OVERVIEW

SUBJECT: Computing UNIT: Scratch CONCEPT: Achievement YEAR:3

BIG QUESTION	How can coding be used to create a new game on Scratch?	
END OF UNIT OUTCOME	Children to create a Scratch chase game linked to Ancient Egypt topic	
NC OBJECTIVES	• To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • To use sequence, selection, and repetition in programs; work with variables and various forms of input and output • To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	
WEEK	**KEY KNOWLEDGE**	**RESOURCES**
1	Know that algorithms are implemented on digital devices as programs.	Computers Scratch programme https://scratch.mit.edu/help/videos/# - tutorial videos for scratch
RICH TASKS	Annotate key question to identify prior knowledge. Introduce scratch to the children. - Have they used it before? - Link to the Scratch Junior on iPads they will have used in previous year. - This is the next step and uses wider range of commands and programming - Discuss the programming element of the scratch task bar. In pairs children to open a new project and save to students save pool (S) **<u>Colour it!</u>** Teach children (model first then children to try with a partner: - how to change their sprite- link to Ancient Egypt - how to make that sprite change colour and swirl. - Model saving their scratch programmes in the file created for them.	
2	Know how to use a loop in a Scratch program using logical reasoning.	Computers Scratch programme https://scratch.mit.edu/help/videos/# - tutorial videos for scratch
RICH TASKS	Teach children (model first then children to try with a partner: - how to make their sprite move in different directions - how to make that sprite move to a beat	

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	- save progress use tutorial video to help model	
3	Know how to use selection i.e. "if" statement, in a Scratch program using logical reasoning Know how to detect and correct simple semantic errors in Scratch i.e. debugging, in algorithms	Computers Scratch programme https://scratch.mit.edu/help/videos/# - tutorial videos for scratch Scratch programmes that don't work for children to fix
RICH TASKS	Teach children (model first then children to try with a partner: - load previous sprites. - Discuss the purpose of 'if' in the control section. - using an if block on previously saved sprite. Load saved game and let the children explore. - What is wrong with it? (Blocks aren't linked) - Discuss this as a class and work together to fix the problem and play the game Use examples of where children's programmes aren't working and work together on solving as a class	
4	Know how to write programs that accomplish specific goals Know how to use sequence in programs Know how to work with various forms of input Know how to work with various forms of output	Computers Scratch programme https://scratch.mit.edu/help/videos/# - tutorial videos for scratch Scratch card instructions for how to create a chase game
RICH TASKS	Explain to the children that we are going to be creating our own chase games on scratch. Model how to follow the Scratch card instructions (page 35 to 50) to create a chase game Children to create a game in pairs	
5	Step 6: Know how to detect and correct simple semantic errors in Scratch i.e. debugging, in algorithms	Computers Scratch programme https://scratch.mit.edu/help/videos/# - tutorial videos for scratch evaluation template for feedback
END OF UNIT OUTCOME	Children to play another groups game and evaluate and review it on template provided Give children the time to edit anything on their game after receiving feedback	