

INVESTIGATORS (Miss Horton & Mrs Karasava)	08:30 - 08:50	08:50 - 09:20	09:20 - 10:10	10:10 - 10:30	10:30 - 10:45	10:50 - 11:50	11:50 - 12:40	12:40 - 1:05	1:05 - 1:55	1:55 - 2:05	2:05 - 3:00
MON	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	Music (up to 1:30)	<i>BREAK</i>	Science (from 1:30)
TUE	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	<i>BREAK</i>	PE (Downstairs)	<i>LUNCH</i>	Class Novel / Maths Meeting	Maths	<i>BREAK</i>	Computing
WED (NAT)	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	<i>BREAK</i>	PE (Upstairs)	<i>LUNCH</i>	Class Novel / Maths Meeting	Maths	<i>BREAK</i>	Art / DT
THU	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	RE (up to 1:30)	<i>BREAK</i>	Humanities (from 1:30)
FRI	Registration / Challenges	Phonics and Spelling	Literacy	PSHE	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	Golden Book / Reward Playtime (PPA)	<i>BREAK (1:45 - 2:00)</i>	ENRICHMENT (PPA)
PIONEERS (Mrs Pettit & Mrs Karasava)	08:30 - 08:50	08:50 - 09:20	09:20 - 10:10	10:10 - 10:30	10:30 - 10:45	10:50 - 11:50	11:50 - 12:40	12:40 - 1:05	1:05 - 1:55	1:55 - 2:05	2:05 - 3:00
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WED (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	<i>BREAK</i>	PE (Downstairs)	<i>LUNCH</i>	Class Novel / Maths Meeting	Maths	<i>BREAK</i>	Computing
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REGISTRATION

VISUAL TIMETABLE



Morning Challenge



Spelling



Literacy



P.E.



Lunch



Maths



Computing Art



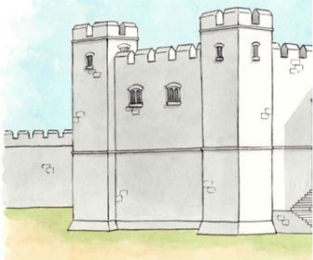
06.05.26

Morning Challenge

LIVING IN A CASTLE

When you think of a castle, you might have stories like King Arthur in mind. You might even think of stories about princesses and dragons. But what were castles really like and who lived and worked in them?

Hundreds of years ago, when these castles were new, lots of people lived in them. The high towers and thick walls kept them safe when there were battles. Today, many castles are ruins and are falling down.



Lords and Ladies

A castle usually belonged to a rich lord. He lived in the castle with his family. His wife was called a lady. Their children had their own garden to play in and lots of servants to do things for them.



Knights

Knights were important men who worked for the lord. They were skilled fighters who kept the land safe from robbers and enemies.



Practice questions

c What is this text about?

Tick **one**.

building a castle

repairing a castle

living in a castle

looking for a castle

d Find and copy the name of the story that people might think of when they think of castles.

8 Who did most castles belong to?

Tick **one**.

jesters

lords

knights

servants

1 mark

9 Find and copy **one** word that shows knights were very good fighters.

1 mark

10 Who did knights protect the land from?

1 mark

What next?

Quiet reading



Lunches

Main: Roast chicken, gravy, stuffing, roast potatoes

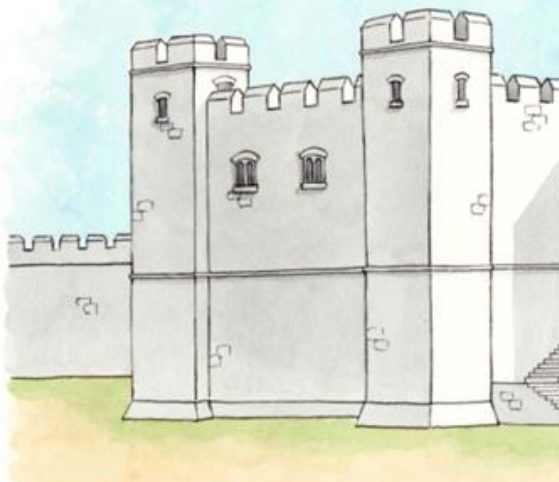
Vegetarian: Quorn grill, gravy, stuffing, roast potatoes

School Packed Lunch: Cheese, ham, tuna or jam

LIVING IN A CASTLE

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SPELLING

Read these words.

action

addition

collection

fraction

question

relation

section

They all end with the **suffix** -tion.

The **suffix** -tion sounds like 'shun'.

'tion' is the most common way to spell this word ending.

Many of the words ending in **-tion** link to other words you may know.

create

The word '**create**' is the action you do. You can create something. It is a verb.

creation

The word '**creation**' is the thing you created. It is a **noun**.

The **root word** can be seen in both words. They are linked in their meaning.

inform

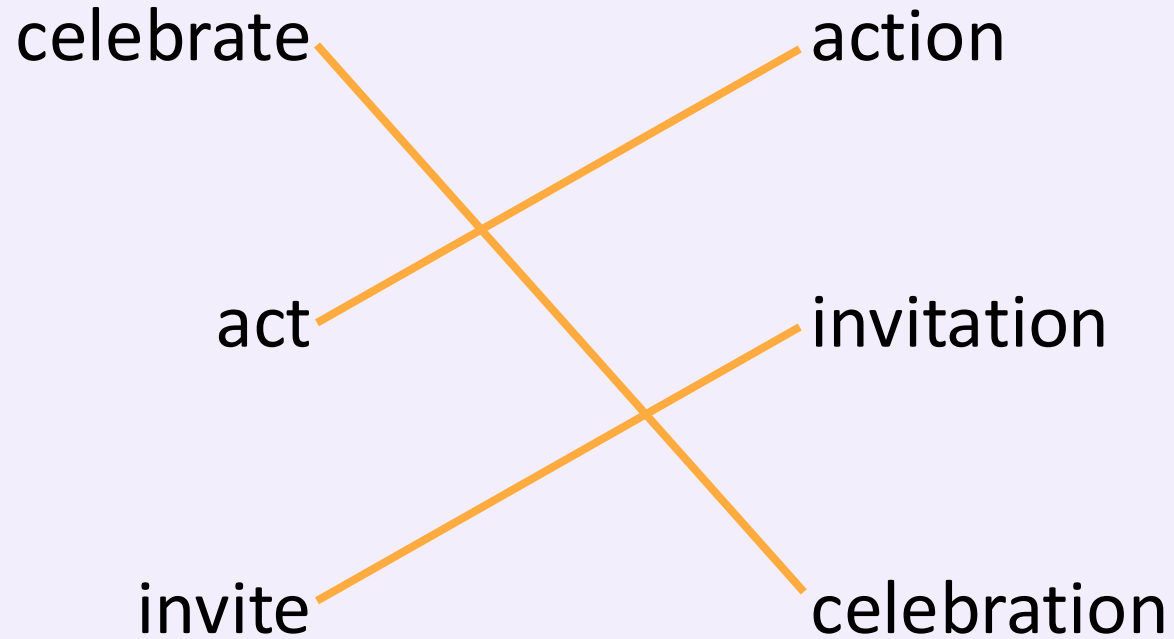
The word '**inform**' is the action of telling someone something. It is a verb.

information

The word '**information**' is the stuff you tell or learn about. It is a **noun**.



Can you match the words with connected meanings?



Look closely at these words. Paying attention to them helps us with spelling.

addition

collection

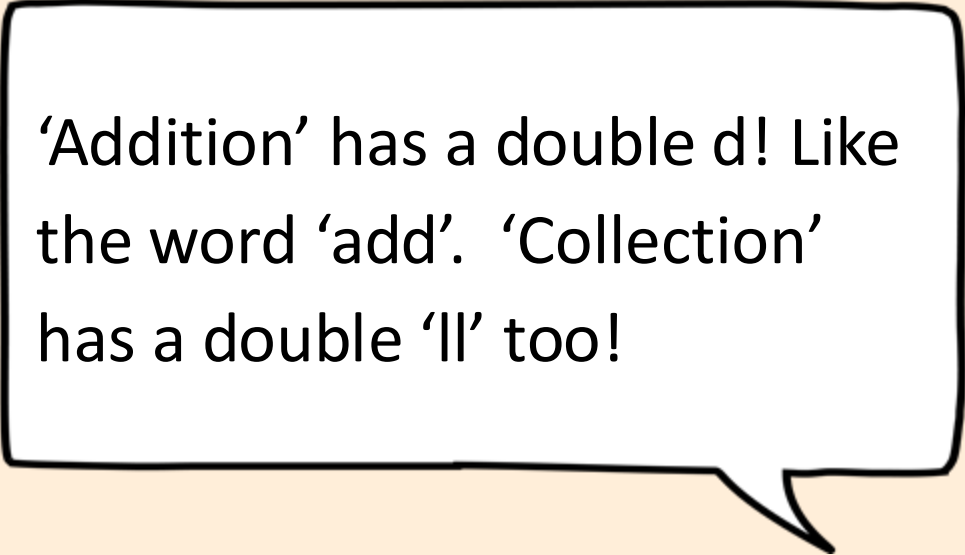
fraction

question

relation

section

Is there anything else tricky about them?



'Addition' has a double d! Like the word 'add'. 'Collection' has a double 'll' too!



Choose the correct spelling of each word.

a

I have a **colectoin/collection** of stickers.



b

Do you have a **question/queschon** to ask?



c

My brother is my **relashon/relation**.



1 Identify all of the words with the suffix 'ed' in them. Tick 2 correct answers

helped

rude

ready

stayed

2 Identify all the words that contain the spelling '-tion'. Tick 3 correct answers

action

shop

question

fraction

button

3 Match the words with their related meaning (and root words). Write the correct letter in each box

a	create
b	inform
c	act

	creation
	action
	information

4 Choose the correct spelling of the word in bold in the following sentence: Do you have a **queschon** to ask? Tick 1 correct answer

kwestion

queschun

question

questoin

5 Choose the correct spelling of the word in bold in the following sentence: My sister is my **relashon**. Tick 1 correct answer

relashon

relation

relatoin

6 Correct the spelling of the word in bold in the following sentence: I have a large **colecshun** of stickers. Fill in the blank

**DANNY
GO!**

**“MOVE YOUR
BODY!”**



LITERACY

VISUAL TIMETABLE



Morning
Challenge



Spelling



Literacy



P.E.



