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STEP BY STEP

Collection of Best practices

Partner/country: Derek Hewie

Title:	**"I am a digital artist"**
Content/ Subject areas (*taged with modules*):	Computing
Learning objectives / competences	To create loops in Scratch.
Description of the activity	To writ a sequence of instructions to draw a square on screen Re- introduced the term algorithm and children took part in unplugged activity of creating spelling rules. By the end of the session all children were successfully able to create loops that created a square.
Description of the process teaching/ learning strategies used	Introduce Scratch interface (stage, sprite, category blocks, scripts) Showed how pen up/down and move and turn blocks work - used starter Block (when green flag is clicked) Children explored blocks and try to work out how to draw a square Questions asked: If I tell it to move so many steps for each side, how many times does the sprite need to move? How many times will it have to turn? How big should the turn be? Mini plenary: Checked progress and shared learning – introduced repeat block to simplify and improve sequence Children improved sequence of instructions. Reminded them to always re-test their code (blocks) every time they amend it. **Plenary:** Shared one program (incomplete or with errors) and asked children to work collaboratively to 'debug'- and share where the error could have been and how it might be solved- emphasis on collaborative approach and explaining logically how the

	algorithm or set of instructions is working or not.
Types of assessment	Assessment of skill via observation and collaborative problem solving
Materials and tools	Scratch
Timing and learning environment	Unplugged sessions lasted 20 minutes. Coding session 45 min.
Why do you consider this practice is innovative?	Children given opportunity of algorithms being used with real life examples. Cross curricular links with maths and angles. Pushing towards ideas of functions
Where did you find it? Internet address	Apple Education

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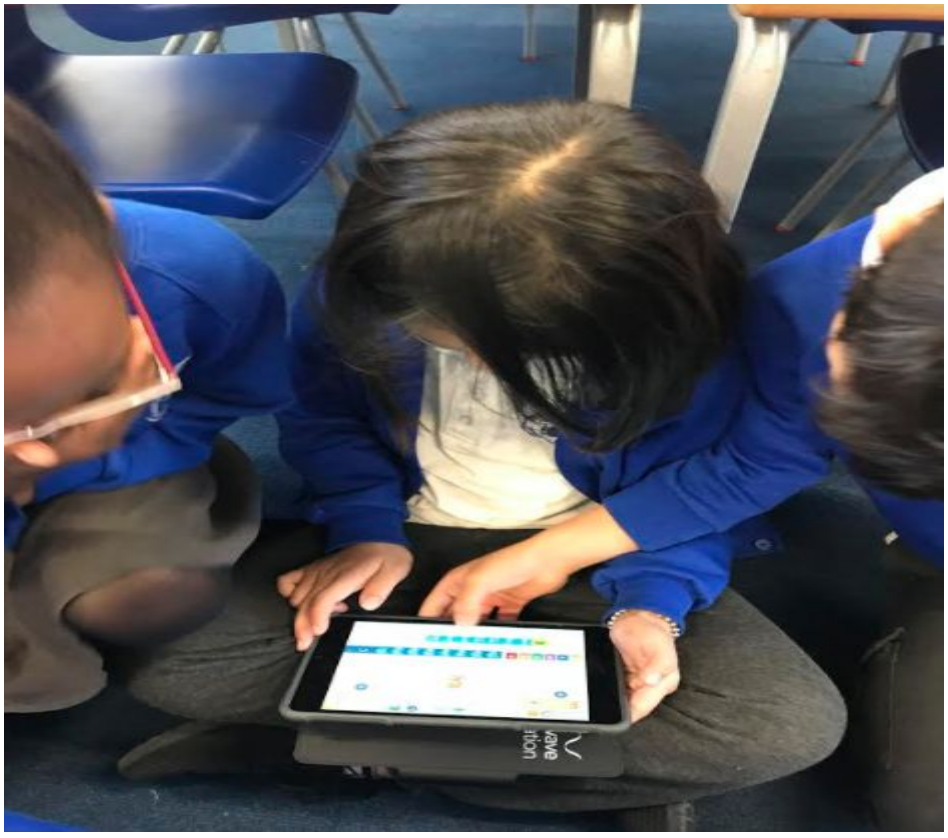

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