## LESSON PLAN 1

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| National Curriculum areas NA | Class: 4 | Date: 23//01/13 |
| Subject: ICT | Length: 50 min |
| Previous experienceStudents have experience of using Flowol 4 as a computer programming application but do not have past experience of using Scratch. |
| Specific learning intentionsI 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 characterCostume – A different pose/shape of one SpriteStage – The background or setting**LESSON PROGRESSION** |
| Approx. timings2Minutes8Minutes | Introduction and contextDiscuss 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 questionsWhat is computer programming?Can you think of any computer programming software that you have used before? |
| 30Minutes | Development phasesAllow 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****.* |
| 5Minutes5 Minutes | PlenaryAllow 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.*** |
| DifferentiationLA – 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 SuiteScratchLarge screen for demonstrations |