Make a Game in Scratch
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Exemplar Materials
The answers to the formative quiz are all available at the end of this document. I have also included 8 example projects with my original comments to the students. These can be found at: http://scratch.mit.edu/studios/528295/

Examples 1, 4 and 5 were typical of what students were producing. I was very impressed by example 6, because she was a child who needed a lot of learning support and this was a real breakthrough for her. Example 2 showed quite an original game and he was also an EAL child. Example 3 showed a huge amount of determination to make the game that they wanted to play and lot of tenacity to make their code work. Examples 7 & 8 were better examples than I have seen in students studying for their GCSEs (15 & 16 year olds), they must have spent many extra hours making their games.

We did not set any homework, but many students worked on them from home voluntarily. We lost one week, because of the Coup and SATS, but if anything children spent more time on these projects than they would otherwise have been able to.
Make a Game in Scratch

Unit 5 Make a Game

Essential Question: Why is learning to code important?

In this unit students learn to create a game using the visual programming language Scratch. This is a new unit and their first time coding, so we will need to take them from the very beginning of the process.

Term 3 Reporting Questions (Rubric Based)
These are the questions that are reported to parents based on “Can I” questions.
- Can I create presentations with a range of media? (Unit 4)
- Can I create simple code independently? (Unit 5)
- Can I analyse data and create information? (Unit 4)
- Can I create an interactive experience? (Unit 5)

Curriculum Integration
Each unit is themed. The theme for this unit is transition, because this is the last unit they do before year 7. The final artefact from this unit was shared with their year 7 Computing teacher. It was fully coordinated with the secondary team to ensure a smooth transition into secondary. (Patana curriculum guide is available at: https://www.patana.ac.th/Documents/PageFlip/KS2/KS2CurriculumGuide/)

About IB Learner Profile Focus
The IB learner profile is a set of learning outcomes. As an IB World School we allocate IB Profile Foci for each lesson. More details can be found at http://www.ibo.org/programmes/profile/ It is quite similar to UK Personal Learning and Thinking Skills.
Make a Game in Scratch

Resources for unit
PowerPoints

<table>
<thead>
<tr>
<th>Introduction PPT</th>
<th>Character Design</th>
<th>Platforms</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Ouch</td>
<td>6 Basic Platformer</td>
<td>Coding Cookbook</td>
</tr>
</tbody>
</table>

All PowerPoint can be found at:
https://drive.google.com/a/patana.ac.th/folderview?id=0B67Phhog-SLpc2EwQXVYNjB4akU&usp=sharing

Screencasts

| Video 1 | Video 2A | Platforms video | Crazy Platforms | Scratch Lives Video |

Screencasts can be found at:
http://www.youtube.com/playlist?list=PLVrrd27oCnp4QoVAehcs9nYEIdnyKCrBN
Make a Game in Scratch

Scratch (Completed Steps)

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Simple Race</td>
<td>Drum Kit</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 4</th>
<th>Step 5</th>
<th>Step 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

These resources can be found at: [http://scratch.mit.edu/studios/523180/](http://scratch.mit.edu/studios/523180/)

Scratch Game (Teaching Resources)

<table>
<thead>
<tr>
<th>Left &amp; right</th>
<th>Movers Demo</th>
<th>2 Player Platformer</th>
<th>Simple Lives</th>
<th>With Extra Features</th>
<th>Stun Gun Code</th>
</tr>
</thead>
</table>

This code can all be found in: [http://scratch.mit.edu/studios/523180/](http://scratch.mit.edu/studios/523180/)
Make a Game in Scratch

Other Resources Used

<table>
<thead>
<tr>
<th>My Game Plan</th>
<th>Debugging exercises</th>
<th>Mapping to new UK KS2Curriculum</th>
</tr>
</thead>
</table>


# Make a Game in Scratch

**Primary ICT Short Term Planning for ICT (Week Starting 21 April 2014)**

<table>
<thead>
<tr>
<th>Lesson Learning Question</th>
<th>Success Checklist (Example)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can I make a platform game in Scratch?</td>
<td>Make a character move right</td>
</tr>
<tr>
<td>Must</td>
<td>Can I use sequential saving to ensure my files are safe?</td>
</tr>
<tr>
<td>Should</td>
<td>Can I create a character who can move in Scratch?</td>
</tr>
<tr>
<td>Could</td>
<td>Can I analyze the code to create a 2 player game?</td>
</tr>
<tr>
<td></td>
<td>Make a 2 player game</td>
</tr>
<tr>
<td></td>
<td>Adjust code</td>
</tr>
<tr>
<td></td>
<td>Test code</td>
</tr>
<tr>
<td></td>
<td><strong>Filename:</strong></td>
</tr>
<tr>
<td></td>
<td>Game1.sb</td>
</tr>
<tr>
<td></td>
<td>Game2.sb</td>
</tr>
</tbody>
</table>

