

Year 6 – Kodu Programming

What it looked like last year...



- Move and edit blocks as part of an algorithm
- Program an algorithm with actions and consequences.
- Add additional effects and features such as sound

What it looks like next year...

Games Programming in Scratch (Year 7)

- understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally,
- undertake creative projects that involve selecting, using, and combining multiple applications, across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users

Vocabulary (definitions)

World
Smooth and Flatten
Raise
Kodu
Start / Finish
Program
Environment
Tool Palette
Acceleration
Track
Path / Node
Character

Sequence of Learning

1. **Code Investigator** (I can investigate and evaluate features of programming software)
2. **When and Do Instructions** (I can program Kodu using When and Do instructions)
3. **Creating Worlds** (I can create original landscapes in Kodu)
4. **Deconstructing Code** (I can deconstruct code and work out its purpose)
5. **Race Track** (I can program a character to be controlled around a custom track to reach a goal)
6. **Racing Game** (I can make a character follow an automatic path)

Cultural Capital

- To be able to introduce a structured code and animate characters and scenes gradually building into a game.
- The real life knowledge that links is: How to create a computer game.
- The jobs it can be used in are: Game designer; graphic designer or a computer programmer.