

Computing	Programming A – Sequencing Sounds	Year 3	Spring Term
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Key Knowledge	
To explore a new programming environment	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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
- 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
<ul style="list-style-type: none"> 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.