Lunch



Maths



Computing
Art





Wednesday 6th. May

T.B.A.T. recognise features of a newspaper

3 in 3

Unit: 29 Assessment

BACK FORWARD



WORD BANK

- age
- afloat
- kneel
- lane
- clown
- wood
- when
- soft
- thirteen

Wednesday 6th May

T.B.A.T. recognise features of a newspaper report

Read Chapter 5 and 6

[roald_dahl - fantastic_mr_fox.pdf](#)

Wednesday 6th May

T.B.A.T. recognise features of a newspaper report

What is a newspaper report?

What information do they need to include?

Why do people read newspapers?

VISUAL TIMETABLE



Morning
Challenge



Spelling



Literacy



P.E.



Lunch



Maths



Computing
Art



Wednesday 6th. May

T.B.A.T. recognise features of a newspaper

Year 1 Newspaper Report Features

VISUAL TIMETABLE



Morning
Challenge



Spelling



Literacy



P.E.



Lunch



Maths



Computing
Art



Y2 Example Text Recount: Newspaper Report

Twinkl  Times

DINOSAUR ON TOUR!

Have you ever visited London? Then you might have seen one of the biggest and most popular members of the Natural History Museum.

Dippy, the spectacular, enormous Diplodocus skeleton has been at the museum since 1905 but now some other museums around the United Kingdom are going to have a turn to look after him.



The real Diplodocus skeleton was found in America in 1898 and put on display there. King Edward VII saw a drawing of it and he asked to have a model of the skeleton built for the Natural History Museum.

The king's wish eventually came true. The 292 bones arrived in London in 36 packing boxes. It took four months to put the skeleton together and Dippy finally went on show on Friday 12th May, 1905. What an amazing sight he was!

Dippy has stood proudly in the hall of the Natural History Museum since 1905.

How many features
can we find in this
newspaper article?

Can we label them
together?

**DANNY
GO!**



VISUAL TIMETABLE



Morning
Challenge



Spelling



Literacy



P.E.



Lunch



Maths



Computing
Art



➤ **Headline**

(Short and catchy - what happened?)

 **Example: Foxes Escape Hungry Farmers!**

 My headline: _____

? 5Ws - What Happened?

Who is the report about?

What happened?

Where did it happen?

When did it happen?

Why did it happen?

VISUAL TIMETABLE



Morning
Challenge



Spelling



Literacy



P.E.



Lunch



Maths



Computing
Art



Key Details

• The foxes felt:

scared clever brave excited

• The farmers felt:

angry shocked confused

Sentence Starters (to help write the report)

• Yesterday, _____

• Suddenly, _____

• This happened because _____

• In the end, _____

P.E.

Learning Objective

To be able to get a batter out.

Success Criteria

- Look at where the batter is before making a decision about where to send the ball.
 - Make sure the person you are throwing to is looking at you.

Whole Child Objectives

Social: To communicate with my team to limit a batters score.

Emotional: To show honesty when keeping score.

Thinking: To make quick decisions.

Equipment



CONES
x 40



HOOPS
x 8



TENNIS BALLS
x 10



TENNIS RACKETS
x 5

Optional:



**PLAYGROUND
BALL**

10

Mins

Warm Up and Introduction

Roles:

Q: Can you name any of the players we have learnt about so far in striking and fielding games? *Bowler, batter, fielder.*

Q: What is the job of each of these players? *Bowler, bowls the ball to the batter. Fielders collect the ball quickly to stop the batter scoring. A batter hits the ball and moves to score points.*

Batters and fielders:

Place 8 hoops around the space with 15 balls placed randomly inside.

A Split the class in half. One group are the fielders, the other the batters.

- Batters run from hoop to hoop, collecting one ball and throwing it into space.
- Fielders collect balls and place them in the hoops.

Rules: players can only move one ball at a time and must alternate the hoops that they use. Q: Should the batters use an overarm or underarm throw? *An overarm throw to throw the ball further.*

After a few minutes count the number of balls not in a hoop, this is the batting team's score. Change roles and repeat.

B Q: When were the batting team successful? *When they threw the ball away from the fielders.* Play the game again. This time, batters must drop the ball and hit it with the palm of their hand after once bounce, instead of throwing it.

Use the flat of the hand to hit the ball. Use an open palm and keep the hand and arm strong.

30

Mins

Skill Development

Stumping out:

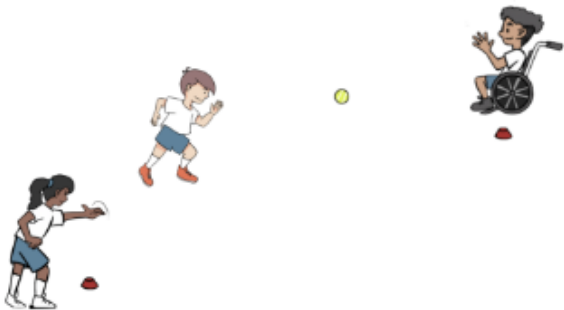
Explain that in striking and fielding games, the fielding team can also get a batter out to stop them from scoring. One way to do this is to 'stump' a batter out. This means, touching the ball to the cone that a batter is running to before the batter gets there.

- A** In groups of three with two cones and one ball. Two pupils are the fielders and begin at a cone, the batter starts next to the fielder with the ball.
- The fielder with the ball shouts 'go' and throws the ball to the other fielder at the other cone approx. 5m away.
 - The batter starts running towards the cone, the fielders attempt to get the batter out by touching the ball to the cone before the batter gets there.

Q: What skills do you need to use to get the batter out? *Throwing and catching*. Have four turns as the batter and change.

Point your throwing hand towards your target after you have thrown to help with accuracy. Track the ball as it comes towards you and catch with wide fingers.

Make this easier for the fielders by allowing them to roll the ball or by using a beanbag.



B Increase the distance between the cones. Q: What type of throw do you think you should now use? *Overarm*. Repeat the activity, having four turns as the batter and change.

Keep your elbow high and step with the opposite foot as you throw. Be ready to move towards the ball to catch it if needed.



Catching or stumping out:

Tell pupils another way to get a batter out is if a fielder catches the batted ball.

- In their threes, the batter starts with the ball at one cone. One fielder starts behind the two cones and one in front.
- The batter throws the ball up in the air, then starts to run to each cone, scoring one point for each run.
- The fielders can get the batter out either by catching the ball before it bounces more than once or by stumping the batter out at the cone they are running to.

Have three turns then change roles.

Begin in the ready position and track the ball as it is thrown. If you do not catch it, throw to the fielder to stump the batter out.

Make this easier for the fielders by increasing the distance between the cones or allowing two bounces.



Quick decision:

In groups of six with two cones, one ball and a racket.

Introduce a new role on the fielding team, the 'back stop'. This fielder stands behind the batter and collects the ball if the batter misses. They can also stump a batter out at the batting cone.

Pupils play 5v1.

- Fielding team: one bowler, one back stop, one fielder to stand at the non batting cone, two other fielders in space.
- Batting team: one batter.

How to play:

- The bowler underarm bowls to the batter, allowing it to bounce once before the batter hits the ball.
- Batter begins to score points by running to each cone, one point for each time they reach a cone.
- Fielders attempt to catch the batter out after one bounce or stump the batter out by getting the ball to the cone that the batter is running towards before the batter gets there.

Batters see how many points they can score before they are caught or stumped out. Have two turns then change roles.

Look at where the batter is running before deciding which cone to throw the ball to, to get the batter out. Make sure the person you are throwing to is looking at you.

Hit the ball quickly to get it to travel further. Be honest in the score you get and know that being honest is more important than winning.

Make this easier for the batter by allowing them to throw the ball. Make this easier for the fielders by increasing the distance between the cones to give the fielders more time to make a decision about where to send the ball.



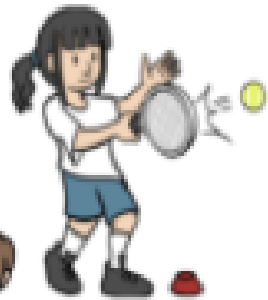
Fielder



Fielder



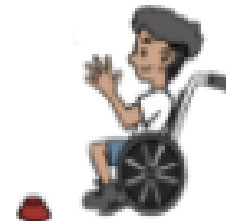
Bowler



Batter



Backstop/
wicket keeper



Fielder

LUNCH

MATHS

06.05.26

T.B.A.T. compare and order millilitres and litres

3 IN 3

Look at the items below. For each one, tick what you think is a sensible estimate of their **capacity**.



watering can

- 4 ml
- 4 litres
- 40 ml



bath

- 1 litre
- 150 ml
- 150 litres



cereal bowl

- 500 ml
- 10 ml
- 5 litres

CHALLENGE

Name one object you could find in your house which would hold less than the cereal bowl. Name one object that could hold more than the bath.

06.05.26

T.B.A.T. compare and order millilitres and litres

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- 4 ml
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bath

- 1 litre
- 150 ml
- 150 litres



cereal bowl

- 500 ml
- 10 ml
- 5 litres

CHALLENGE

Name one object you could find in your house which would hold less than the cereal bowl. Name one object that could hold more than the bath.



