

	<b>Computing</b>	<b>Year 3 &amp; 4</b>
	<b>Cycle B Term 1</b>	<b>Programming &amp; Control: Sequencing sounds (Scratch)</b>
<b>Key Question: How can coding be used to create an instrument?</b>		
<b>National Curriculum Objectives:</b> <ul style="list-style-type: none"> <li>• Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs</li> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>	<b>Vocabulary</b> Scratch, programming, blocks, commands, code, sprite, costume, stage, backdrop, motion, Sequence, event, task, design, run the code, order, note, chord, design, bug, debug	
<b>Prior Learning:</b> <ul style="list-style-type: none"> <li>• The children have used Scratch Jr to animate a character. They have learnt that code blocks are linked together to build an algorithm and achieve an outcome</li> <li>• This is the first time they will have used this Scratch platform.</li> </ul>	<b>End Point:</b> The children will create their own piano in Scratch by combining sound and motion codes.  Use assessment rubric	
<b>Safe and Responsible Use:</b> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<b>Digital Literacy Skills:</b> Use a mouse/trackpad to confidently navigate. Follow hyperlinks open, resize, reorganise and close windows Create work for a range of purposes	
<b>Knowledge:</b> I know: <ul style="list-style-type: none"> <li>• that commands in Scratch are represented as blocks</li> <li>• A sprite is a character or object that can be controlled using a code</li> <li>• That commands have an outcome.</li> <li>• That command blocks can be joined together to sequence a code.</li> <li>• There are different ways of starting a sequence</li> <li>• Sounds can be joined together to play chords and tunes.</li> </ul>	<b>Skills:</b> <b>I can:</b> <ul style="list-style-type: none"> <li>• identify the objects in a Scratch project</li> <li>• Change the attributes of a sprite</li> <li>• Change the appearance of a project</li> <li>• Choose codes to control a sprite</li> <li>• Control multiple sprites</li> <li>• Link commands together to achieve a desired outcome (sound, motion)</li> <li>• Check the outcomes matches what I planned</li> <li>• Create my own project using code.</li> <li>• Debug errors that occur in my code</li> </ul>	
<b>Cross Curricular Links:</b> <i>Music - notes and chords</i>	<b>Oracy:</b>	

*Key Questions:*

- *What kinds of information should I keep to myself when I use the internet?*
- What objects and attributes are there in Scratch?
- How can multiple sprites be controlled?
- How can commands be sequenced?
- How can sounds be sequenced?
- How can sound and motion be combined to create a project?
- How can coding be used to create an instrument?