

What I need to know: Y3 – Programming using Scratch

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

Name:

Class:

For the next 5 weeks we are learning about programming and creating sequences to make music.

What I will	✓	Start	End
Identify objects in a Scratch project.		<input type="radio"/>	<input type="radio"/>
Recognise that commands in Scratch are represented as blocks		<input type="radio"/>	<input type="radio"/>
Create a sequence of commands for a sprite		<input type="radio"/>	<input type="radio"/>
Implement an algorithm as code			
Change appearance of my project		<input type="radio"/>	<input type="radio"/>
Describe actions sprites in my program.		<input type="radio"/>	<input type="radio"/>
Start and stop a sequence in a variety of ways		<input type="radio"/>	<input type="radio"/>

Skills I may use...	
Remember: name, identify, describe	Analyse: investigate, infer, select, clarify
Understand: predict, recall, interpret	Create: plan, design, construct
Apply: use, show, relate, demonstrate	Evaluate: compare, assess, judge

Vocabulary I need to know...		
1. I have heard the word, but I don't know what it means	2. I understand what the word means	3. I can explain what the word means and give other examples
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
<ul style="list-style-type: none"> Sequences and repeating patterns in maths Reasoning and explaining input and output in maths

Curriculum Links and Enrichment Activities
<ul style="list-style-type: none"> Music – creating motifs in musical sequences