

How can I move my Sprite?

**Computing**  
**Computer Science – Scratch**  
**jr**

**Teaching focus:** Scratch Jr

**Learning Lens:** Computer programming

**Class:** Year 2

**Previous Knowledge**

Bee-bots (Y1/ r)

**Key skills pupils will use in this topic:**

I understand programs execute by following precise and unambiguous instructions  
I can create programs on a variety of digital devices  
I can debug programs of increasing complexity  
I can use logical reasoning to predict the outcome of simple programs

**Project Hook or ‘Wow’ memory**

**Learning Steps**

**Key Knowledge(answers)**

**What is Scratch Jr?**

Understand the basic directions within the app such as home, background and change character

**How can I change the size of my sprite?**

Grow and shrink blocks will change the size.  
You can grow and shrink on bump or on tap.  
Different start blocks will change when things happen.

**Can I make my sprite move faster?**

Know that code should have a start and end or ‘run forever’  
Know that the orange ‘run’ block means move faster  
Know that you can debug and edit code

**Can my sprite move in all directions?**

There are blocks to move in all directions.  
Can use Repeat block to do something more than once and repeat forever for it to move forever.

**What else can I make a sprite do?**

You can add speech bubbles, recordings and sound clips to your sprite

**How can I predict what code will make my sprite do?**

Reading code means you can predict what they will do  
Can use what we know to find problems and debug code

**Key vocabulary**

**code**

Computer sentences which make things happen

**debug**

Finding and fixing problems in programmes

**sprite**

Character or object controlled by coding on Scratch jr

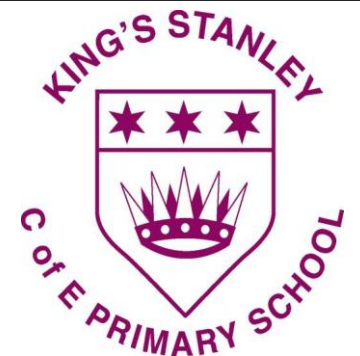
**block**

Pieces that join together to make code and programme objects.

**Final Written Outcome**

**Final outcome**

Create a moving sprite using working code which has been de-bugged.



## Lesson 1 – what is a landscape?

Look at landscapes from famous artists.

What do you like? What don't you like?

Can you see anything that are the same? Anything that isn't the same?

## Lesson 2 \_

Look at art made with a variety of tools.

Discuss how they make different effects.

Children to test them. What do they notice? What do they like or not like?

## Lesson 3 –

How does what I draw on change the effect?

The children will have a go at finding texture across the school.

How can I make observational drawings?

Talk about drawing what you can see and the shapes in the objects that you can see within those objects. Show the children making light and dark with pencil

Look around the school and make observational sketches of the buildings and the trees. What do they notice? Was it easy or hard?

Final piece:

Plan a famous landmark drawing

Choose a landmark and look for the shapes in it

Choose textures to use in it.

Sketch to create light and dark/ use pastels/ felt tips/ colours to create colour