

Learning journey	Computer science	Scratch conversations	Year 3	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary
<p>In magic carpet, pupils learnt what a sprite is and how it can be moved to different points on the screen. They explored what a simple sequence is</p> <p>Before the start of the unit they will be able to use a simple sequence to move one sprite. This will be in all one block. They will know how to select a sprite from the library.</p>	<p>In this unit, children will learn how to add another sprite into their project using the different options.</p> <p>They will learn the importance of timing when creating 2 simple sequences for two different sprites. They will learn how to ask the sprite to wait and programme it to wait a varying number of seconds to create a conversation.</p>	<p>In the next unit in year 3, children will use acquired knowledge of simple sequences to create a sequence which incorporates the use of sound blocks. They will learn how to import a sound and increase and decrease the length of time a note plays for.</p> <p>Children will start to evaluate their work and think about what they can change next time.</p>	<p>Sprite Import Blocks Simple sequence Multiple sprites 'wait' function Conversation Input Output</p>

NC coverage and HWJS skills development	Knowledge organisers
<p><u>National curriculum coverage</u></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p><u>HWJS skills development</u></p> <p>Create sequence of simple code that can be easily read.</p>	<p>I can delay speech by using the 'wait' function.</p> <p>I understand that each sprite needs a separate piece of code in order to control the speech.</p> <p>Be able to use purple blocks so that the character is speaking.</p> <p>I can add customised speech to each block.</p> <p>I can de-bug simple code</p> <p>I understand that timing effects the success of the conversation between multiple sprites.</p>

<p>Understand how to create multiple sequences that run concurrently.</p> <p>Create a sequence where timing is important.</p>			
<p><u>Connections / deepening understanding</u></p> <p>How is the understanding of this area deepened in other areas of the curriculum? What links are there in the other subjects in the curriculum?</p>	<p><u>RADE</u></p> <p>Are the rights of the child relevant in this area of study - do they get referred to in the work?</p>	<p><u>Assessment</u></p> <p>By the end of the unit the children will be able to ...</p> <p>Details of the objectives that they will have covered within this unit of work</p>	
	<p>Collaboration</p> <p>Teamwork</p>	<p>The pupils will be assessed through ongoing assessment through teacher observation and pieces of work produced throughout the sessions.</p> <p>By the end of the unit the children will be able to create a conversation between two different sprites</p>	
<p>Assessment recording for the unit - checking the level of pitch of the work</p>			
<p><u>Key skill(s)/ knowledge to be assessed by the end of the unit</u></p>	<p><u>Lower attaining</u></p>	<p><u>Middle attaining</u></p>	<p><u>Higher attaining</u></p>
<p>Pupils know a separate piece of code is required for each sprite to have a conversation</p>	<p>The pupil know how to import two sprites and create two short sequence for each</p>	<p>The pupil can import two sprites and create a simple sequence of code for each</p>	<p>The pupil can import two sprites and create a long simple sequence which will allow the sprites to have a 'back and forth' conversation</p>
<p>Pupils can use the 'wait' function so sprites are not talking at the same time.</p>	<p>The pupil can identify which block is used to ask the sprite to wait</p>	<p>The pupil can use the 'wait' block in a sequence and change the timings so the other sprite replies</p>	<p>The pupil can use the 'wait' block in a sequence, enabling two sprites to have a multi-sentence conversation</p>