**IB Learner Profile Focus**
Thinkers/Communicators/Knowledgeable/Balanced/Principled/Risk-takers/Open-minded/Inquirers/Reflective/Caring

**Resources**

- **Introduction PPT**
- **Video 1**
- **Step 1**
- **Very Simple Race**
- **Left & right**
- **Step 2**
- **Video 2A**
- **Drum Kit**
# Make a Game in Scratch

## Curriculum Integration:

### Transition

#### Introduction
- Explain to students that today they are going to code a small Platform game.
- There are few important things to note when using ‘Developer’ tools. They crash more often than some other applications and you can’t always undo your mistakes. So it is important to use ‘Sequential saving’ (show Introduction ppt to explain)
- Agree Success Criteria

#### Other Questions
- What is the difference between a Sprite and a costume?
- How do you think you could add an extra character?
- What do you think the next steps are?
- How can the videos be used to help you?
- Why are the colours important in Scratch Blocks?
- Why is it important to save sequentially?

#### Main Activity
- Show students first video tutorial ([http://www.youtube.com/watch?v=iBMdOaPja9E](http://www.youtube.com/watch?v=iBMdOaPja9E))
- Encourage the students to start coding
- Once finished show them the Left & right Scratch demo.

**When necessary:** Call the students back to the carpet to show them the 2nd video. (multiple sessions, as needed) [http://www.youtube.com/watch?v=Ct65Cw6KqeI](http://www.youtube.com/watch?v=Ct65Cw6KqeI)

#### Plenary
Ask students what they think of their first coding experience? Did they enjoy it? Where do they think they can go from here?

#### Lower Differentiation
Students will follow the video’s first steps and make the most basic game.

#### Higher Differentiation
Students can follow steps 1 and 2 and then make a drumkit.

#### Highest Differentiation
Tell them that they don’t need to do the beginners tutorials and that they can move straight into making a 2 player game. All tutorials are available in the Today’s learning folder.

#### Extension Activity
Students can design characters and animate them

#### Notes
Bring them back together. Reflect on the code that they have done. Was it easy? Was it difficult?
Make a Game in Scratch

<table>
<thead>
<tr>
<th>Where they are at? (Last Week)</th>
<th>Individual Class Notes</th>
<th>Individual Class Notes</th>
<th>Individual Class Notes</th>
<th>Individual Class Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What we need to do?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Make a Game in Scratch

**Primary ICT Short Term Planning for ICT (Week Starting 28th April 2013)**

<table>
<thead>
<tr>
<th>Lesson Learning Questions</th>
<th>Essential Question For Unit:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Must</strong> Can I design a Character in Scratch?</td>
<td>How can I make a fun game?</td>
</tr>
<tr>
<td><strong>Should</strong> Can I analyse what would make a good character in Scratch?</td>
<td></td>
</tr>
<tr>
<td><strong>Could</strong> Can I create a complete character in Scratch?</td>
<td></td>
</tr>
</tbody>
</table>

**Filename:** Game 4,5,6 etc

**IB Learner Profile Focus**
Thinkers/Communicators/Knowledgeable/Balanced/Principled/Risk-takers/Open-minded/Inquirers/Reflective/Caring

**Resources**
- Character Design
- My Game Plan
- Movers Demo

(You might also need the screencasts from lesson 1)

**Curriculum Integration:** Transitions

**Introduction**
Ask students what most of these characters have in common. (Buzz Groups) Answers could include: colourful & bright. Strong colours, good contrast etc. Encourage them to use strong colours in Scratch to make their platform game.

**Main Activity**
- Go through slides 4-6
- You might like to show the Movers demo to demonstrate the types of movement available to children
- Fill out the Word file (My Game Plan)
- Make sure that files are checked carefully before they can move on. This is a good opportunity to prevent later problems & formatively assess.
- Then they can design their characters in Scratch. Encourage them to use the Vector Tools
- This is about quality rather than speed.

