Brough Primary School – Curriculum Intention Plan 2021 - 2022

Subject: Computing **Year Group:** Year 6	**Area of learning:** Scratch Animated Stories (Twinkl Y6)

Links to previous work/Remember when	Scratch Junior in Year 2 and 4	
Term	**Year**	**Key Skills to be taught**
Spring 1 2022 What the children should know at the end of this series of lessons	Y6	This unit builds on the previous unit in Year 5 (Scratch: Developing Games) as well as prior units introducing Scratch in Year 2 and Year 4. The unit is designed to help children in continuing to develop their skills in writing their own algorithms as well as editing and debugging existing codes. New skills are introduced to structure code and animate characters and scenes, gradually building to create a short animated story.

Vocabulary
design, write, debug, algorithms, animations, coding, backdrop, scenes, plot, sequence, audio, code

Sequence of learning	Objectives and suggested details provided by the subject leader.
1	**Animate a Scene** 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. Children are provided with a single backdrop and main characters for a story scene (inside a castle). The task is to use coding to create suitable animations to fit the setting.

	• I can create appropriate animations for a story scene.
2	**Broadcast a Message** Children are provided with a single backdrop and main characters for a story scene (inside a castle). The task is to use coding to create suitable animations to fit the setting. • I can structure and control the timing of events.
3	**Show and Hide** Children continue to develop their animation code by using the 'show' and 'hide' blocks, enabling sprites to only become visible in the scene when required. • I can control when objects need to be visible.
4	**Sequence a Story** Children add further scenes and plot to their story to create a sequence of events with a beginning and ending. • I can sequence events to create a story narrative.
5	**Adding Audio** Children record and insert speech for characters to enhance their existing story projects. • I can add voice sounds to enhance an animated story.
6	**Getting Interactive** Children add extra functionality to existing code with interactive objects or characters, which can be triggered by

	a key press.
	• I can add interactive user features to a scene or story.

Learning Outcome/product

Select appropriate characters to match a
scene.
Animate characters with movement and
speech in a story scene.
Use broadcast and receive blocks correctly in
code.
Use show and hide blocks correctly in code.

Assessment records	List only those children who have not achieved the expected outcomes

End of unit assessment question

What is an algorithm?

What does debug mean?