


Learning journey	Computer science	Music Machine	Year 3	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary
<p>In scratch conversations, pupils learnt how to add another sprite to their project page and how to carefully time speech to create a simple conversation between two sprites.</p> <p>Before the start of the unit, they will be able to use a simple sequence to create a verbal conversation. This will be in all one block. They will know that in order to programme the sprites, each must have its own simple code.</p>	<p>In this unit, children will learn how to add sound coding blocks to their simple sequences.</p> <p>They will use 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>At the beginning of year 4, the children will learn how to incorporate learn skills in year 3 by coding a sprite to move in different directions. Children will learn to programme objects to 'wait' to disappear until the sprite on the screen touches them.</p> <p>Children will evaluate their work, thinking about what they can change next time.</p>	<p>Sound Import Library Sprite Input Output Increase Decrease Repeat Evaluate Simple sequence 'wait' function</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>I can create a simple sequence using code inputs.</p> <p>I can import a sound.</p> <p>I can increase and decrease the time my note plays for.</p> <p>I can use the repeated loop block to play the sounds again. (extension)</p>

<p>Create sequence of simple code that can be easily read. Understand how to create multiple sequences that run concurrently. Create a sequence where timing is important.</p>	<p>I can evaluate my work by answering questions and seeing what could be done better next time.</p>
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<p><u>Connections / deepening understanding</u> 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> 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> By the end of the unit the children will be able to ... Details of the objectives that they will have covered within this unit of work</p>
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	<p>Collaboration Teamwork</p>	<p>The pupils will be assessed through ongoing assessment through teacher observation and pieces of work produced throughout the sessions. By the end of the unit the children will be able to import a sound that can be played as part of a simple sequence.</p>
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Assessment recording for the unit - checking the level of pitch of the work

<u>Key skill(s)/ knowledge to be assessed by the end of the unit</u>	<u>Lower attaining</u>	<u>Middle attaining</u>	<u>Higher attaining</u>
Increase and decrease length of time a block plays in the sequence	The pupil knows which part of the block changes to increase and decrease the amount of time played.	The pupil knows how to change the timing of how long the block is played in the sequence.	The pupil can increase and decrease played sounds on multiple blocks, ensuring the sounds play in a sequence.
Pupils can play a sound as part of a simple sequence	The pupil can identify which block is used to play a sound	The pupil can use the import a sound from the library, incorporating this into their simple sequence	The pupil can use the repeated loop block to play the sound a selected number of times within a simple sequence