**Other Questions**
- How can you make your character attractive?
- How will the character move?
- What is the aim of the game?
- What is the story behind this?
- How can I make sure this is suitable for children of all ages?

**Plenary**
Peer review each other’s characters
# Make a Game in Scratch

<table>
<thead>
<tr>
<th>Lower Differentiation</th>
<th>Higher Differentiation</th>
<th>Highest Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide them with help on the code. (In The Teachers 4 students files)</td>
<td>Encourage them to make the code for their character</td>
<td>Start making the game</td>
</tr>
</tbody>
</table>

### Extension Activity
Continue coding

### Notes

<table>
<thead>
<tr>
<th>Where they are at? (Last Week)</th>
<th>Individual Class Notes</th>
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<th>Individual Class Notes</th>
<th>Individual Class Notes</th>
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<tr>
<td>What we need to do?</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Make a Game in Scratch

Primary ICT Short Term Planning for ICT (Week Starting 5 May 2014)
Year 6

<table>
<thead>
<tr>
<th>Lesson Learning Questions</th>
<th>Essential Question For Unit:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Must</strong></td>
<td>How can I make a fun game?</td>
</tr>
<tr>
<td>Must Can I design a character in Scratch?</td>
<td></td>
</tr>
<tr>
<td><strong>Should</strong></td>
<td></td>
</tr>
<tr>
<td>Can I analyse what would make a good character in Scratch?</td>
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<tr>
<td><strong>Could</strong></td>
<td></td>
</tr>
<tr>
<td>Can I create a complete character in Scratch?</td>
<td></td>
</tr>
</tbody>
</table>

**Filename:**
Game 4,5,6 etc

**IB Learner Profile Focus**
Thinkers/Communicators/Knowledgeable/Balanced/Principled/Risk-takers/Open-minded/Inquirers/Reflective/Caring

**Resources**
- Character Design
- My Game Plan
- Left & right (Additional Scaffolding)
- Platforms video (Extension)
- Crazy Platforms (Extension)

**Curriculum Integration:**
Transitions

**Introduction**
- Ask students what they did last week
- Ask about colour for danger & platform.
- Show them where they can find the videos for moving on.

**Main Activity**
Continue activity from last week

**Other Questions**
- How can you make your character attractive?
- How will the character move?
- What is the aim of the game?
- What is the story behind this?
Make a Game in Scratch

- Go through slides 4-6
- Fill out the Word file (My Game Plan)
- Then they can design their characters in Scratch. Encourage them to use the Vector Tools
  This is about quality rather than speed.

Plenary
Peer review each other’s characters

<table>
<thead>
<tr>
<th>Lower Differentiation</th>
<th>Higher Differentiation</th>
<th>Highest Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide them with help on the code. (In The Teachers 4 students files)</td>
<td>Encourage them to make code for their game</td>
<td>Do Crazy Platforms (G&amp;T might be able to manage Crazy Platforms Deluxe)</td>
</tr>
</tbody>
</table>

Extension Activity
Students continue to make their game

Notes

<table>
<thead>
<tr>
<th>Individual Class Notes</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Where they are at?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Last Week)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>What we need to do?</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
# Make a Game in Scratch

## Primary ICT Short Term Planning for ICT (Week Starting 18 May 2014)
### Year 6

<table>
<thead>
<tr>
<th>Lesson Learning Questions</th>
<th>Essential Question For Unit:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Must</strong></td>
<td>Can I use code to make my character move?</td>
</tr>
<tr>
<td><strong>Should</strong></td>
<td>Can I code an interactive game with platforms?</td>
</tr>
<tr>
<td><strong>Could</strong></td>
<td>Can I create my own code to personalize my game?</td>
</tr>
</tbody>
</table>

| **Filename:** | Game 4,5,6 etc |

## IB Learner Profile Focus

- Thinkers/
- Communicators/
- Knowledgeable/
- Balanced/
- Principled/
- Risk-takers/
- Open-minded/
- Inquirers/
- Reflective/
- Caring

## Resources

- **Starter - Debugging exercises**

<table>
<thead>
<tr>
<th>Character Design</th>
<th>My Game Plan</th>
<th>Left &amp; right (Additional Scaffolding)</th>
<th>Platforms (Scaffolding)</th>
<th>5 Ouch (Optional PPT)</th>
<th>6 Basic Platformer (Optional PPT)</th>
</tr>
</thead>
</table>

- **Step 3**
- **Step 4**
- **Step 5**
- **Step 6**
- **2 Player Platformer** (Extension)
Make a Game in Scratch

<table>
<thead>
<tr>
<th>Curriculum Integration:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition</td>
</tr>
</tbody>
</table>

**Introduction**
- Check where students have got to. (We have missed a week)
- Use Mini-whiteboards and ask students to figure out solutions to common problems (debugging) to help them understand the common problems.

