Year 3: Creating an animation

WALT	Core Knowledge	Activities for Learning	Key Vocabulary	Assessment focus/ questions
This half term the children will be using Scratch to create their own animations. They will be creating a conversation between three sprites. Week 1 focuses on E-safety (see separate plan) after that each week the children will be learning a new scratch command to add to their animation. Saving their animation is quite fiddly to do. An alternative would be to remake what they did the week before then adding in the new command. This will also help them to recap and become more secure with their knowledge. Dependent on how long your school allocates for computing you may need to do some of these lessons over two sessions if so and you find you are struggling to fit in the content I suggest you drop lesson 5 the sound lesson.				
Lesson 2 **WALT: write and debug a simple conversation in Scratch that uses the wait command.**	Scratch is a website where you can create your own code to make games and animations. When you create an animation you want the characters to speak to each other. It is important to note that just like in a real conversation they cannot both speak at the same time so the wait command is used to create the delay between one speaking and then waiting for the other to finish. Your sprites need to be facing each other in order to have a conversation.	**Starter** Get children to have a go at the quiz questions. Show children how the lesson fits into the wider sequence of learning and what it progresses onto. Ensure children have set up a folder to save their work into. Show the children the video explaining what Scratch is how it works and what they will be creating by the end of the term. Refer to the knowledge organiser whilst the video is playing to emphasise the key Scratch terminology.	Sprite Stage Coding Area Animation Wait command Debug	What is an animation? What does the wait command do? What does debugging mean?

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		Main Teaching Show the children how to access Scratch on their Chromebook. Model how to add two sprites to their animation. **It is important to show them how to move their sprites so they face each other when talking.** Use the direction keys just below the stage for this. Ask the children to have a go at this. Explain what the wait command does, model where to find this in Scratch. Model how to use the wait code with Sprite 1. Then share the code on the slide with them so they can have a go. Do the same with Sprite 2. *The children may wish to make their conversation a knock knock joke, if so share the sheet with these on which they can copy.* Once the children have had a go and a child appears to have a problem stop the class and explain to them that trying to fix it is called **debugging**. Challenge: can they change the wait time. **Plenary:** Ensure children save their scratch file.		

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Lesson 3 **WALT: write and debug a conversation in Scratch using the show and hide command.**	Children understand the importance of the hide and show command. They understand it allows the sprite to appear and disappear at specified times. They can select an appropriate point in their code to use this action for their animation to make sense and flow nicely.	**Starter:** Get children to have a go at the quiz questions, discuss the answers. Ensure children have logged on, loaded Scratch and loaded their scratch file from the previous lesson. **Main Teaching:** Recap what you did last lesson. Introduce the show and hide command, explain what it does. Model how to add a third sprite in Sprite and how to add the hide and show command to the code. Children to recreate their code from last time, you may wish to have them do this part with you if you are short on time. Just make sure the new command hide and show they add in themselves as this is the lessons focus. Ensure children save their scratch file. **Plenary:** Children to complete the quiz and share answers.	Hide and show Looks control block Code	What is the hide and show command? Can you use the hide and show command more than once?

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Lesson 4 **WALT: write and debug an animation using the glide command in Scratch**	Children understand the importance of the glide command and that it allows the sprites to be able to move across the stage. They understand there are different glide commands. One moves them there straight away and one moves them there in the amount of time specified.	**Starter:** Children to answer quiz, discuss answers. Ensure children have logged on, loaded Scratch and loaded their scratch file from the previous lesson. **Main teaching** Recap learning from previous weeks. Explain what the glide command is. Emphasise the difference in the two types of glide command we will be using. Explain what x and y co-ordinates are. Model how to add the glide command into your code on Sprite 3. Children to recreate their code from last time, you may wish to have them do this part with you if you are short on time. Then children to have a go at adding the glide command in to Sprite 3. Challenge: can they use the glide command on Sprite 1 or 2. Remind them if they are having problems to **debug** their code. Share the correct code with the glide command added in at the end of the lesson unless the children are really struggling and need this beforehand.	Glide X and y co-ordinates Motion control block Debug	What does a glide command do? Why are x and y coordinates? What type of code block can the glide command be found in?

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		Ensure children save their scratch file. **Plenary:** Complete the quiz and share answers.		
Lesson 5 **WALT: write and debug an animation in Scratch that uses sound commands.**	Children understand how to add sound to an animation in scratch. They know how to access the different range of sound from the sound library. They can explain the difference between the two sound commands, that one will play until it is finished and not allow the program to move on, whilst the other will play while the rest of the program continues.	**Starter:** Children to answer quiz, discuss answers. Ensure children have logged on, loaded Scratch and loaded their scratch file from the previous lesson. **Main task:** Recap learning from previous weeks. Explain how the sounds command works and show them how to select a sound from the library. Emphasise the difference in the two sound commands. Model how to add the sound commands in to the code of Sprite 3. Children to recreate their code from last time, you may wish to have them do this part with you if you are short on time. Then children to have a go at adding sounds in to Sprite 3. Share the correct code with the sound added in on the board at the end of the	Sound Sound library	Where do you get the sounds from in Scratch? What is the difference between 'play until done' and the 'start sound' commands?

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		lesson unless the children are really struggling and need this beforehand. Challenge: Try and use both sound commands Ensure children save their scratch file. **Plenary** Answer quiz questions and discuss answers.		
Lesson 6 **WALT: assess Scratch animations and suggest a WWW and EBI based on our learning.**		Starter - chn to **load their final version of presentation.** Discuss what they have learnt over the block of lessons so far. You could show snippets of the video clip to remind chn. Chn leave a white board by their chromebook and walk around the room and play each others animations. Chn to leave a WWW (what went well) comment linked to the learning.		

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		Then repeat the exercise and complete an EBI (even better if)/next step comment linked to the learning. You may wish to use this lesson to also share some great examples or to give chn time to respond to their feedback.		