# Pinner Wood School

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| **Year Group** | 1 | **Term 1** | Spring 1 | **Subject** | Computing | **Topic** | Animations in Scratch |
| | | | | | | **Online Safety** | Online safety: To understand how to communicate safely online. |
| | | | | | | **Key Question** | How can you use scratch to make an animation? |
| **Prior Learning and other Curriculum Links** | EYFS<br><br>This year in Autumn 1 the children have begun to understand what an algorithm is and how to debug one using scratch. | | | | | **Target Tracker statements (Skills)** | <u>Computational thinking:</u><br>● I understand what algorithms are<br>● I know how to write simple algorithms<br>● I understand the sequence of algorithms is important<br>● I know how to debug simple algorithms<br><br><u>Coding/Programming:</u><br>● I know how to create a simple program on a digital device e.g. Bee Bot or tablet<br>● I know how to use sequence in programs<br>● I know how to locate and fix bugs in my program |
| **Fundamentals** | To create an animation using scratch.<br>**<u>Online Safety:</u>** To know how to communicate safely online<br>**<u>Computational Thinking:</u>** To explain and create a simple algorithm.<br>**<u>Coding and Programming:</u>**<br>To locate and fix bugs in a program. | | | | | **Key Facts/Sticky Knowledge** | An animation the process of giving the illusion of movement to drawings<br>A sprite is a computer graphic which may be moved on-screen and otherwise manipulated as a single entity.<br>A bug is a problem in the code<br>A algorithm is a set of instructions given to a computer<br>A sequence is the order of the algorithm<br>A code is a program with instructions |

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| **Our Curriculum Journey** | **Journey:**<br>D - Design: Pupils start to discuss the desired outcome for their project and are given time to tinker with the ScratchJr before planning what they will do to achieve their outcome. They will have the opportunity to explore giving a sprite algorithms to make it move and speak.<br><br>A - Apply: Pupils are given the opportunity to create their animation using their design. Once pupils have created their animations they will be looking for bugs in their codes, they will then try and debug them.<br><br>R - Refine: Pupils spend time considering ways to modify and improve their projects to get the best results possible. The children will be encouraged to create appropriate animations with relevant backgrounds, designs and sprites.<br><br>E – Evaluate: Upon completing their desired outcome, pupils are given the opportunity to reflect and consider how effectively they have achieved their goal. They will first use their oracy skills to discuss the bugs in their code and think about what went well and how they would change/improve things if they were to complete this project again.<br><br>S - Share: The children will have the opportunity to share their work by uploading it to Seesaw. | | |
| **Key Vocabulary (revisited)** | Ipad, screen, Algorithm, sequence, precise, Digital, program, follow, code, bugs, fix, order,Sprite | **Key Vocabulary (new)** | Animation |