

**Final Outcome: To host a game con where parents can come and try out their own games and leave feedback for them.**

**Component 4:**

**What we will know after this sequence:**

- How to make their game more unique by selecting the appropriate options to maximise playability
- Which informative instructions they need to write for their game so that other people can play it



**Vocabulary:**

Unique, appropriate, labyrinth, instructions, playability,

**How will this feed into my next learning:**

Pupils will share their finished game and then evaluate their own and others.

**SEND**

To have sentence starters to prompt correct game instructions and to also have opportunity to record in a different format, i.e. type on computer or write on whiteboard and photocopy etc.

**Component 5:**

**What we will know after this sequence:**

- How to evaluate their own and peers' game to help improve their design for the future
- How to be critical when evaluating to a give criteria.

**Vocabulary:**

Evaluate, others, peers, critical, criteria, successes, improvements, changes, adaptations,

**How will this feed into my next learning:**

Pupils will use their knowledge of making things to a set criteria to make further games or products based upon a criteria.

**SEND**

To record their evaluations in a format of their choice, verbally recording it or drawing pictures etc.

**Component 3:**

**What we will know after this sequence:**

- How to design characters for their own game that meets a given criteria
- How to decide upon, and change the animations and sounds that the characters make



**Vocabulary:**

Quest items/treasure, characters, animations, criteria, add, edit, obstacles,

**How will this feed into my next learning:**

Pupils will use their own game design and quest to then look at improving and maximising playability.

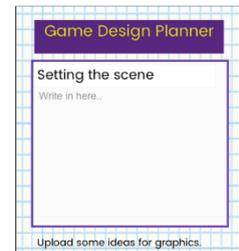
**SEND**

To have different quest items/treasures suitable to their hobbies/interests and an adult to support them identifying suitable characters for their environment, as identifying appropriate facial expressions may be tricky.

**Component 2:**

**What we will know after this sequence:**

- How to design the set and environment for their game so that it links with the theme
- How to upload images or use the drawing tools to create the walls, floors and roof in their environment
- How to take screenshots of their design process to show the documentation of their game



**Vocabulary:**

Screenshots, scene, environment, design, upload, images, painting tools, ground, in-built, style, device,

**How will this feed into my next learning:**

Pupils will use their setting and environment to design their own game quest to it becomes a playable game.

**SEND**

To have a different game criteria based on their hobbies and interests if needed.

**Component 1:**

**We should know:**

What is meant by coding and algorithm and that the term debug means to fix and alter something so that the programming/coding is correct.

**What we will know after this sequence:**

- How to review and analyse a computer game
- How to describe some of the elements that make a successful game
- How to begin the process of designing their own game to a given criteria.

**Vocabulary:**

Creator, maze, design, criteria, representation, tools, program, analyse, elements, scene, environment, levels

**How will this feed into my next learning:**

Pupils will use their own set designs for their game to then look at how they create the different game environments.

**SEND**

To be pre-taught vocabulary prior to lesson so they can do the task straight away without listening to the input, as some may struggle with the sensory overload of being in a whole class situation.



Whole Topic - Pupils to have tray of year group appropriate work in penguin class if they are struggling to regulate emotionally – that way they can have short bursts of activity rather than being in a whole class setting.

