

Resources

Support slides for children
Design worksheet (2 versions)

Prior to lesson

You need to be familiar with how to explore costumes and code to switch between costumes. You also need to know how to add new backgrounds. There are videos inside the main presentation to demonstrate these skills.

Look at both examples of design handout and decide which is most suitable for your children.

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 5 Looking good

Modelling/input

Review blocks that children have used before. Demonstrate (videos available) different costumes and how to switch between them, and how to add backdrops.

Plenary/Mini Plenary

Learners are to share their project with a partner, describing the plan and talking through the project they have made.

Keywords

Sprite, stage, costume, backdrop

Assessment Opportunities

Introduction: Assess how well learners can recall the purpose of motion, sound, and event blocks.

Activity 1: How effectively can learners read a snippet of code to predict what the outcome of it will be? Can they validate their prediction by running the code?

Activity 2: This is a heavily scaffolded activity. Assess how effectively learners can follow a set of instructions.

Activity 3: Assess how effectively learners can plan a project with less scaffolding that similar activities earlier in the unit, and how effectively they can implement their design in Scratch.

LO: To change the appearance of my project

Steps for Success

- I can build a sequence of commands
- I can decide the actions for each sprite in a program
- I can make design choices for my artwork

Online safety

Choose an activity from the Online safety resources.