## LESSON PLAN 1

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| National Curriculum areas  NA | | Class: 4 | | | | Date: 23//01/13 |
| Subject: ICT | | | | Length: 50 min |
| Previous experience  Students have experience of using Flowol 4 as a computer programming application but do not have past experience of using Scratch. | | | | | | |
| Specific learning intentions  I can navigate my way around Scratch. | | | Related success criteria:  I can find the control to start a Scratch script.  I can find add a new Sprite from a file.  I can change the Stage. | | | |
| **Subject knowledge (SK)**  Teacher should be able to demonstrate a simple script and be able to demonstrate and explain basic examples.  Computer programming is creating a sequence of instructions to enable the computer to do something.  **Technical vocabulary**  Script – A sequence of demands to control the Sprite, Stage and Costume.  Sprite – A Scratch character  Costume – A different pose/shape of one Sprite  Stage – The background or setting  **LESSON PROGRESSION** | | | | | | |
| Approx. timings  2  Minutes  8  Minutes | Introduction and context  Discuss students’ previous computer programming experience and LO.  Show students examples of a Scratch story.  Introduce and demo the basic Scratch tools (script/sprite/stage) | | | | Key questions  What is computer programming?  Can you think of any computer programming software that you have used before? | |
| 30  Minutes | Development phases  Allow students to explore Scratch. They should begin to investigate and upload sprites and stages. | | | | Could you add *another* Sprite?  How did you add a stage?  ***Teacher should use this time to complete assessment tick grids****.* | |
| 5  Minutes  5 Minutes | Plenary  Allow students to move around the ICT suite looking and commenting on peer work.  Whole class feedback. | | | | Did you see something that you thought was really good?  What will you do next time?  ***Teacher should use this time to complete assessment tick grids.*** | |
| Differentiation  LA – lower ability students may be paired up for initial introduction to Scratch.  HA – High ability students should be encouraged to include more than one Sprite initially, and may begin to explore control/motions script commands.  Behaviour management strategies:  Advise students of the lesson structure to allow them responsibility for own time management.  5 second count down to silence.  Monitors off during demonstration and plenary. | | | | | | |
| Ways forward:  Students will create their own short Scratch story by use of exploration, peer evaluation and whole class feedback. | | | | Resources and adult support:  ICT Suite  Scratch  Large screen for demonstrations | | |