Brough Primary School – Curriculum Intention Plan 2023 - 2024

Subject: Computing Year Group: Year 5/6		Area of learning: Scratch Animation Stories (Twinkl)
Links to previous work/Remember when	Planning an animated story and selecting appropriate sprites and backdrops. Ordering a series of backdrops to create a story narrative. Recording a sound to enhance an animated story (Y3/4 Scratch units)	
Term	**Year 5/6**	**Key Skills to be taught**
Spring 1 2024 (Cycle B) What the children should know at the end of this series of lessons		This unit Coding with Scratch: Animated Stories is designed to help children to continue developing 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
Algorithms, animation, coding, control, debug, iteration, looks, motion, project, repeat, sound, deconstruct, event, hide, invisible, receive, repeat, sequence, show, transition, wait

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	**Animating a scene -** **Learning Objective:** To create appropriate animations. **Key Knowledge:** Select appropriate sprites to fit within a scene. Use costume changes for a motion effect. Use a repeat command to create gradual movement. Use a succession of glide commands.	**Recap –** Talk to the children about visual block based coding and text-based coding. Use the Lesson Presentation to introduce the project to the children. Show the children the initial scene (sprites and backdrop) in the Lesson 1 (Pupil Starter) Scratch project. Ask how the scene could be animated if it was part of a haunted castle story. What creatures or objects might be expected? Allow the opportunity to discuss as a class, write down and feedback ideas (e.g. bat, skeleton, ghost). Explain to the children that they will be able to open this project and change it to add their own ideas.
2	**Broadcast a message**	**Recap –**

	Learning Objective: To structure and control the timing of events. **Key Knowledge:** Use the broadcast message block. Use the receive broadcast block. Combine broadcasts in code to sequence actions	Can you remember the project you started in the last lesson? Children will have created and saved the code for an animated scene in the previous lesson. The children will need to be able to retrieve their saved file in order to continue with their project. Use the Lesson Presentation to demonstrate how the broadcast and receive message blocks work for the sprites. The first sprite (the Bat) is animated when the green flag is clicked, it then broadcasts a message when it is done. The second sprite (the Skeleton) only starts when receiving the message, then broadcasts its own message when finished, for the Knight to receive. Then, using the Lesson Presentation, explain that the same broadcast message can be used to trigger more than one action or sprite. Can the children identify in which block category the broadcast and receive are found? Also, explain that if a character should be facing the opposite way to start with, it can be selected in the Sprite Pane and reflected horizontally.
3	**Show and Hide** **Learning Objective:** To control when sprites are visible. **Key Knowledge:** Locate and insert the show and hide blocks into an algorithm. Locate the correct place for a sprite to appear visible. Make a sprite invisible when it is not active in the code.	**Recap** – Use the Lesson Presentation to recap what children learnt in the last lesson. Present the children with the break the code challenge. Children can use whiteboards to break the code. Reveal to the children the answers: broadcast and receive. Using the Lesson Presentation, ask the children to open up their previously saved project. Using the differentiated Show and Hide Activity Sheet, can the children correctly use the show and hide blocks to control the visibility of sprites? Can the children explain why the hide and show blocks are useful in coding? Use the corresponding slides of the Lesson Presentation to introduce the second part of the lesson, which introduces another use for the show and hide blocks. Look at the next stage of the project in Lesson 3 (New Backdrop) to explore how the show and hide blocks have been used alongside the switch backdrop block to change the backdrop. Discuss the other amendments required to make the project work properly with a second backdrop, working towards the idea of animating a longer story rather than just one

		scene. Deconstruct the code in the example Scratch project (look at what new blocks have been inserted and what changes have been made). This includes a new sprite (Arrow1), a new code to switch backdrops, a new code to broadcast a send Bat message and a speaking code for the sprites Dee and Abby.
4	**Planning a story** **Learning Objective:** To plan a sequence of events to create a story narrative. **Key Knowledge:** Plan an animated story by selecting appropriate sprites and backdrops. Plan the sequence of an animated story using timings. Plan an algorithm to make sprites and backdrops work in a sequence.	**Recap** – Use the Lesson Presentation to ask the children if they can remember what the arrow and blocks were used for so far in the story. Review the answers using the presentation. Use the corresponding slides of the Lesson Presentation to introduce the task. Using the differentiated Animated Story Planning Activity Booklet, children work in pairs to plan their ideas for the next scenes. When children are planning their scenes, ensure that children have access to Scratch and that they choose sprites and backdrops that are available within the Scratch library.
5	**Sequence a story** **Learning Objective:** To sequence events to create a story narrative. **Key Knowledge:** Order a series of backdrop settings. Narrate events with the required timing. Use algorithms on sprites and backdrops to create a story.	**Recap** – Use the Lesson Presentation, present the children with the key vocabulary match-up definition task. Then, ask the children to discuss how these keywords fit into their Haunted Castle Story. Use the Lesson Presentation to introduce the task. Ask the children to open up their Haunted Castle project. Whilst waiting for the Haunted Castle project to load, explain to the children that they are going to use their Animated Story Planning Activity Booklet from the previous lesson and the Sequence a Story Activity Sheet to turn their ideas into algorithms to extend their haunted castle story.

Learning Outcome/product
Children can select appropriate sprites to fit within a scene and use costume changes for motion effect. • Children can use the broadcast message and receive block to structure and control the timing of events. • Children can insert the show and hide block into a

algorithm and locate the correct place to make a sprite appear visible. • Children can select appropriate sprites and backdrops and plan a sequence of an animated story using timings. • Children can order a series of backdrops to create a story narrative and narrate events with required timings. • Children can record a sound to enhance an animated story and insert blocks to play the recorded sounds.

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