

**Stage 3: Flight, Funny Faces and Scratch****Project 3: Poppy Parrot Flies!****Lesson 3: Now Poppy can fly!**

Project aim:	Using Scratch, children learn about backgrounds, getting a Sprite from the Library or Internet and using different costumes to give the impression of wings flapping.
Lesson objective	Finally, to get Poppy to move across the stage, looking as if she is flying, and to 'bounce', or turn around, when she reaches the edge.
Concepts	Algorithms, Programming, Costume, Motion, Bounce
Assumptions	Students should have a computer with Scratch
Video	Now Poppy can fly!
Worksheet	3.3-PP3.1-Now-Poppy-can-fly
Download	
Vocabulary	Algorithm, background, Stage area, Sprite area, Bounce
Definition	Costume: one of several different images of the same Sprite
Summary	The Worksheet takes the students through the steps necessary to program Poppy's motion. By following the simple steps, they get her to move across the stage, looking as if she is flying, and to 'bounce', or turn around, when she reaches the edge.

## Lesson Plan

Teacher:	Class:	No. of pupils:	Date:
SEND:			
	Outline	Time	
Lead-in	<ul style="list-style-type: none"> <li>• Write the words "Motion", "Looks", "Control" and "Events" on the board.</li> <li>• Ask the students if they can remember what these words mean in relation to Scratch and what colour coding blocks these words correspond to</li> <li>• Show the video Now Poppy can fly! which takes the students through the process of creating the code for Poppy's movement.</li> </ul>	10 mins	
Main 1	<p>Student Groupings: Individually</p> <ul style="list-style-type: none"> <li>• Give out the worksheet: 3.3-PP3.1-Now-Poppy-can-fly</li> <li>• This recaps on the video and takes the students through the steps necessary for the programming of Poppy's motion.</li> <li>• Talk through the worksheet with the class, explaining what the blocks mean, identifying and addressing anything the students are unsure of.</li> <li>• Allow the students to work though the instructions and support where necessary.</li> </ul>	10 mins	
Main 2	<p>Student Grouping: Individually</p> <ul style="list-style-type: none"> <li>• Encourage students to experiment and be creative by changing the values in the motion and control blocks as well as the rotational style (see end of worksheet) and noting how this affects sprite behaviour</li> <li>• Ask them to add some sounds to the sprite (using their experience from the lesson where they got a dog to bark)</li> </ul>	10 mins	
Extension Activity	<p>Encourage the students to add another sprite and program it with a different behaviour, for example:</p> <ul style="list-style-type: none"> <li>• a ladybug, which should only scuttle across the ground left and right</li> <li>• a fish</li> </ul>	10 mins	