**Main Activity**
- Students will be starting at different places, but you may wish to either show the Platforms video or show the code required for platforms.
- Students can then progress independently to finish off designing their game.

**Plenary**
Independence – Ask students how they can be more independent and how they have been resourceful this lesson.

<table>
<thead>
<tr>
<th>Other Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
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</tbody>
</table>

**Other Questions**
- Where can you find the videos?
- What do you think of the scale of your characters?
- Have you tried it in full-screen mode?

**Reflection/Self-Assessment Questions**
- What are your next steps in coding?
- What do you think is wrong with that code?
- What features do you want to add next?

<table>
<thead>
<tr>
<th>Lower Differentiation</th>
<th>Higher Differentiation</th>
<th>Highest Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students use videos to do coding</td>
<td>Students use code cook book to adapt the code for their games</td>
<td>Students independently make their code.</td>
</tr>
</tbody>
</table>

**Extension Activity**
Students add features to their game

**Notes**
Due to the Military Coup in Thailand & SATs we missed a week’s learning. However many children used the Mini site that I constructed for them and rather than miss a lesson of ICT they have actually spent an entire day working on their projects, so do not be surprised if children are much further ahead than you expect. The site is here for your reference: [https://sites.google.com/a/patana.ac.th/scratch-far-east/making-your-first-game](https://sites.google.com/a/patana.ac.th/scratch-far-east/making-your-first-game)
Make a Game in Scratch

<table>
<thead>
<tr>
<th>Where they are at? (Last Week)</th>
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<th>Individual Class Notes</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>What we need to do?</th>
<th>Individual Class Notes</th>
<th>Individual Class Notes</th>
<th>Individual Class Notes</th>
<th>Individual Class Notes</th>
</tr>
</thead>
</table>
Make a Game in Scratch

Primary ICT Short Term Planning for ICT (Week Starting 26th May 2014)
Year 6

Lesson Learning Questions
<table>
<thead>
<tr>
<th>Must</th>
<th>Can I use code to make my character move?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should</td>
<td>Can I code an interactive game with platforms?</td>
</tr>
<tr>
<td>Could</td>
<td>Can I create my own code to personalize my game?</td>
</tr>
</tbody>
</table>

Essential Question For Unit:
How can I make a fun game?

Filename:
Game 4,5,6 etc

IB Learner Profile Focus
Thinkers/Communicators/Knowledgeable/Balanced/Principled/Risk-takers/Open-minded/Inquirers/Reflective/Caring

Resources

Character Design
My Game Plan
Left & right
(Additional Scaffolding)
Platforms
(Scaffolding)
5 Ouch
(Optional PPT)
6 Basic Platformer
(Optional PPT)

Step 3
Step 4
Step 5
Step 6
2 Player Platformer
(Extension)
Coding Cookbook
(Extension)

Curriculum Integration:
Transition

Introduction
Students can continue with their coding.

Other Questions
- Where can you find the videos?
- What do you think of the scale of your characters? (Have you tried it in full-screen mode?)

Main Activity
### Make a Game in Scratch

- Show students the resources. Highlight: Platform video and final pieces of code needed to make a game.
- Draw special attention to the code cookbook
- Remind students of the importance of debugging and that it is important for students to figure out how to code for themselves.

<table>
<thead>
<tr>
<th>Reflection/Self-Assessment Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are your next steps in coding?</td>
</tr>
<tr>
<td>What do you think is wrong with that code?</td>
</tr>
<tr>
<td>What features do you want to add next?</td>
</tr>
</tbody>
</table>

### Plenary
Feedback and feed forward

<table>
<thead>
<tr>
<th>Lower Differentiation (Scaffolding)</th>
<th>Higher Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students use videos to do coding</td>
<td>Students use code cook book to adapt the code for their games. (This provides examples of coding for them to analyse and adapt for their own games)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extension Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students add features to their game</td>
</tr>
</tbody>
</table>

### Notes

<table>
<thead>
<tr>
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</tbody>
</table>

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# Make a Game in Scratch

**Primary ICT Short Term Planning for ICT (Week Starting 2nd June 2014)**

**Year 6**

## Lesson Learning Questions

<table>
<thead>
<tr>
<th>Must</th>
<th>Can I use code to make my character move?</th>
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<tbody>
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**Essential Question For Unit:**

How can I make a fun game?

