



## Programming – Sequencing Sounds

Key Question / What will I learn by the end?

**Lesson 1 – Introduction to scratch**

**Lesson 2 – Programming sprites**

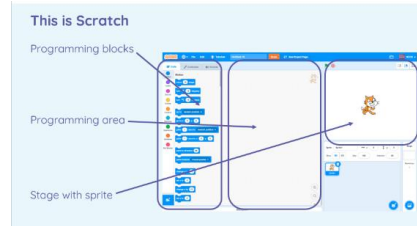
**Lesson 3 – Sequences**

**Lesson 4 – Ordering commands**

**Lesson 5 – Looking good**

**Lesson 6 – Making an instrument**

### Visual Representations



### Concept Links/Prior Knowledge

- **Year 2** - To know that when a computer is doing something, it is following instructions called 'code'. Know and recognise which photos have been changed. To know that there are different forms of digital content, i.e. text, image, video and audio. To know that we can use different types of media to convey information, e.g. text, image, audio, video.

### Cross-curricular Links

Links to our topic 'Heroes and Villains' – Making our storyboard based on the Greek myths that we have been reading in English or based on our history, the Iron age.

### Sticky Learning

### Vocabulary (incl. equipment)

#### New Knowledge

- Know why we have strong passwords and manage them so they remain confidential
- Know that they must follow a set of instructions accurately for a code to be successful
- Know that users can develop their own programs, and can demonstrate this by creating a simple program in an environment that does not rely on text.

#### New Skills

- To draw a square, rectangle and other regular shapes on screen, using commands. To be able to write more complex programs.
- Create simple sequences and debug them successfully.

#### Previous

Programming  
Creating media  
software  
Save  
Keyboard  
Mouse  
Computer  
Desktop

#### New

Coding  
Commands  
Sequence  
Instructions

### Computer Safety

Children to be aware of what websites they are using and only use appropriate search engines like 'Kiddle'.