## LESSON PLAN 2

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| National Curriculum areas NA | Class: 4 | Date: 30//01/13 |
| Subject: ICT | Length: 50 min |
| Previous experienceStudents have experience of using Flowol 4 as a computer programming application and have limited past experience of exploring Scratch. |
| Specific learning intentionsI can begin to use a sprite and stage to create a short story. | Related success criteria:I can control a Sprite using a ScriptI can upload a complementary 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 LO.Demonstrate key features again | Key questions |
| 30Minutes | Development phasesAllow students to explore Scratch. They should begin to investigate and upload sprites and complimenting stages.*Students should begin to form a short story.* | 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 |