**Filename:**

Game 4,5,6 etc

## IB Learner Profile Focus

Thinkers/Communicators/Knowledgeable/Balanced/Principled/Risk-takers/Open-minded/Inquirers/Reflective/Caring

## Resources

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</table>

<table>
<thead>
<tr>
<th>Step 3</th>
<th>Step 4</th>
<th>Step 5</th>
<th>Step 6</th>
<th>2 Player Platformer (Extension)</th>
<th>Coding Cookbook (Extension)</th>
<th>Scratch Lives Video (Scaffolding)</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Simple Lives</th>
<th>With Extra Features (Teacher Demo)</th>
<th>Stun Gun Code (Student request)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

### Simple Lives with Extra Features

[Teacher Demo]

[Student request]
**Curriculum Integration:**
Transition

**Introduction**
Demonstrate the With Extra Features Scratch Game. Say what is good about it. What other features could you include? (Use mini whiteboards, what features should you add to your game?)

**Main Activity**
- Show students the Teachers 4 Students folder. Highlight: Platform video, Crazy Platforms and final pieces of code needed to make a game.
- Draw special attention to the code cookbook
- Remind students of the importance of debugging and that it is important for students to figure out how to code for themselves.

**Other Questions**
- Where can you find the videos?
- What do you think of the scale of your characters? (Have you tried it in full-screen mode?)

**Reflection/Self-Assessment Questions**
- What are your next steps in coding?
- What do you think is wrong with that code?
- What features do you want to add next?

**Plenary**
Feedback and feed forward based on what they have said on the mini-whiteboards

**Lower Differentiation (Scaffolding)**
Students use videos to do coding

**Higher Differentiation**
Students use code cookbook to adapt the code for their games

**Highest Differentiation**
Students independently make their code.

**Extension Activity**
Students add features to their game

**Notes**
The CookBook has been updated based on Student feedback (from the quiz) to make it easier to use. It has also been made clearer that you need to make a door to finish the game.

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Make a Game in Scratch

Primary ICT Short Term Planning for ICT (Week Starting 9th June 2014)
Year 6

Lesson Learning Questions

<table>
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<th>Must</th>
<th>Can I use code to make my character move?</th>
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<td>Should</td>
<td>Can I code an interactive game with platforms?</td>
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<tr>
<td>Could</td>
<td>Can I create my own code to personalize my game?</td>
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Essential Question For Unit:
How can I make a fun game? What can I learn from designing a game?

Filename:
Game 4,5,6 etc

IB Learner Profile Focus
Thinkers/Communicators/Knowledgeable/Balanced/Principled/Risk-takers/Open-minded/Inquirers/Reflective/Caring

Resources

Character Design
My Game Plan
Left & right (Additional Scaffolding)
Platforms (Scaffolding)
5 Ouch (Optional PPT)
6 Basic Platformer (Optional PPT)

Step 3
Step 4
Step 5
Step 6
2 Player Platformer (Extension)
Coding Cookbook (Extension)
Scratch Lives Video (Scaffolding)
## Make a Game in Scratch

### Simple Lives

**With Extra Features**
*(Teacher Demo)*

**Stun Gun Code**
*(Student request)*

### Curriculum Integration:

**Transition**

- **Introduction**
  - Show students how to make folders for year 7 & ensure they know how to manage folders.
  - Demonstration folders available

- **Main Activity**
  - Organise folders for year 7 – Put Scratch Game into Computing
  - Finish off Scratch Game

- **Plenary**
  - Feedback & Feedforward

### Other Questions

- Where can you find the videos?
- What do you think of the scale of your characters?
  *(Have you tried it in full-screen mode?)*

### Reflection/Self-Assessment Questions

- What are your next steps in coding?
- What do you think is wrong with that code?
- What features do you want to add next?

### Lower Differentiation (Scaffolding)

- Students use videos to do coding

### Higher Differentiation

- Students use code cook book to adapt the code for their games

### Highest Differentiation

- Students independently make their code.

### Extension Activity

- Students add features to their game

### Notes
## Make a Game in Scratch

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