• millilitres



litres



• different

•

compare

half



• double



altogether

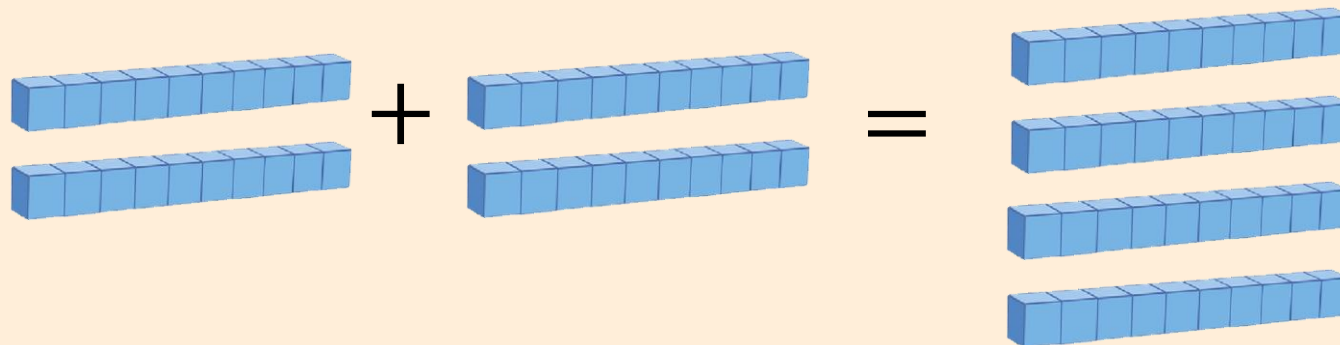


Doubling and halving

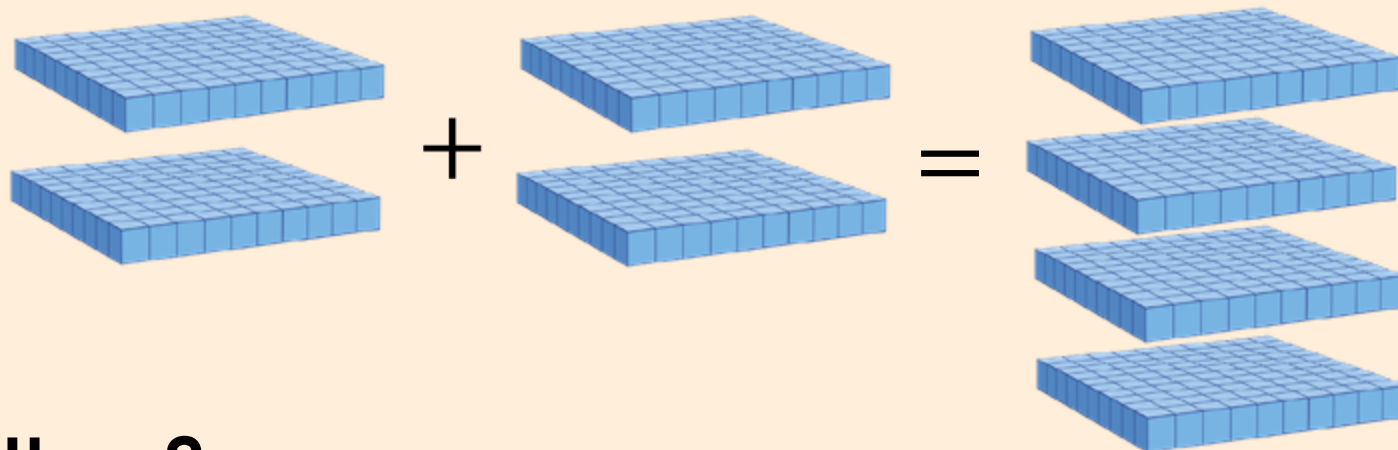
What is double two?



What is double 20?



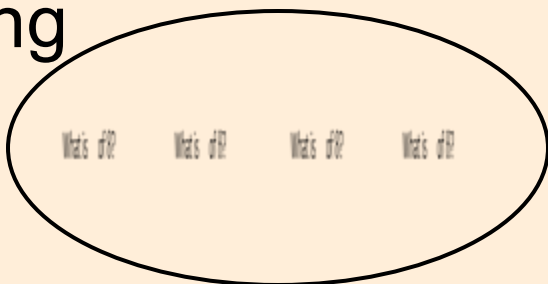
What is double 200?



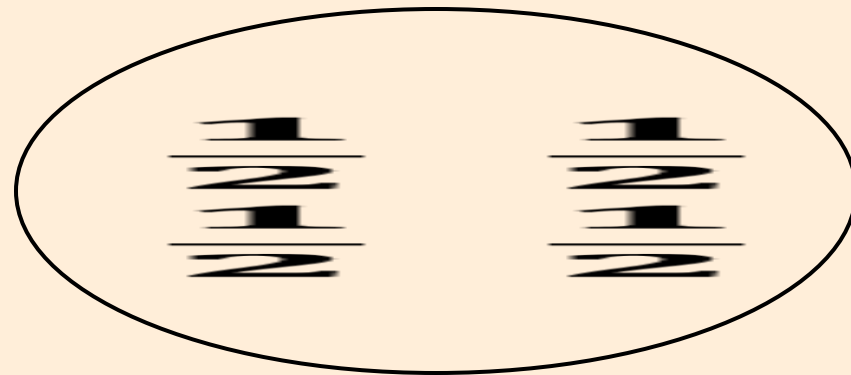
Can you see a pattern?

Doubling and halving

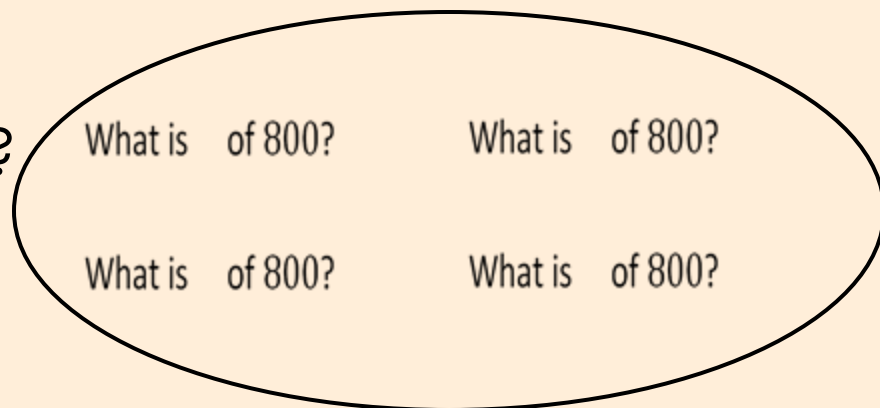
What is $\frac{1}{2}$ of 8?



What is $\frac{1}{2}$ of 80?



What is $\frac{1}{2}$ of 800?



What is of 800?

What is of 800?

What is of 800?

What is of 800?

Can you see a pattern?

Comparing volume and capacity

20 ml

1 l

500 ml

180 ml

Order these volumes from greatest to least.

○ ○ ○

greatest

least

GoNoodle

HIGH ENERGY

HOOOOWLL!

**GREAT
WOLF
LODGE**

600 ml

200 ml

400 ml

500 ml



Ian



Nessa



Stuart



Rob

Who has the most milk?

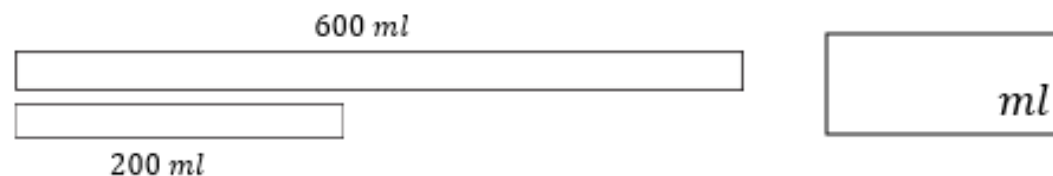
Who has the least milk?

Order the amounts from least to most.

 < < <

least ←————→ most

Ian has more milk than Nessa. How much more?



How much milk do all four children have altogether?

 l ml

600 ml

200 ml

400 ml

500 ml



Ian



Nessa



Stuart



Rob

Who has the most milk?

Who has the least milk?

Order the amounts from least to most.

< < <

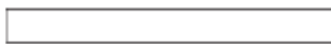
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200 ml

 ml

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06.05.26

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Stuart



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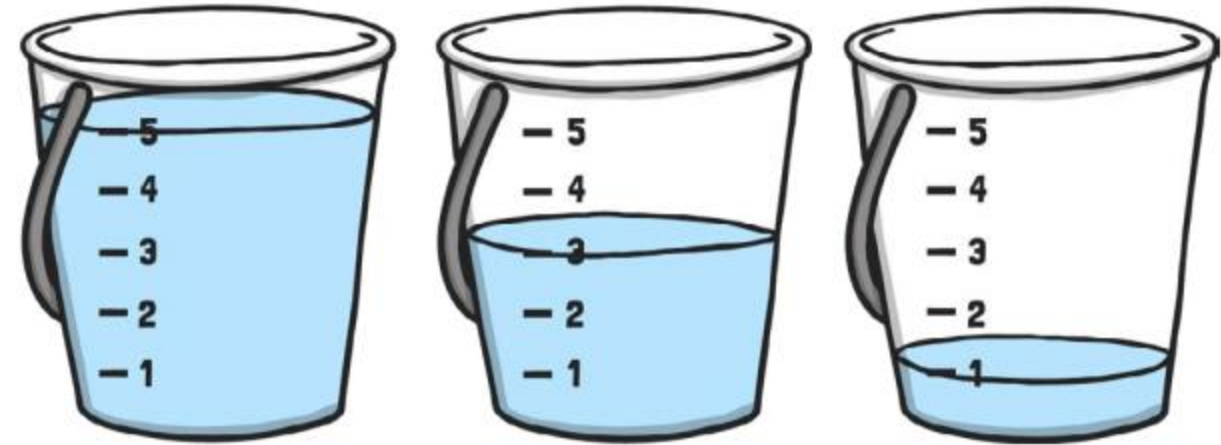
How much milk do all four children have altogether?

