Lesson Activity Sheet

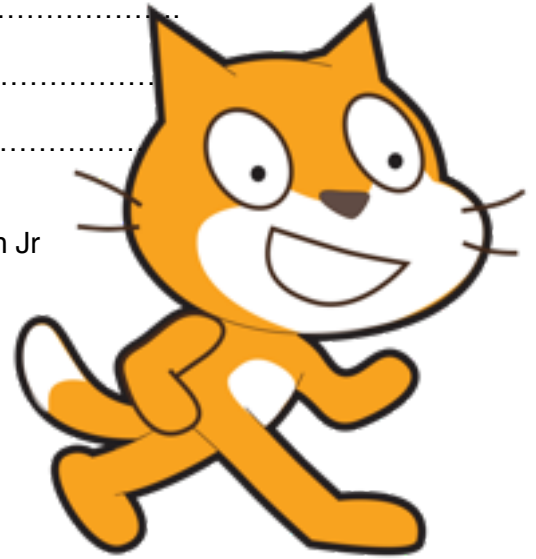**School:** ……………………………………

Date: …………………………………….

Class size: ………………………………

Year group: ……………………………

Application used: Scratch Jr

Resources: 15 ipad minis,

interactive whiteboard

Topic: CODING - Loops and Collisions

Overview:

Using skills learned so far, the students will be creating their own animated story using code blocks. Key elements that they will include:

1. Importing themselves as characters
2. Movement
3. Recording sounds and using them in the code
4. Changing scene
5. Messages and triggers
6. Collisions

Week 4

Learning Objective/s:

1. To reinforce the various learning objectives covered so far.

2. To be able to add multiple scenes to their programs

Learning Outcome:

Students will have coded a longer and elaborate story using all the skills they have learned so far.

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LESSON OUTLINE

Starter input/activity (10 mins)

With the teachers iPad playing through the interactive whiteboard, the teacher is to recap briefly on all the skills covered and show the children how to add new scenes.

Activity - Create a coded story (extended into next lesson)

Children to code a new story (extended project) using all the skills they have learned so far (listed above)..multiple scenes must be employed.

Plenary/Reinforcement (5-10 mins at the end)

Were there any problems. Do any of the children have specific questions about what they have done. Teacher to go over what has been learned. If possible it would be a good idea at this stage to show a couple of good projects from the class and talk about how they were done.

It is important to gauge the level of learning that has taken place across the whole class and so to that end it is often appropriate to have a show of hands for each learning objective. Pupils can show 1 to 5 fingers indicating how well they feel they grasped each concept or learning objective. Alternatively, you can use a simple sketch app to turn the iPad into a mini whiteboard that they can hold up with a number drawn on.

Differentiation and Extension

Differentiation is usually by outcome here… More able students will have explored the capabilities of Scratch in greater depth.

It might be a good idea to pair a bright child with a not so able child for this exercise so that the slower children are brought along and kept on track. The slower children will be able to adopt a more 'physical' role, moving the characters etc under instruction from their partner.

National Curriculum:

1. **Coding/ICT**

2. **Problem solving**

3. **Literacy/Numeracy**