



# Curriculum Coherence – Year 3 Computing

Term 2

Creating a mashup

Designing, creating and evaluating a game

Values: respect, responsibility, co-operation, friendship, understanding

**Prior Learning:** used technology to create and present my ideas. – create a blog and understand the pros and cons of sharing information. How to stay safe online- save their work and retrieve it again. add backgrounds, copy and paste pages, combine a mixture of text and images to share my ideas and learning, evaluate my work and improve its effectiveness, design and write algorithms, talk through code use different code blocks and commands such as ‘repeat, ‘timers’, ‘variables’.

## INTENT

### KNOWLEDGE

#### Creating a mashup

-Know and give examples of different methods of communication  
-that information, including images, are subject to copyright

#### Designing, creating and evaluating a game

-that different elements can be chosen to have different effects when creating a game environment  
-how to plan, create and evaluate a themed game

### CORE VOCABULARY

Mashup, image, sound, audio, microphone, script, camera, download, upload, app, video, character, gallery, camera roll, 2D, 3D, instructions, tools, animation, screenshot, texture

Play environment, painting tools, ground sky, walls, scenery, tiles, character, baddies, treasure, game

### HIGH LEVEL VOCABULARY

Copyright, export, customize, evaluate, perspective, playability

Unplugged, instruction, test, debug, multi-level games, evaluate

### SKILLS

- Real time collaborative editing
- Evaluating digital content
- Describing elements that make a successful game
- Designing a game setting and characters to fit with a selected theme
- Upload images or use drawing tools to create the walls, floor and roof
- Selecting appropriate options to maximise playability of their game
- Writing informative instructions for other people to be able to play their game
- Evaluating their own and others’ games to help improve their design

## IMPLEMENTATION

### ACTIVITIES

#### Creating a mashup

-Tinker with Morfo. *What different elements can be put together using this app?*

<https://www.youtube.com/watch?v=ZaFAYwSyCBA>

-Write a script for Tutankhamun, Lord Carnarvon or Howard Carter to talk about the tomb.

-Discuss copyright when sourcing an image for their Morfo mashup. Import character’s image into app.

-Record the voice-overs to create video clips between 20-30 seconds long. *How can we make the voice over sound clear?*

-Adjust the image appropriately to make it appear to be talking.

-Export video clips to the iPad’s gallery.

-Share and evaluate the children’s work via Air Serve.

#### Designing, creating and evaluating a game unit 5.5

-Tinker with 2DIY3D (My Game mode), create a Play environment: painting tools, ground, sky, ceiling, walls, scenery, other options. *What happens when you use Water or Fire tiles?*

- Characters, baddies and treasure - explore the options and the effects of these. Chn to share what they have discovered.

-Design a simple game with the theme of Ancient Egypt (unplugged).

-Write instructions for how to play the game etc (unplugged)

-Chn to create their game individually and test/ tweak it as they go. Some children will be able to create multi-level games. *What works well? Is there anything that can be improved?*

-Create instructions screens and titles to complete their game. *What did they change from their original plan and why?*

-Play each other’s games and evaluate them. *What do they like? Why? How could it be made even better?*

## IMPACT

### OUTCOMES

#### Creating a mashup

##### PUPILS will know

-who owns images and information?  
-what are importing and exporting?

##### will be able to

-Think about whether I can use images that I find online in my own work.  
-Create different effects by combining different technology tools.

##### will understand

I can combine a mixture of text, graphics and sound to share my ideas and learning  
I can evaluate my work and improve its effectiveness

#### Designing, creating and evaluating a game

##### PUPILS will know

-what effect do different tools have?  
-what makes a good computer game?  
-why is it important to continually evaluate your game?

##### Will be able to

-tinker with a game creator program  
-design and create their own themed game  
-evaluate their own and others’ games

##### will understand

I can use an appropriate tool to share my work online  
I can understand how to plan my game on a 2D map to represent 3D objects.  
I can understand how different options and instructions can maximise playability of my game.

### NEXT STEPS IN LEARNING

Audacity/Cook It (Year 4, Spring 1)  
Stop Motion Animation (Year 4, Spring 2)

### READING OPPORTUNITIES

### Key Questions

### NC OBJECTIVES:

Pupils should be taught to:



Who owns images and information?

What are importing and exporting?

What is copyright?

What different effects can I create?

How can I combine a mixture of text, graphics and sound to share my ideas and learning?

How can you evaluate and improve your mashup?

What can we make using the game design planner?

What are its features?

How do we play your game?

- ♣ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- ♣ use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- ♣ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- ♣ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

**CHALLENGE:** Using morfo they will combine a mixture of text, graphics and sound to share ideas and learning. They will evaluate work and improve its effectiveness.  
Gaming – I can design, create and evaluate a complex game with multi layers.

**SUPPORT:** Use morfo with support combining simple text, graphics and sound to share ideas and learning.  
Gaming – With support I can design, create and evaluate a simple game.

**ASSESSMENT OPPORTUNITIES:**

Can they use morfo to combine a mixture of text, graphics and sound to share ideas and learning?

Can they explain copyright?

Can they manipulate the tools accurately?

Can they save and overwrite files?

Can they evaluate their mashup and improve their work?

Can they design, create and evaluate a complex game with multi layers?

Can they write instructions for users?

Can they evaluate a peers game?

**PREPARATION FOR ADULTHOOD:**

Chn will recognise common uses of information technology beyond school i.e combing a mixture of text, graphics and sound to share ideas and learning

Chn will know what copyright means and what online information can and cannot be used

Chn will know how to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

**LINKS TO Curriculum Areas**

History – Morfo mashup relating to Tutankhamun. Game to be designed with an Egyptian theme.

English – writing a script for their Morfo video, speaking clearly.  
Instructions writing for their game.

**SMSC**

**Spiritual** –By understanding how technology can be used to create apps and games developing an appreciation of gaming. To gain enjoyment through engagement through gaming.

**Moral** –Using technologies to create games. An understanding of copyright and why specific images cannot be copied. Wellbeing linked to should restrictions on time games are played be placed.

**Social** –Gaming with peers and making choices in collaboration peers about design and purpose.

**Cultural** - Promoting an understanding of the history and wonder of gaming. Developments in gaming crossing languages, countries and boundaries.