06.05.26

 l ml

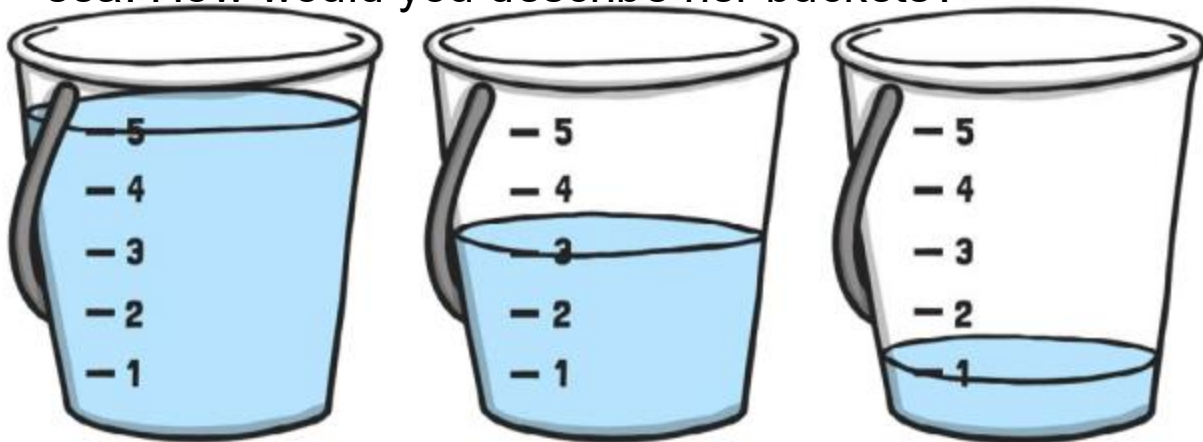
CHALLENGE:

Ellie is on the beach. She is filling buckets from the sea. How would you describe her buckets?



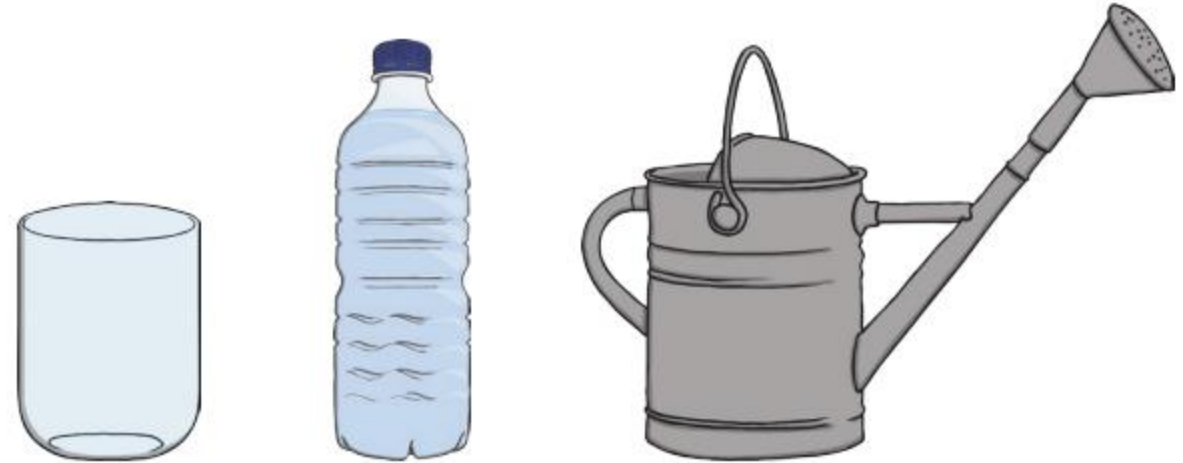
CHALLENGE:

Ellie is on the beach. She is filling buckets from the sea. How would you describe her buckets?



GREATER DEPTH:

Does the tallest container always hold the most water? Why? Why not?



GREATER DEPTH:

Does the tallest container always hold the most water? Why? Why not?



Order these measurements

80 ml

8 ml

88 l

8 l

88 ml

80 l



BREAK

Construct a paradise island base



Art and design

Unit Paradise island: drawing and sculpture

Outcome

I can construct an island base using recycled materials.

Keywords

base the bottom of something that everything else sits on

construct to build something using materials

collaborate working together and sharing ideas to make something as a team

Lesson outline

Construct a paradise island base



Plan and discuss



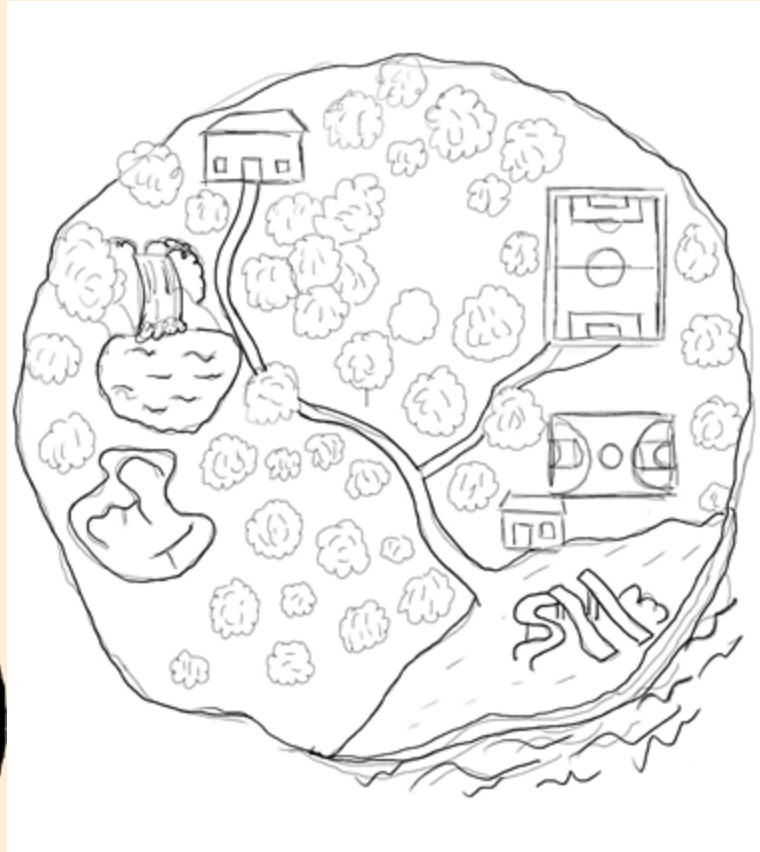
Construct the base

Collaboration means working together as a team.



In art and design, artists plan and discuss their ideas first to make sure that everyone has a role.

A group of students are planning and discussing how to create the **base** for their paradise island.



Let's look at our plan to see what we might need.



Izzy

The group discuss what they might need:



Lucas

We could use **newspaper** for the waterfall.



Sofia

How about **strong cardboard** for the base?



We could scrunch up **tinfoil** for the trees!



Izzy

Maybe **egg cartons** for the water slide?



Andeep

Then the group discuss their different roles:



Lucas

I will create the features.

I will draw out a map of the island on the **base**.



Izzy

I will build the structure with newspaper.

I will help Sofia to create the structure.



Sofia



Andeep



In art and design, artists plan and _____ their ideas first to make sure that everyone has a role.

a

hide

b

discuss



c

shout

Izzy is remembering ways to join materials.

Gluing and taping the materials together may be useful.



Sofia



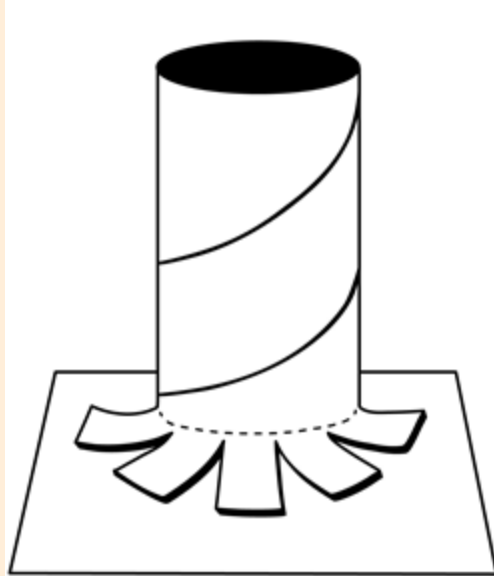
gluing



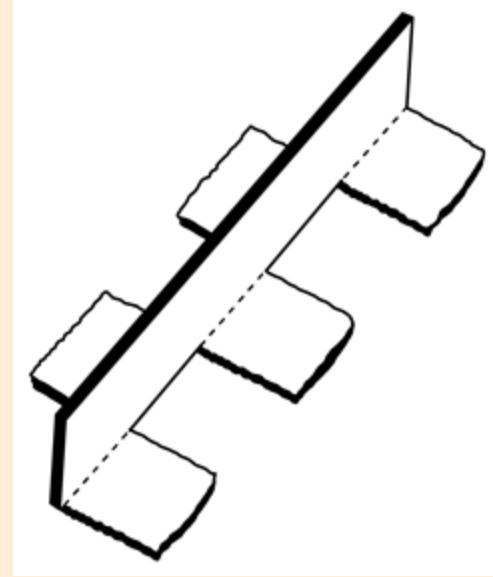
taping

Are there any other ways to join materials?

Here are other ways you can **join** materials together:



flange



tab

How might you use these joining techniques to **construct** your **base**?



You can join materials with _____.

a

paint

b

pencil

c

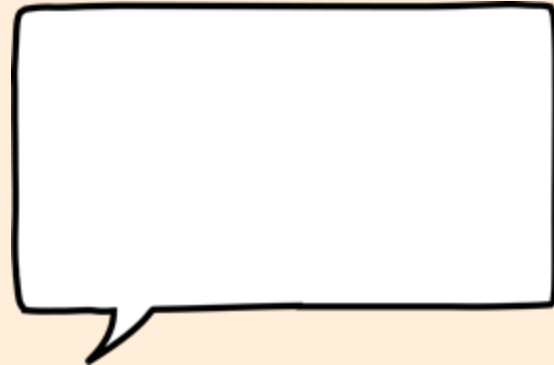
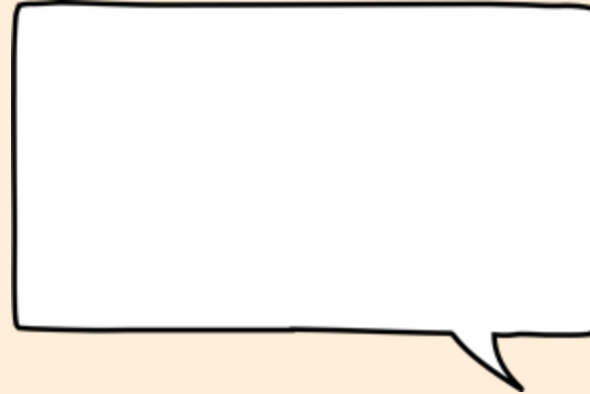
tape



d

charcoal

In your group, decide on which roles you will take to **construct** your island **base** and the materials you will need.



