

Computing

Programming A – Sequencing Sounds

Year 3

Spring 1

## Key Knowledge

To explore a new programming environment

- I can identify the objects in a Scratch project (sprites, backdrops)
- I can explain that objects in Scratch have attributes (linked to)
- I can recognise that commands in Scratch are represented as blocks

To identify that commands have an outcome

- I can identify that each sprite is controlled by the commands I choose
- I can choose a word which describes an on-screen action for my plan
- I can create a program following a design

To explain that a program has a start

- 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 code

To recognise that a sequence of commands can have an order

- I can explain what a sequence is
- I can combine sound commands
- I can order notes into a sequence

To change the appearance of my project

- 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

To create a project from a task description

- I can identify and name the objects I will need for a project
- I can relate a task description to a design
- I can implement my algorithm as code

## Possible experiences

- Create your own scratch project and get used to the different blocks by following this link; [scratch.mit.edu](https://scratch.mit.edu)
- Use a different coding platform to apply your algorithm knowledge e.g. [Learn \(hourofcode.com\)](https://www.hourofcode.com) (choose beginner and get an adult to help you choose which game)
- Design your own sprite character! Write an explanation to describe what game you could use your sprite for.

## Statutory requirements

- Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

## Key vocabulary

### Spelling

### Definition

#### Scratch

Scratch is the world's largest coding community for children and a **coding** language with a simple visual interface that allows young people to create digital stories, games, and animations.

#### Coding

The set of **instructions** we create to communicate with computers.

#### Command

Similar to an instruction, a command is given by the user to the computer, telling it to do something.

#### Sprite

A **character** that your scratch code controls.

#### Algorithm

An algorithm is a **list of rules** to follow in order to solve a problem. Algorithms need to have their steps in the right order.

## This is Scratch

Programming blocks

Programming area

Stage with sprite

