

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Computing – Programming – Sequence in Music	Year: LKS2 – Year A – Autumn
NC/PoS: <ul style="list-style-type: none">• 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• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	
Prior Learning (what pupils already know and can do) Understanding giving and following instructions, using floor robots to create and debug programs, creating a sequence of commands to follow a routed, using Scratch Jnr to create a program using blocks,	
End Points (what pupils MUST know and remember) <ul style="list-style-type: none">• To identify that commands have an outcome• To explain that a program has a start• To recognise that a sequence of commands can have an order	
Key Vocabulary Scratch, programming, sprites, command, blocks, music, motion,	
Recommended Resources: https://tinyurl.com/LKS2-SequenceInMusic	
<i>Unplugged activities provide possible opportunities for the children to record.</i>	
Session 1: Moving Sprites Using the recommended resources, children should be able to answer these questions: What is the purpose of Scratch and what can we do within this piece of software? How do we create a program? What blocks are needed to move sprites? How do we create programs for two different sprites? Vocabulary: sprite, program, blocks, code	
Session 2: Ordering Commands Using the recommended resources, children should be able to answer these questions: What is an event block? How can they be used in our programs? Where will the event block be placed within our sequence? Once our program has started, what else could we make the sprite do? If we changed the order of the blocks, would the outcome change? <i>Unplugged activity – children to be given a simple program and state what the sprite will do.</i> Vocabulary: event block, program, sequence, command,	
Session 3: Making Music Using the recommended resources, children should be able to answer these questions:	

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What blocks are needed to add sound to our program? Are we able to combine motion blocks with sound blocks? How can we change the appearance of the sprite? Can we add a background to create a stage? Can we copy blocks to have multiple sprites doing the same movements/sounds?

Unplugged activity – once children have created their music scene, take a screenshot of the scene and program, children to annotate and evaluate

Vocabulary: sound, motion,

Future learning this content supports:

The content of this unit will support other units on developing programmes and coding.