You may have discussed your roles and materials like this:

I will draw out the shapes onto the **base**.

I will create the features using recycled boxes.

I will scrunch up the paper for the **base**.

I will help to tape the paper.

Lesson outline

Construct a paradise island base



Plan and discuss



Construct the base

Here are some of the materials the students collected to **construct** their island **base**.

tape



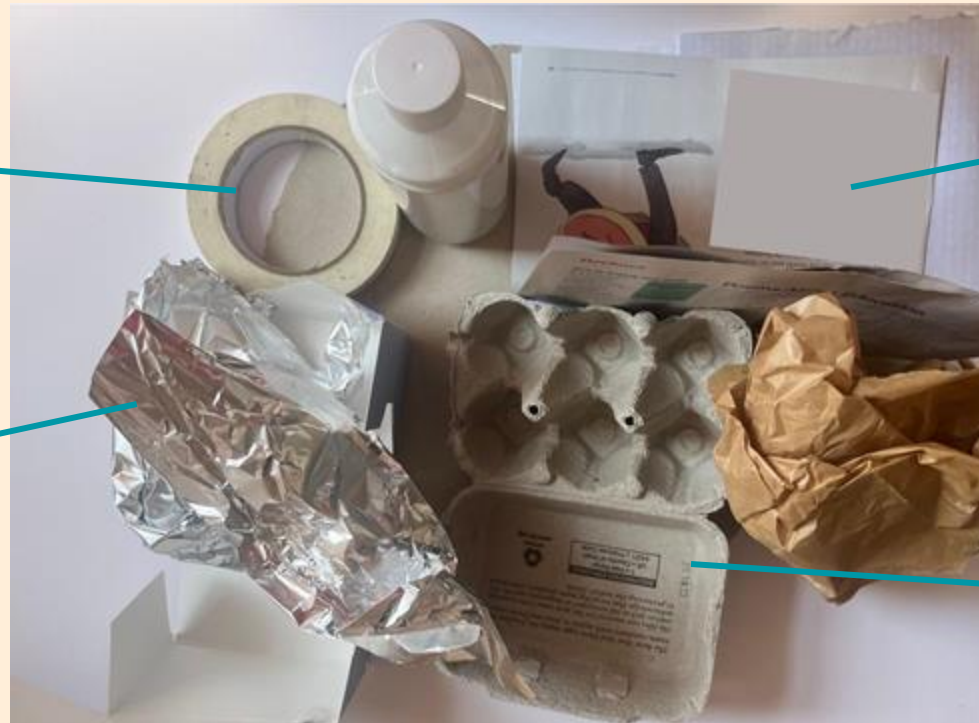
tinfoil



newspaper



egg cartons



The **base** of a sculpture or structure is very important because it holds everything up. It must be **strong**.

What might happen if the **base** is not strong?



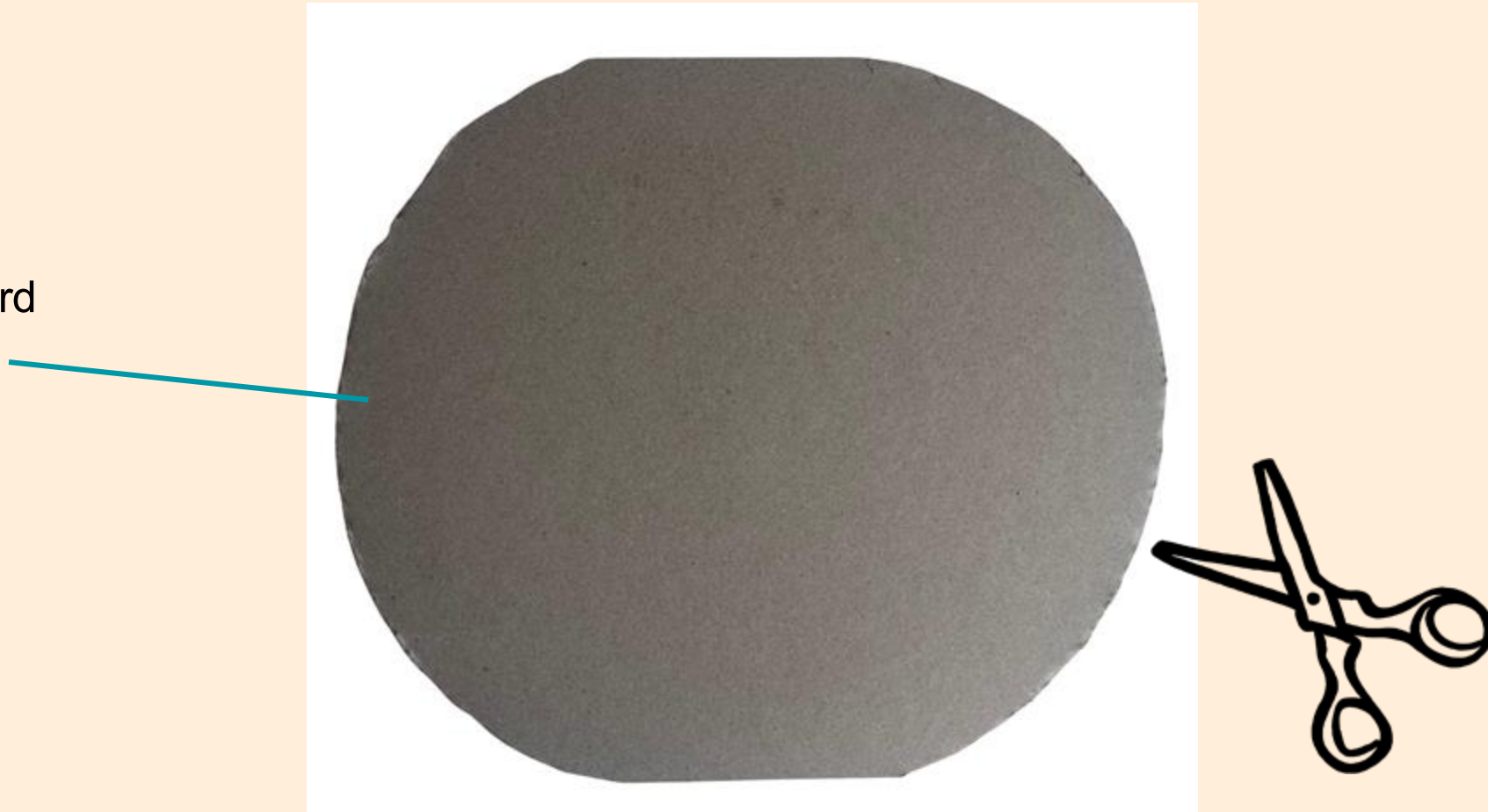
The structure might
fall over.

We could use **thick,**
strong cardboard.

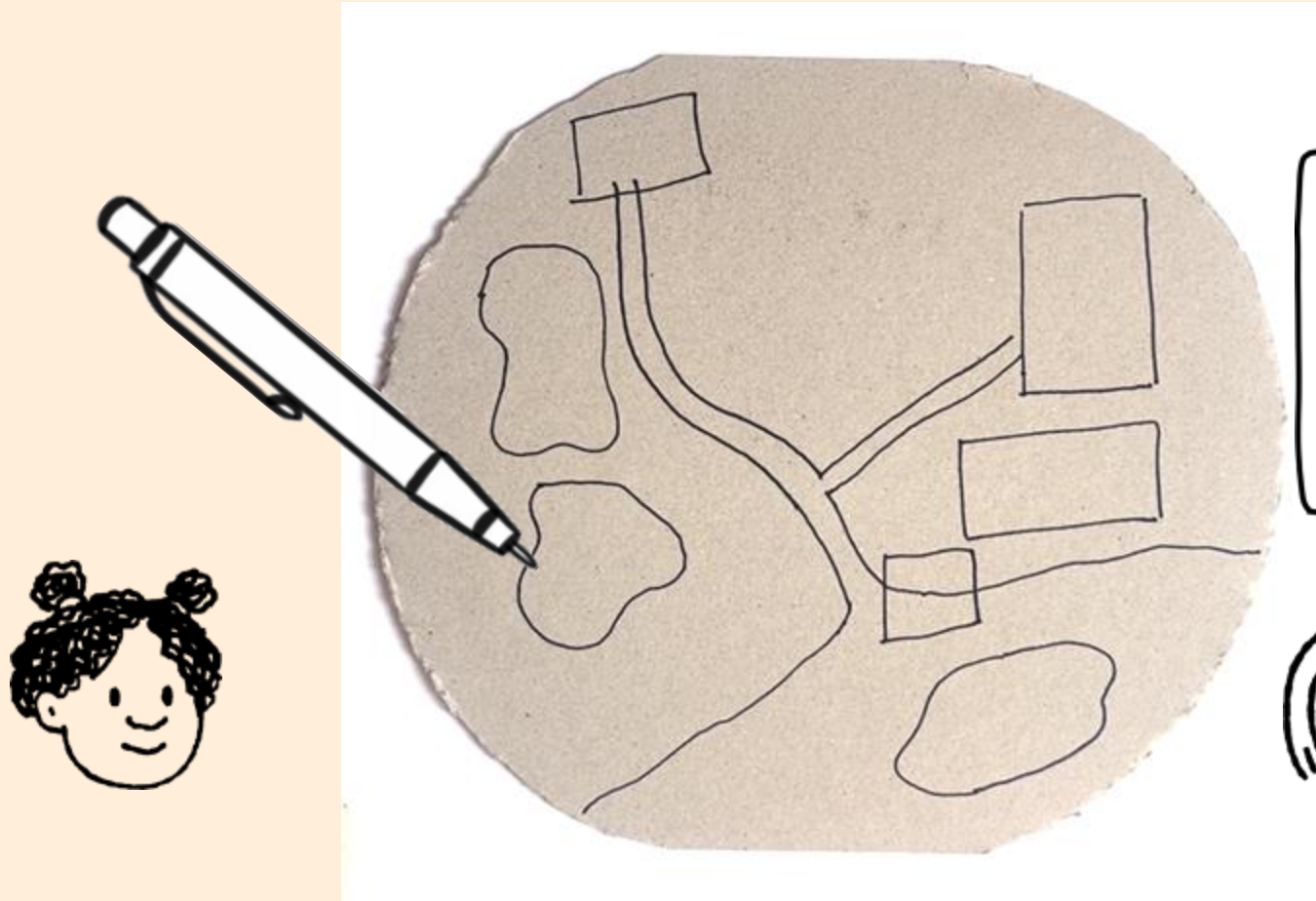


An **adult** helps the students to cut out the strong **base** of the island.

thick cardboard



Izzy uses a pen to draw out the basic shapes of the island.



