Resources

Support slide for children

Complete instructions worksheet

Prior to lesson

Watch teacher's video.

Know the different ways to control a sprite.

Know how to "See Inside" a project and explore code.

Be familiar with the WASD keys and how these can be used for a second player.

Assessment

- ☐ Self
- ☐ Peer
- ☐ Talk Partner
- ☐ Questioning
- ☐ Formal
- ☐ Class tick list

Year 3 Step 1
Moving a sprite

Modelling/input

Children to think about different ways to control a sprite. Explain that children will explore how a project is controlled and think about how to improve the project.

Keywords

Motion, event, sprite, algorithm, logic

Plenary/Mini Plenary

Ask the learners if they can think of types of computer games that feature movements of characters or sprites. Direct learners to the 'Games' section of the projects page in Scratch, where they can find examples for themselves: scratch.mit.edu/explore/projects/games.

LO: To explain how a sprite moves in an existing project

Steps for Success

I can explain the relationship between an event and an action

I can choose which keys to use for actions and explain my choices

I can identify a way to improve a program

Assessment Opportunities

Activity 1: You can assess the learners' ability to establish the events which lead to actions in an existing project, and identify missing actions and events.

Activity 2: You can assess the learners' ability to design algorithms for new code snippets to change the movement in a project, and then implement these changes.

Online safety

Children should be aware that any project they share on Scratch can be seen by others. The code is visible and can be copied and used by others. This is good for learning about code but not ideal if they want to invent game and keep their code and ideas private.