





ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: Programming A – Sequencing Sound

YEAR GROUP:

3

TERM Spring

<div>Vocabulary</div> <div>Scratch Sprites Backdrops Commands Block code Algorithm Sequencing</div> <div><div>Teach</div><div>Computing</div></div>	<div>Skills</div> <div>-To explore a new programming environment (sprites, backdrops/objects have attributes/commands are blocks) -To identify that commands have an outcome (choose commands to control sprite/create a program following a design) -To explain that a program has a start (start in different ways/sequence connected commands/objects only respond to code) -To recognise that a sequence of commands can have an order (explain a sequence/combine sound commands/order notes in a sequence) -To change the appearance of my project (build sequence of commands/decide upon sprite actions/make design choices for artwork) To create a project from a task description (identify and name objects needed for a project/relate a task description to a design/implement an algorithm as code)</div>	<div>What we already know</div> <div>This unit assumes that learners will have some prior experience of programming; floor robots and ScratchJr. However, experience of other languages or environments may also be useful.</div>
<div></div> <div>Concepts</div> <div>The Internet of a network of networks</div>	<div>Applications/outcomes</div> <div><u>Scratch introduction:</u> Compare Scratch to other programming environments they may have experienced, before familiarising themselves with the basic layout of the screen. <u>Programming the sprites:</u> Learners will create movement for more than one sprite. In doing this, they will design and implement their code, and then will create code to replicate a given outcome. Finally, they will experiment with new motion blocks. <u>Sequences:</u> learners will be introduced to the concept of sequences by joining blocks of code together. They will also learn how event blocks can be used to start a project in a variety of different ways. In doing this, they will apply principles of design to plan and create a project. <u>Ordering commands:</u> explores sequences, and how they are implemented in a simple program. Learners have the opportunity to experiment with sequences where order is and is not important. They will create their own sequences from given designs. <u>Looking good:</u> develop learners’ understanding of sequences by giving them the opportunity to combine motion and sounds in one sequence. They will also learn how to use costumes to change the appearance of a sprite, and backdrops to change the appearance of the stage. They will apply the skills in Activity 1 and 2 to design and create their own project, including sequences, sprites with costumes, and multiple backdrops. <u>Making an instrument:</u> create a musical instrument in Scratch. Apply the concept of design to help develop programs and use programming blocks. They will learn that code can be copied from one sprite to another, and that projects should be tested to see if they perform as expected.</div>	
<div>Other/Cross Curricular Links</div> <div>Art</div> <div>✎ Making design choices for artwork</div>	<div>Adaptation for SEND</div> <div><ul style="list-style-type: none">Adapted tasksAdapted resourcesAdditional support</div>	