Let's prepare the newspaper and tape while we wait.





The base of a structure must be _____.

a

colourful

b

strong



c

tall

d

waterproof

Sofia and Andeep work together to scrunch and tape newspaper to the **base**.

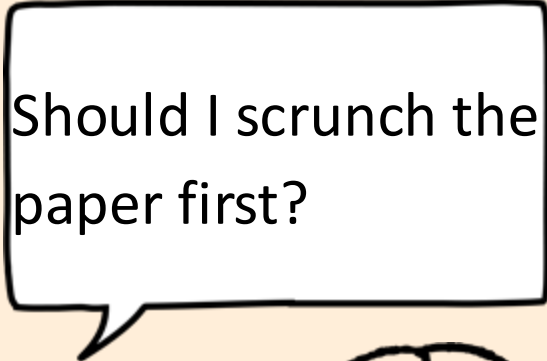
This can create the hilly areas of the island.



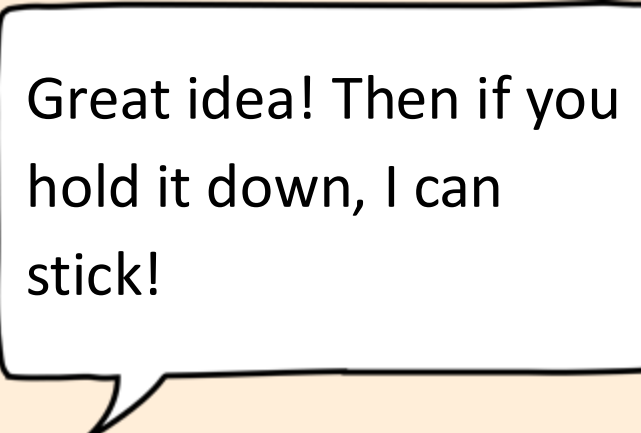
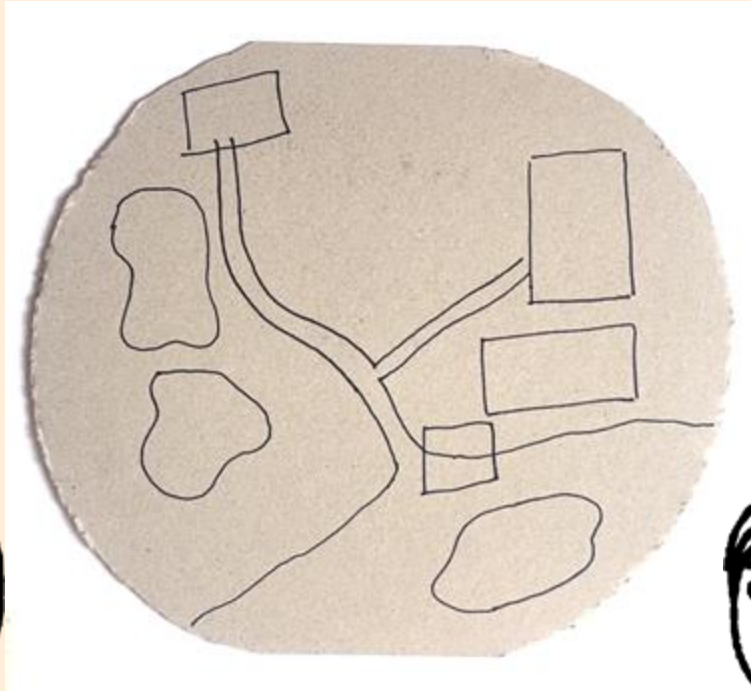
We can build layers of newspaper for the high areas.



Sofia and Andeep are struggling to work on the same space together and keep clashing.



Should I scrunch the paper first?



Great idea! Then if you hold it down, I can stick!



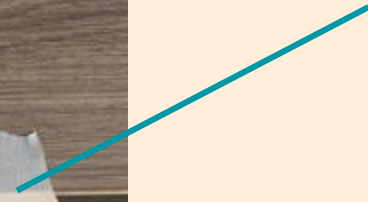
What can they do?

Andeep has an idea:

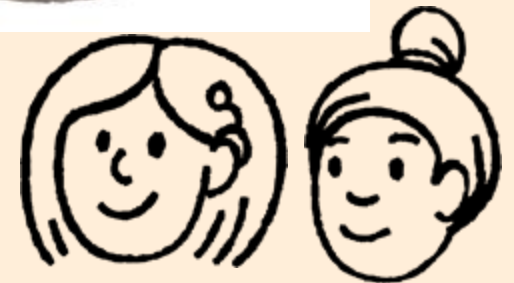
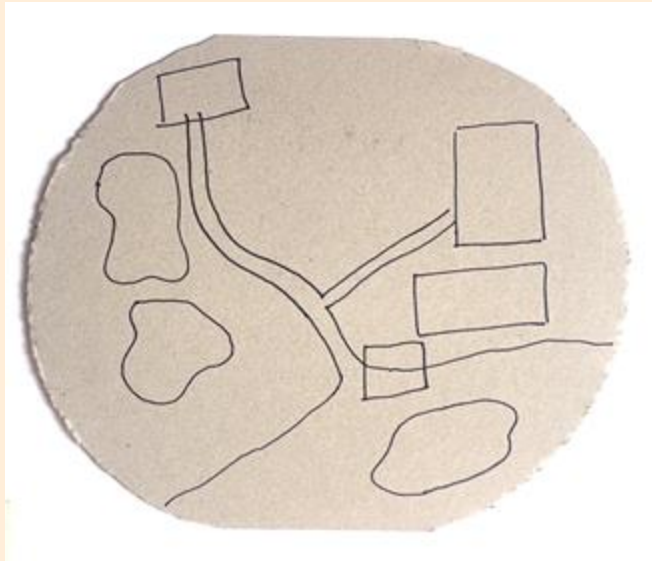
I'll create a 'tape station' to help speed up the sticking process.



tape station

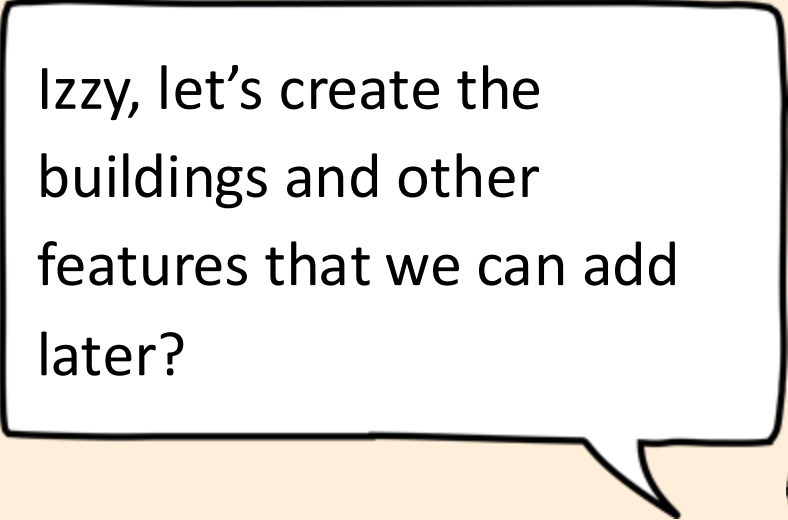


Sofia and Andeep continue to build the layers of newspaper onto the **base**.



While Sofia and Andeep are **constructing** the **base**, Lucas and Izzy feel left out.

What can they do?



Izzy, let's create the buildings and other features that we can add later?

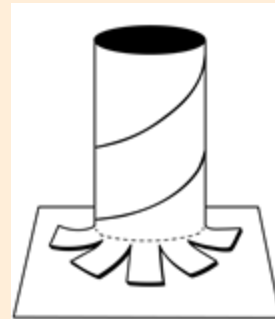


Great idea!



Izzy and Lucas want to create a waterslide using an egg carton.

Let's cut the carton into shape.



flange

Then we can create a flange at the bottom to attach it to the **base** once it is ready!



True or false?

When working **collaboratively**, everyone must do the same thing at the same time.



True



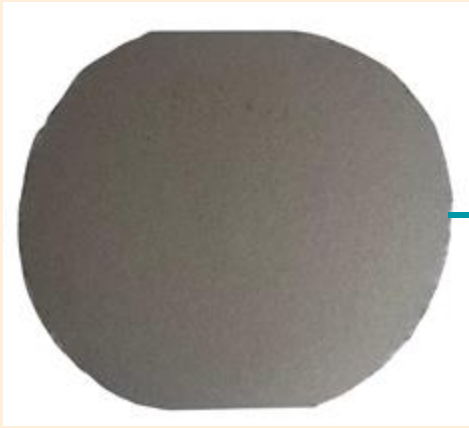
False



Why?

