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| Lesson 1 | |  | Teach/Key Questions | **Children’s Tasks/ Activities** | **Plenary** |
| Objective(s) | Success Criteria | Starter |  |  |  |
| L.O. To begin to understand algorithms. | Create this with the children. | We have a problem!!  The owl and the pussycat’s boat has got a hole in it. We are going to have to build a new one that can travel across the water!  Show examples of different boats, materials. Which ones work well, why? Can we use any of this in our design?  As a class discuss steps to success e.g. what will the boat need to be like? Waterproof, hold weight, move through water. | | Children to work in mixed ability groups to create their own boat and instructions. | Test the boats. |

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| Lesson 2 | |  | Teach/Key Questions | **Children’s Tasks/ Activities** | **Plenary** |
| Objective(s) | Success Criteria | Starter |  |  |  |
| L.O. To decompose a task. | * Backdrop * Sprites * Instructions | What have we been doing in English? Play scripts – the owl and the pussycat. | Now we have made our boats, we are going to use scratch to pick up the owl and the pussycat.  Show scenario with cat and owl one side and boat the other. How can we get the boat to move to pick up the animals? | **Children to investigate the use of scratch to begin moving objects.**  **With a partner, decompose what needs to be done to solve the problem.** | Share as a class what needs to be included (use as SC for the next lesson). |

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| Lesson 3 onwards | |  | Teach/Key Questions | **Children’s Tasks/ Activities** | **Plenary** |
| Objective(s) | Success Criteria | Starter |  |  |  |
| L.O. To use algorithms to solve a problem. |  | Who can remember the problem that we were trying to solve? What were we having to do? | Model to children how to create the sprites, and get them to move. | **Children to work with a partner to begin working on their scratch project. Thinking about the context and the problem.**    Extension – the cat and the owl are in different places, can you collect the cat first and then the owl? |  |

