Year 4 Home Learning 6.7.20-10.7.20 Week 14

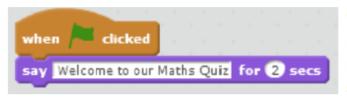
Topic Support Document

Use the resources and information provided to help you with your Topic tasks this week. You will be focusing on Computing and French.

Lesson 1 (Computing) - Sratch Quiz

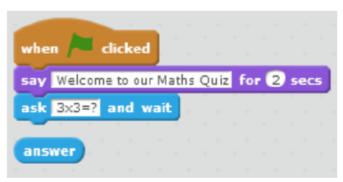
Using the prompts and website provided, create your own quiz on Scratch. This will be similar to the Maths quiz we made in school. Your quiz can be on any topic/area you want. Use the webite link below to use the Scratch coding program.

https://scratch.mit.edu/projects/editor/?tutorial=getStarted



3, Welcome to the quiz

Explain that this program will mostly be one sequence of instructions from start to finish. Can pupils choose a good starting block and a way to welcome users to their quiz? Have they tested their code?



4, User input to ask the question

Drag the ask and the answer blocks out. Explain that this is a user input block. It puts in information from the person taking the quiz.

answer

20

answer

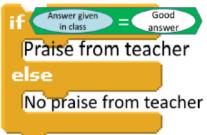
Now tick the answer block so that it is visible on the screen.

Explain that whatever is typed into the ask input block goes inside the answer block. Type in a Maths question that everyone will know the answer to and watch as it appears in the answer block after you tick to accept it.

You can also click on the answer box and a small speech bubble will appear showing what has been typed into the ask block.



User input box



Selection

If this is the first time that pupils have met the idea of selection it is worth using some real world examples which you can find at

http://code-it.co.uk/scratch/selectioninrealworld.pdf

```
when clicked

say Welcome to our Maths Quiz for 2 secs

ask 3x3=? and wait

if answer = 9 then

say Correct for 2 secs

else

say Wrong for 2 secs
```

The last examples is important as it paves the way for the code. Make sure in the last example you draw out that equals means the same as.

Drag out these blocks and arrange them like this. Make sure you draw attention to the shape especially when inserting the equals block. Notice that the equals block goes inside the if else block and then the answer block goes inside the left hand side of the equals block.

Talk through the program line by line before running it to help pupils understand what is happening.

Pretend to be a user who gets an answer right. Pretend to type the answer and ask the pupils where the answer has gone into the code? (the blue answer block)

The program then checks to see if it is the same (point to equals sign) as the right answer this means that the condition has been met and only the top correct block is run. Do the same for a wrong answer pointing out that the answer is not the same as the right answer so only the else block is run.

6, Multiple Questions

Don't show pupils how to duplicate the blocks until they have done a few questions block by block.

Now demonstrate how to duplicate blocks by dragging out a single question and right clicking on the top most blue ask block and choosing duplicate. You must right click on the top block or not all the code will be duplicated.

```
when clicked

say Welcome to our Maths Quiz for 2 secs

ask 3x3=? and wait

if answer = 9 then

say Correct for 2 secs

else

say Wrong for 2 secs

ask 40+20=? and wait

if answer = 60 then

say Correct for 2 secs

else

say Wrong for 2 secs

else

say Wrong for 2 secs

else

say Correct for 2 secs

else

say Correct for 2 secs

else

say Wrong for 2 secs

else

say Wrong for 2 secs
```

ask 40+20=? and wait Common Bug answer = 60 then Once pupils have started to duplicate it is very easy to snap say Correct for 2 secs the question inside the bottom else part of the selection. Can they tell you when the second question would be asked? say Wrong for 2 secs ANSWER Only if you got question 1 wrong. ask 15x3=? and wait Do ask the question though as I have had pupils tell me that answer = 45 then they are giving the user another opportunity to answer the say Correct for 2 secs question. This indicates that they understand the principles behind selection. say Wrong for 2 secs ask 15x3=? and wait Common Bugs answer = 45 then Another common error is to use say blocks without timings. This runs the say block so fast that the user can't see them at say Correct all. Comparing their code with yours is normally enough for most pupils to identify this bug. say Wrong

Lesson 2 (French) - Food translations

Research some of your favourite foods in French and write the translations in the table.

Extension/Challenge: Write a sentence of what you would say in French, if you were ordering your favourite food. Use a dictionary or Google translate to help you were needed.

Food in English	French Translation
apple	pomme

Lesson 3 (French) - French Menu

Using your research on French food, create your own French menu for a restaurant or café. Make sure you complete it in French. It may help you to plan it in English first.

Things to consider:

- Design
- Food
- Prices (euros)
- Name of restaurant

Use the example of menus below to help you with your designs and layout.





LOBSTER MUCOROSTA CHEESE,

CRÉPE AU FROMAGE DE CHÉVRE I \$11

Crepe baked with goat cheese, spinach and prosciutto, garnished with a red brandy cream sauce

CREVETTES SAUCE BOURSIN | \$13

imp sautéed with sun-dried tomatoes, co and leeks in a gartic, herb cream sauce

CHAMPICNON PORTABELLA AUX QUATRE FROMACES | \$12

Grilled mushroom stuffed with swiss, brie and parmesan cheeses, over a blue cheese sauce

MOULES MARINIÈRES À LACRÈME I \$10

Mussels steamed, with or without cream

in garlic wine sauce

ESCARGOTS BOURGUIGNON | \$11.5

SAUMON FUMÉ | \$13.5

d salmon garnished with field gre capers and shallots