When working **collaboratively**, each member of the group can have a different role.

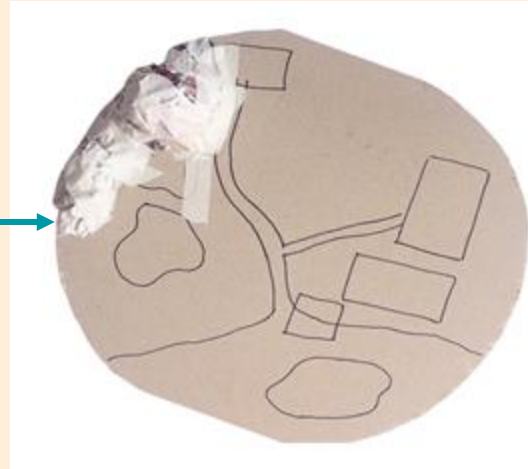
In your group, work together as a team to **collaborate** and **construct** your island **base**.



Ask an adult to help cut out the **base**.



Draw out the shapes.



Scrunch and tape newspaper to the **base**.



Continue to build and create layers.

Remember that other members of the group can work on other parts of the island while the **base** is being **constructed**.

You may have created an island **base** like this:



Summary

Construct a paradise island base

Collaboration is an important part of creating large-scale artworks.

Sculptors use different materials like cardboard and tape to build frameworks.

A **base** provides support for a sculpture.

Collaboration helps manage big tasks like **constructing** a group sculpture.

COMPUTING Pioneers

Tuesday 5th. May

T.B.A.T. modify a design to create my own quiz questions

3 IN 3

What is the name of an object that can be controlled by a program?

sprite

Which one is not a background? (Tick 1 correct answer)



one



two



three

What is the name of a precise set of ordered steps that can be followed by a human or a computer to do a task? (Tick 1 correct answer)

code

program

algorithm

Keywords

quiz

a game where you answer questions to see if you are right

background

the still picture on the stage in ScratchJr

say block

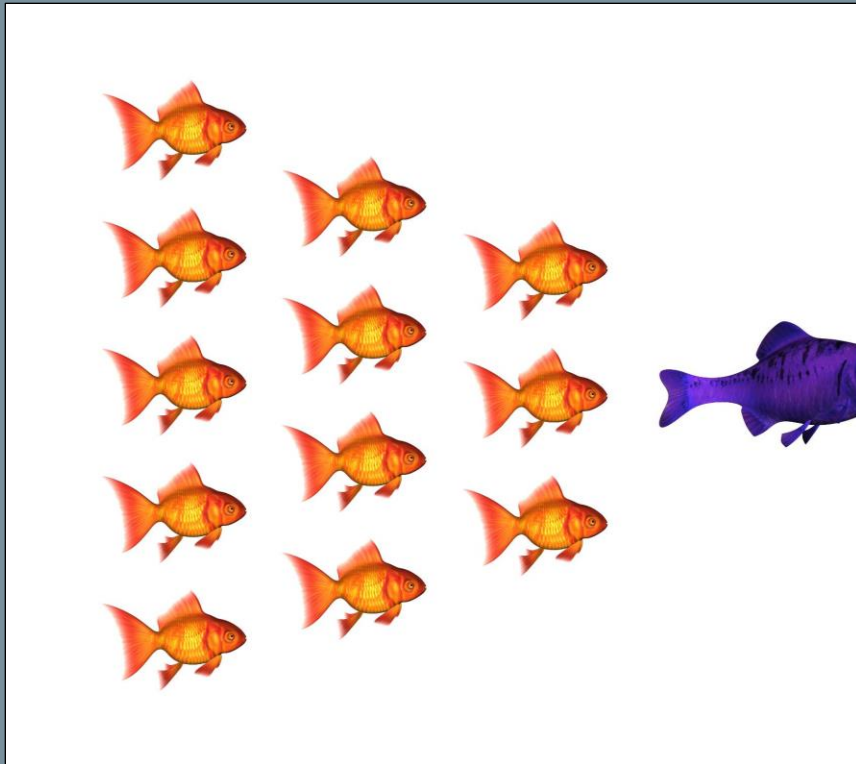
a command block that makes a sprite show words in a speech bubble



Scratch Quiz: Who Lives Here?

Test your knowledge of animals and their habitats

Scratch Quiz: Who Lives Here?



Introduction to Scratch Project

Children learn to create an interactive quiz called 'Who Lives Here?' using Scratch blocks and sprites.

Underwater Theme Connection

The quiz's underwater setting helps children relate habitats to computing and engage with the content.

Building and Creativity Emphasis

Children build the project step by step, fostering creativity and confidence with no single right design way.

Understanding Quizzes and Instructions

Teachers introduce quiz concepts, how questions and answers work, and how computers follow instructions.

What Are We Making?

Project Overview

The Scratch project includes an underwater background, two fish sprites, and interactive questions and answers.

Scratch Project Parts

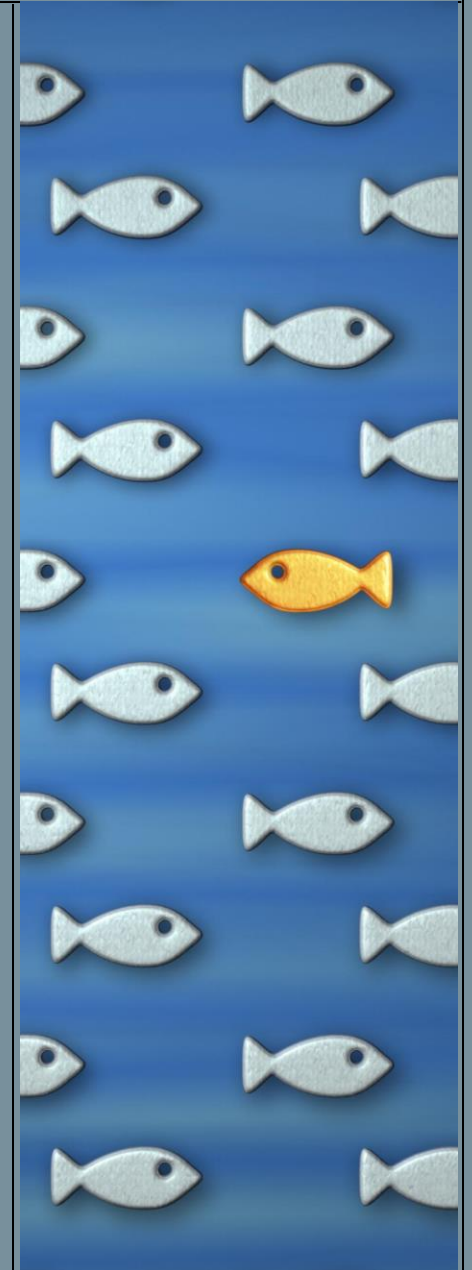
Scratch projects consist of three parts: the stage (background), sprites (characters), and code (blocks) that control the project.

Learning Through Interaction

The quiz encourages prediction, linking science and literacy with computing using simple interactive features.

Building Confidence

The slide helps children feel confident by showing the project is small, manageable, and fun to create.



Step 1: Open Scratch



Accessing Scratch Website

Guide children to open scratch.mit.edu and click the Create button to start a new project.

Starting a New Project

Explain starting a new project is like beginning with a blank piece of paper for creativity.

Safe Internet Use Reminder

Remind children to only visit websites their teacher has shown to ensure internet safety.

Familiarizing Scratch Layout

Name key Scratch areas aloud to help children recognize the stage, blocks area, and sprite area.

Step 2: Choose an Underwater Background



Selecting Underwater Backdrop

Children learn to select an underwater scene using the 'Choose a Backdrop' button in Scratch.

Connecting to Learning Themes

The underwater background sets the scene for habitat learning and encourages vocabulary use about sea life.

Reinforcing Computing Concepts

Children understand that background changes affect the whole stage, enhancing their Scratch interface skills.

Reducing Frustration in Coding

Using ready-made backdrops helps children focus on coding by minimizing setup difficulties.

Step 3: Add Two Fish Sprites



Adding and Removing Sprites

Children learn to add new sprites and delete unneeded ones, understanding sprite customization.

Building Counting Skills

Adding two fish sprites reinforces counting and the concept of multiple characters on stage.

Connecting to Science Learning

Discussion on why fish suit underwater habitats links coding with environmental science concepts.

Encouraging Mistake Resilience

Deleting unused sprites is okay, reducing fear of mistakes and encouraging experimentation.

Step 4: Ask the First Question

Using Scratch Blocks

Introduce the 'when green flag clicked' and 'say' blocks to start an interactive quiz question.

Teaching Cause and Effect

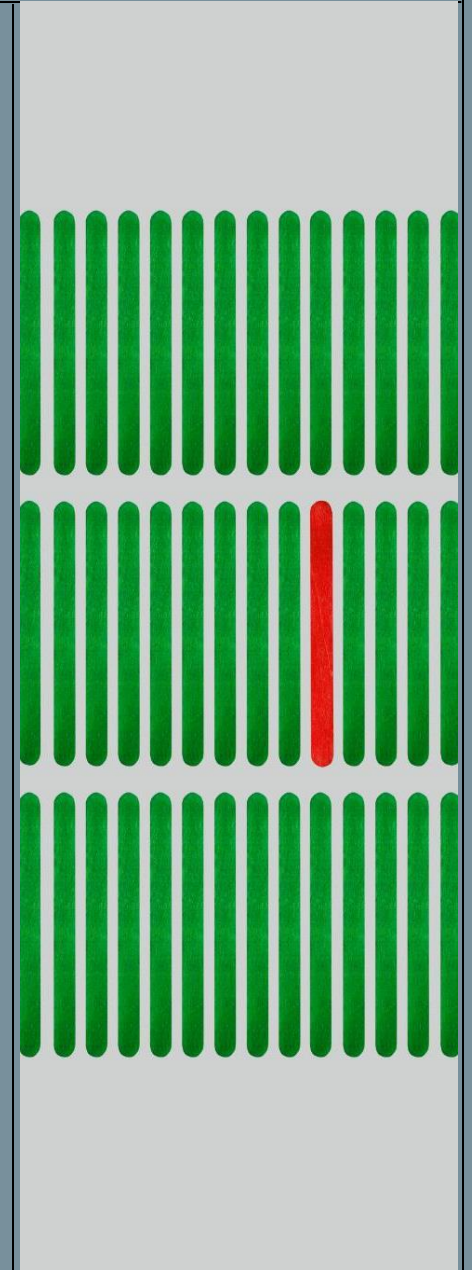
Explain how the green flag triggers the sprite to speak, demonstrating cause and effect in coding.

