

## End of Unit Assessment | Computing | Year 3 | Coding with Scratch: Learning Loops

Working Towards the Expected Level	Working At the Expected Level	Working At Greater Depth
<p>With support, children begin to explain how simple algorithms work and can describe what the outcome of an algorithm may be. They can edit an algorithm to correct an error and know that this called debugging.</p> <p>Children understand what a loop is and know that there are different sorts of loops. They can select coding blocks to repeat sequences and create repetition.</p> <p>With scaffolding, children begin to break problems down into smaller parts to write simple programs.</p>	<p>Children are beginning to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Children can use sequence, selection, and repetition in programs; they are introduced to variables and various forms of input and output.</p> <p>Children write and debug simple programs that accomplish specific goals. They are developing the skill of solving simple problems by decomposing them into smaller parts.</p>	<p>Children confidently use logical reasoning to explain how some algorithms work and to detect and correct errors in algorithms and programs. They have the resilience to keep testing and debugging programs.</p> <p>Children understand the different elements of coding and can choose when to use sequence, selection, and repetition in programs. They begin to develop an understanding of variables and make choices about which form of input and output to use.</p> <p>Children confidently solve problems by decomposing them into smaller parts. With increasing independence, they design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.</p>
<b>33%</b>	<b>33%</b>	<b>33%</b>
Name	Name	Name

--	--	--



































































































































































# NC Aims Covered in Coding with Scratch: Learning Loops

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Use sequence, selection and repetition in programs; work with variables and various forms of input and output.

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.



























































































































































































































































# Computing | Year 3 | Coding with Scratch: Learning Loops

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
To write algorithms using coding blocks in Scratch.	To use a loop to repeat an action or sequence multiple times.	To use a loop to repeat a sequence of instructions for a specific task.	To use a forever loop to repeat instructions continuously.	To use a repeat until loop to repeat actions until a certain condition is met.	To design a simple catching game, making use of appropriate loops.
I can explain what an algorithm is.	I can explain what a loop is.	I can identify where in an algorithm repetition will be useful.	I know the difference between a repeat loop and a forever loop.	I can explain what happens in a repeat until loop, using the word until.	I can solve a problem by decomposing it into smaller parts.
I can identify different types of coding blocks in Scratch and know where to find them.	I know that there are different types of loops.	I can customise a repeat block for a specific purpose.	I know when to use a forever loop.	I know that a repeat until loop is a condition-controlled loop.	I can design, write and debug algorithms to solve problems.
I can create a sequence of blocks to write an algorithm.	I know when to use a repeat loop.	I can write algorithms to draw regular polygons.	I can use forever loops in algorithms for a particular purpose.	I can add an Operators block into a repeat until loop.	I can identify the three types of loops in Scratch and select the most appropriate loop for a particular task.
I know that it is important to test and debug an algorithm.	I can customise repeat blocks to repeat an action a specified number of times.	I can use loops for repetition in order to improve code.	I can explain why loops are useful.	I can customise an Operators block to set a condition.	I can add a variable.

# Computing: Coding with Scratch: Learning Loops

K	W	L
What I know	What I want to know	What I learnt

