

# Summer Term, Year 3, Computing, Scratch

| Subject specific Vocabulary |                                                                                    | Images/Diagrams/Maps                                                                                                                                                 | Important Knowledge                                                                                                                                                    |
|-----------------------------|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code                        | a set of instructions that tells something what to do.                             |                                                                                    | <p>Decomposition is the process of breaking down a task or problem into smaller parts.</p> <p>Breaking down a problem into smaller parts makes it easier to solve.</p> |
| Programme                   | a plan of instructions or a show made for people to watch.                         |                                                                                                                                                                      |                                                                                                                                                                        |
| Loop                        | to do the same instruction many times                                              |                                                                                                                                                                      |                                                                                                                                                                        |
| Categories                  | groups of things that belong together because they are similar.                    |                                                                                                                                                                      |                                                                                                                                                                        |
| Algorithms                  | a list of steps to follow in the correct order to solve a problem or do something. |                                                                                                                                                                      |                                                                                                                                                                        |
|                             |                                                                                    | Writing/Provision/<br>Enrichment opportunities                                                                                                                       |                                                                                                                                                                        |
|                             |                                                                                    | <p>Instructional writing</p> <p>Story writing – what animation have you created, what is the story behind it</p> <p>Link the story to History or Geography topic</p> |                                                                                                                                                                        |
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| Presentation | Assessment                               |                                                                                                                                                               |                                                                                                                          |
|--------------|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| 1            | To explore a programming application.    | Explaining what happened when they added certain blocks; suggesting how the block colour could help them predict the actions.                                 | Explaining a wider range of blocks from different groups.                                                                |
| 2            | To use repetition (a loop) in a program. | Explaining what a loop is; explaining the role of a loop in a program; including a loop in a program.                                                         | Recognising how the project can be made clearer by adding visual clues to sprites.                                       |
| 3            | To program an animation                  | Suggesting which blocks are used and to create what effect; suggesting possible additions to an existing program; choosing blocks to create specific effects. | Using less common blocks, such as 'sensing'; improving their code without further support and with greater independence. |
| 4<br>5       | To program a story.                      | Suggesting what blocks/features have been used; recognising where something on screen is controlled by code; using a systematic approach to finding bugs.     | Adding more instructions at each stage (e.g. sound effects); controlling more sprites.                                   |