Medium Term Planning

Topic: Kodu Game Designing **Curricular Area(s):** Technology and Literacy. **Skills:** See attached list

Teacher: **Class:** **Session:** 2015/16 **Term:** 2

Final Outcome/Assessment: Final game and plans will be peer assessed using success criteria.

E & O SAL	Learning intention Standard and expectation for shared learning	Success criteria Co-constructed with learners in pupil language	Learning experiences Rich activities planned to take account of the E's & O's and design principles	Evidence A range of appropriate evidence	Assessment approaches
Using appropriate software, I can work collaboratively to design an interesting and entertaining game which incorporates a form of control technology or interactive multimedia. **TCH 2-09a** I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance	We are learning how to use Kudu (Visual computer progamming language) to build simple to more complex games. We are learning how to work collaboratively using Kodu software to create an interesting and entertaining games. We are learning how to problem solve by breaking down difficulties into smaller chunks.	We will be able to • Design a visually attractive virtual world and program characters to move around an environment in different ways • Add objects and program characters to interact with objects • Enhance /modify virtual environment using Kodu settings • Add in mutliple programmed characters which are able to interact with the environment • Develop a storyline based on my virtual world. • Add in and use timers and counters.	See separate weekly planning sheet. Introduction to features and functions of Kodu Application. Introduction to games design and computer programming Begin to show understanding of the elements involved in computer programming (design, implement, test, evaluate and improve). Pupils will host an event where they will demonstrate their learning and use their skills to teach simple coding to others(parents, pupils from other schools etc.)	Pupils are able to build a virtual gaming environment. Pupils are observed being able to support their peers. Pupils will present their game to variety of audiences (other pupils, parents etc). Pupils will be able to explain steps and processes to others. Some pupils will be able to transfer the skills they have acquired to other areas.	Observing pupils increased independence. Observing pupils working collaboratively (pupils explain how they supported each other in plenary). Video some pupils dicussing their game. Most pupils are able to create a simple vitrual world. Some pupils are able to create complex virtual worlds.

my learning in different contexts. **TCH 1-04a, 2-04a** I can convey information, describe events, explain processes or combine ideas in different ways. **LIT 2-28a**		• Introduce a win/lose condition to game • Self / peer assess each others games. • Introduce spawning characters from objects • Demonstrate and teach others simple programming • Assign points and/or use a random generator to score. • Explain and/or demonstrate that games can advance from one level to the next.			Pupils can complete appropropiate documentation. Some pupils could show sufficient understanding to make adjustments to improve game – trial and error Pupils are able to use the skills they have learnt to teach another person how to do simple coding. – parent, other pupils etc

Skills:

- Curiosity and problem-solving skills, a capacity to work with others and take initiative
- Creativity and innovation through computer aided design
- Skills in using software
- Skills in collaboration, leading and interacting with others
- Critical thinking through exploration and discovery
- Discussion and debate
- Making connections between specialist skills developed within learning and skills for work
- Evaluating products
- Presentation skills