## COMPUTING (SCRATCH) LESSON PLAN

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| National Curriculum areas  *Computing – coding and* ***Developing ideas and making things happen*** | | | Class:  *4* | | | Date: *27/01/14* | |
| Subject: *ICT/Computing* | | | Times of lesson: *1:15-3:15pm*  *(2 different groups)* | |
| Previous experience  (Where does this lesson fit into broader medium term plans?)  *Children have played with Scratch and similar coding programs before but not done much to work on planning timings and multiples strings of code.* | | | | | | | |
| Specific learning intentions  (The language must be accessible to pupils and shared with them)  *Children will understand what a sprite is, what the background is for and how to get one sprite to speak to another.* | | | | Success criteria:  *All children will complete the basic introduction activity by following TTs instructions*  *Some children will challenge themselves by creating their own sprites and backgrounds* | | | |
| Relevant information from previous assessments:  (Data that has informed your planning)  *See previous experience section.* | | | | | | | |
| Subject knowledge (SK)  (Attach necessary SK sheets or key points that will require special teaching attention)  *Attached lesson instructions for children to follow.*  Technical vocabulary  (subject specific words and phrases, inc. any translated words for early bilingual learners and grammatical terminology)  **LESSON PROGRESSION AND SEQUENCE KEY QUESTIONS** | | | | | | | |
| Approx. timings  *10 mins* | Introduction and context  *You have looked at using Scratch to play around with the controls in the past. Today we will be programming something specific, by following instructions (just like you have been learning with your teacher in your English lessons)* | | | | *What can you already do?*  *Can you make a sprite move?*  *Can you make it speak?*  *Can you create a conversation?* | | |
| *35 mins* | Development phases  *Children encouraged to work in pairs and take it in turns to follow written instructions. This will create a planned 2 sprite conversation on a green and blue background. Children should experiment with timings to extend the conversation and start to play with the controls to make a more complicated conversation.* | | | |  | | |
| *15 mins* | Plenary  *Children can create their own sprites/backgrounds etc ready for a more complicated activity next lesson.* | | | |  | | |
| Differentiation  *(inc. ways to support lower attainers, pupils with SEND, more able pupils and bilingual learners)*  *Children will support each other in pairs to complete the activity and at the very least will follow the TT’s instructions to learn how to create a sprite on a background with speech.*  *Extensions for more confident pupils allow them to create and input their own sprites and plan for a longer conversation with complicated timings.*  Behaviour for Learning strategies:  *Children will respond to the 5, 4, 3, 2, 1 command for quiet attention. Traffic light system will be used if children do not follow TT’s instructions.* | | | | | | | |
| Assessment of learning intentions (focus areas):   * Who? *Pupil X* * What? *Can he follow instructions? Can he use logical planning for timings in between the sprites’ conversations?* * How? *Check he is not being pulled along by his partner and that he is able to complete the activity independently too.* | | Evaluation of children’s achievements | | | | | ICT: How will it support and enhance learning?  *Scratch program on all computers* |
| Ways forward:  (How will this lesson inform subsequent lessons? Homework if applicable)  *Next lesson, this practice will make use of created sprites if they have gotten this far and will start to focus on combining movements and speech coherently. If they have not yet created sprites this will be the focus for the start of the next lesson.*  *Children can follow a maze to work out how to move a character along set lines.* | | | | | | | Resources and adult support:  *TA to support children reading instructions and encourage them to save their work regularly.* |