

Resources

Support slides for children
Design handout

Prior to lesson

You will need to be familiar with the three event blocks introduced in this lesson:



Assessment

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> Self | <input type="checkbox"/> Questioning |
| <input type="checkbox"/> Peer | <input type="checkbox"/> Formal |
| <input type="checkbox"/> Talk Partner | <input type="checkbox"/> Class tick list |

Yr3 Step 3 Sequences

Modelling/input

Focus on the importance of event blocks. The event blocks control when code is run. Make sure children know the advantages of sequencing blocks together.

Plenary/Mini Plenary

Review each other's projects and describe the sequences.

Keywords

Sequence, event, task, design, code, run the code

Assessment Opportunities

Activity 1: How effectively can learners recall real-world examples of sequences?

Activity 2: How effectively can learners identify events and movements in a completed project?

Activity 3: Assess how learners create a design and translate it into a project.

Plenary: Peer assessment

LO: To explain that a program has a start

Steps for Success

I can start a program in different ways

I can create a sequence of connected commands

I can explain that the objects in my project will respond exactly to the

Online safety

Choose an activity from our Online safety resources.