What I Need to Know: Y3 Computing: Programming A – Sequencing Sounds

We nurture the curiosity to learn, the courage to lead and the compassion to care.

In this unit we are learning to programme using Scratch. We will learn to select motion, sound and event blocks to create a program. In our final task we will make a representation of a piano.

Create, Communicate & Evaluate	
Make a musical instrument in Scratch	
Question, Reason, Discuss & Explain	
Explain that objects in my Scratch project have attributes and will respond exactly to the code	
Identify and name objects I will need for a project	
Discuss and decide on actions for each sprite in a program	
I can relate a task description to a design	
Know & Do	
• Identify objects in a Scratch project e.g. sprites and backdrops • Know that commands in Scratch are represented in blocks	
• Create a program following a design • Identify that each sprite is controlled by the commands I choose	
• Create a sequence of connected commands • Start a program in different ways	
Combine sound commands and order notes into a sequence	
Copy code from one sprite to another	
Run and test a program and debug if needed	

Vocabulary I need to know…
Scratch, programming, blocks, commands, code, sprite, costume, stage, backdrop, motion, turn, point in direction, go to, glide, event, task, design, code, run the code, order, note, chord, algorithm, bug, debug

Opportunities to support English and maths
Make links to algorithms in English – e.g. need to start with capital letter, sentences to have a subject and a verb. Order to complete maths tasks, e.g. column addition and subtraction

Curriculum Links and Enrichment Activities
• Understand algorithms in everyday life e.g. daily routines, lesson activities follow simple sequences, pedestrian crossings etc