Enhancing Literacy Skills

Children read the question aloud together, linking coding with speech and literacy development.

Controlling Timing

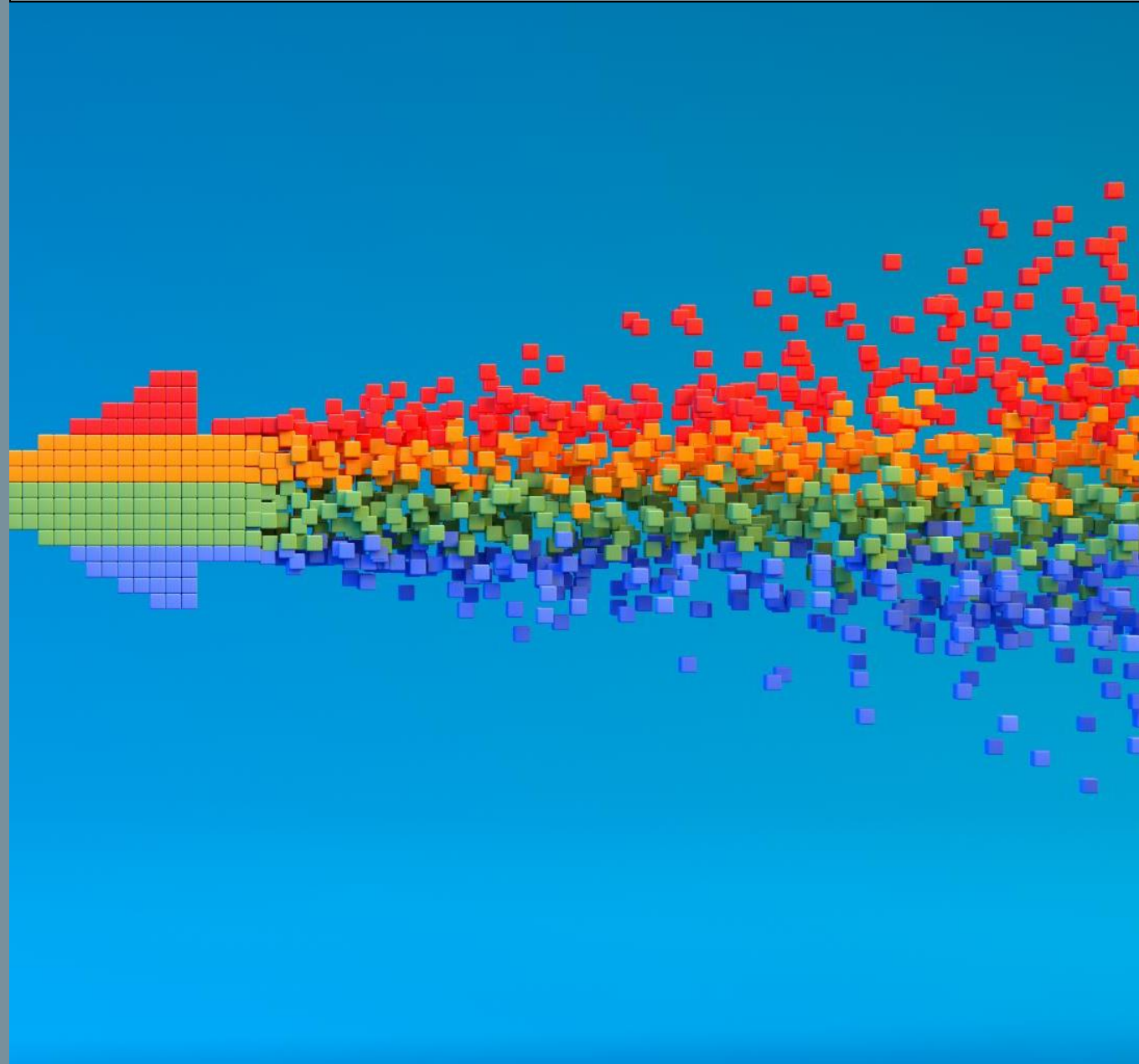
Teach how to set how long the sprite speaks, introducing timing control in Scratch.



Step 5: Show the First Answer



- User Interaction with Sprites
 - Children learn to use the ‘when sprite clicked’ block to make quizzes interactive and responsive.
- Reinforcing Learning Connections
 - Linking answers like ‘Underwater’ to backgrounds strengthens understanding and memory connections.
- Encouraging Testing and Debugging
 - Children test their code by clicking sprites and instantly see if their project works correctly.
- Visual Coding Blocks
 - Visual block images guide children on which blocks to use for creating interactive quizzes.



Step 6: Ask the Second Question

Sequencing with Wait Block

Using the 'wait' block teaches children to sequence events with timed pauses, helping order instructions clearly.

Second Question Integration

The question 'Which sprites live here?' encourages children to think about characters within an underwater theme.

Understanding Instruction Order

Children learn that computers follow instructions exactly in order, reinforcing logical thinking and timing concepts.

Step 7: Show the Second Answer



Final Answer Reveal

The slide shows the final quiz answer, 'The fish!', emphasizing living sprites in the habitat.

Use of Wait Blocks

Using 'wait' blocks demonstrates repeating patterns, helping children understand coding sequences.

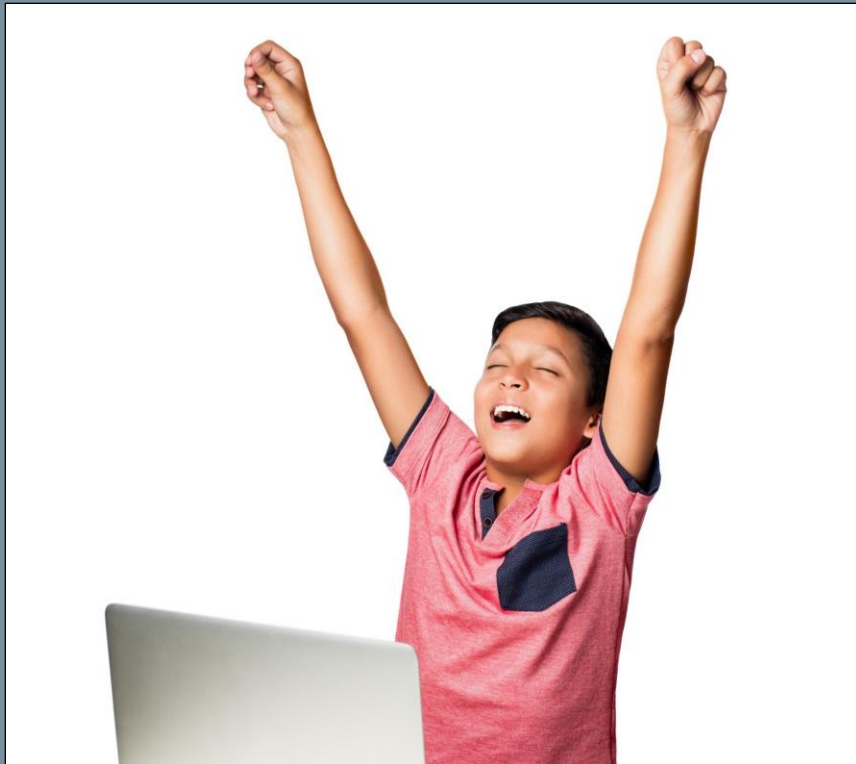
Building Familiarity

Repeating similar blocks builds children's confidence and familiarity with coding structure.

Project Completion

Completing the quiz shows children they have programmed a successful sequence of events.

Well Done!



Celebrate Achievements

Recognize and praise children's effort and creativity in completing a Scratch quiz project.

Encourage Sharing

Promote sharing projects with peers to build communication skills and confidence among children.

Suggest Extensions

Encourage exploring coding further by adding sounds, animations, or changing quiz questions.

Motivate Future Projects

Ending on a positive note helps children stay motivated and excited for upcoming coding activities.

Scratch Quiz: Who Lives Here?

Step-by-step guide for children aged 7

What are we making?

We are making a quiz in Scratch with an underwater background, questions and answers.

- Underwater background
- Two fish sprites
- Questions on the screen
- Answers appear after a click or wait

Step 1: Open Scratch

- Go to scratch.mit.edu
- Click Create to start a new project

Add a picture of the Scratch blocks here.

Step 2: Choose a Background

- Click Choose a Backdrop
- Select an underwater background

Add a picture of the Scratch blocks here.

Step 3: Add Sprites

- Delete the cat sprite
- Add two fish sprites

Add a picture of the Scratch blocks here.

Step 4: First Question

- Add: when green flag clicked
- Add: say "Where are the Sprites?" for 3 seconds

Add a picture of the Scratch blocks here.

Step 5: First Answer

- Add: when this sprite clicked
- Add: say 'Underwater' for 3 seconds

Add a picture of the Scratch blocks here.

Step 6: Second Question

- Add: wait 2 seconds
- Add: say "Which sprites live here?" for 3 seconds

Add a picture of the Scratch blocks here.

Step 7: Second Answer

- Add: wait 2 seconds
- Add: say "The fish!" for 3 seconds

Add a picture of the Scratch blocks here.

Well Done!

You have made a Scratch quiz called "Who Lives Here?". Try adding sounds, movement or more questions.