Coding: Scratch Junior	
Knowledge	• Learners will recognize that pressing or tapping a button or switch on a cause-and-effect toy triggers a response, such as sound or light. • Learners will notice that different actions, like pressing or tapping, result in different responses from the toy (e.g., sound, light, or movement). • Learners will understand that when they press or tap a button, something will happen, such as a sound or light activating, and they will show interest in these effects. • Learners will learn to select an app from a choice of two, using symbols to support their decision. • Learners will recognize how tapping the iPad screen opens an app, starting an activity or game. • Learners will understand how tapping the IWB screen triggers images, sounds, or animations, and will respond to these effects. • Learners will select an avatar and background in a digital activity, understanding how these elements affect their creation. • Learners will learn to create a simple sequence of movement by using blue movement blocks to control their avatar's actions. • Learners will recognize how to combine actions such as movement and sound to enhance their digital sequence. • Learners will understand how to edit their sequence by deleting blocks or adjusting elements, such as changing the speed of their avatar or adding new sound effects.
Engagement model	**Exploration:** When presented with a cause-and-effect toy or the IWB, do students reach out to press buttons or touch the screen? Do they react when a sound or visual effect happens after interacting with the toy or IWB? **Realisation:** When interacting with a cause-and-effect toy or the IWB, do students try pressing different buttons or tapping various parts of the screen to see what happens? Do they show excitement or surprise when they successfully trigger a sound, light, or movement and attempt to do it again? **Anticipation:** When the IWB or a cause-and-effect toy is shown, do students vocalize or show interest, anticipating that pressing the button or tapping the screen will create an effect? Do they express excitement when they see the IWB screen change or the toy light up or make a noise? **Persistence:** To what extent do students persist with interacting with the cause-and-effect toy or the IWB after the first few presses or taps? Do they continue experimenting with different actions to see a variety of effects, such as pressing or tapping in different places or at different times? **Initiation:** Can students independently press a button on the cause-and-effect toy or tap the IWB screen to trigger a reaction, such as sound or movement? Do they attempt to adjust their actions, such as tapping harder or in a different location, to achieve different effects?

Computing Curriculum Learning Intentions

Levels	Learning Intentions	Activity ideas	Assessment links
Explorers	• We are learning to press a button or switch on a cause and effect toy to make it activate. • We are learning to notice what happens when we press, tap, or interact with a toy. • We are learning to respond to the sound or light that happens after pressing the button. • We are learning to show interest when the toy makes a noise or lights up. • We are learning to explore how different actions, like pressing or tapping, make the toy work. • We are learning to choose an app to play from a choice of two when presented with symbols. • We are learning to tap the screen to open an app. • We are learning to respond to an adult's prompt by selecting an app. • We are learning to explore the app after choosing it. • We are learning to express a preference for one app over the other using gestures or sounds. • We are learning to tap an icon on the iPad to start a game or activity. • We are learning to look at the screen to follow the app's instructions. • We are learning to tap the IWB screen to make something happen. • We are learning to notice what happens when we tap the IWB screen. • We are learning to respond to images, sounds, or animations that happen after tapping the IWB. • We are learning to tap the IWB screen to activate a sound or movement.	https://www.shinylearning.co.uk/freegames/BalloonBang_Free/ https://www.shinylearning.co.uk/freegames/Fireworks_Free/ https://scratch.mit.edu/studios/25527427/	I can make selections to generate familiar/preferred images I can show that certain actions produce predictable results by communicating intentionally I can use my own communication methods to communicate a choice of equipment.

Discoverers	• We are learning to press the space key to perform an action • We are learning to press the arrow keys to perform an action **Scratch Junior** • We are learning to select an avatar • We are learning to choose a background • We are learning to place a blue movement block to make our avatar move • We are learning to delete blocks by moving them off the • We are learning create a sequence of movement and click on it to see it being played • We are learning to copy a sequence of movement such as right, right, jump, right • We are learning to use the green arrow to see our coding played out • We are learning to add text by clicking on ABC • We are learning to add sound by clicking on the audio tab • We are learning to record sound to be used in a sequence • We are learning to combine movement and sound	Printable block images: https://www.scratchjr.org/pdfs/blocks.pdf https://scratch.mit.edu/studios/4092796/ https://scratch.mit.edu/projects/1055995205	I can make a connection between a control device and information on the screen I can make choices to produce different outcomes I can turn on and operate some IT devices independently I can begin to understand simple directional instructions to operate some IT devices. I can respond to simple 2 key word instruction to control a device I can use hand held, mobile devices with purpose to record or review own work and activities I can use hand held, mobile devices with purpose to record or review work and activities to contribute to a whole group project. I can respond to instructional language relating to operating IT devices I can choose appropriate equipment and software for a familiar activity I can recognise recorded voices and familiar sounds of the environment on playback.

Computing Curriculum Learning Intentions

Adventurers	• We are following instructions to program our avatar • We are learning to choose an avatar, select a background and use the blocks to make them move • We are learning to program multiple characters • We are learning to use slow, fast and medium speeds for our avatars • We are learning to edit the background • We are learning to write a title and change the colour	https://www.scratchjr.org/teach/activities/drive-across-the-city https://www.scratchjr.org/teach/activities/run-a-race https://www.scratchjr.org/teach/activities/sunset https://www.scratchjr.org/teach/activities/moonrise-after-sunset https://www.scratchjr.org/teach/activities/spooky-forest	I can use IT equipment to communicate and present my ideas. I can load a resource and make a choice from it I can follow a sequence of directions to programme a piece of equipment I can communicate with an adult when something is not working properly. I can follow a sequence of instructions in order to fix a problem I can understand what algorithms are and how they are implemented as programs on digital devices I can understand that programs execute by following precise and unambiguous instructions I can create and debug simple programs I can use logical reasoning to predict the behaviour of simple programmes.