Your name in lights

Scratch lesson plan – Code Playground

Lesson overview

In this lesson, students will create a Scratch project called your name in lights, where they animate the letters of their name using loops, effects, and sound. Teachers will guide students through the project using the workbook and their own imagination. This is part one of our story series.

Time	Key learning outcomes	Resources
45 mins	• Use Scratch to create and animate text sprites • Explore loops, visual effects, and sound blocks to build engaging animations • Experiment with creativity while learning basic programming concepts • Apply problem-solving skills to debug and refine their project.	• Laptops or desktop computers • Access to Scratch website - https://scratch.mit.edu.

Content

Introduction

Your name in lights is the first part of our story challenge which forms this term's activities. The project is to create animated letters which would represent the introduction to a story.

> "Through the five parts of the story challenge you will use a variety of different skills that you can use to build up to create a longer project."

The activity of this project is to create a series of animated characters to spell out all or part of a pupils name. By adding loops and a variety of costumes, sound effects and costume changes it is possible to create an exciting and interesting display.

> What skills have the class learned during coding lessons over the year and how they can be applied to create different effects.

Scratch practical

Ask the children to log into Scratch and set up their workspace as described in the workbook. Show the Your name in lights video as a guided lesson pausing regularly when the pupils need to catch up.

- Children should be able to follow along with the workbook or the guided lesson video
- By the end of the lesson children should be able to create a working program showcasing the your name in lights activity.

Activity – Your name in lights

"Your task today is to animate the letters of your name to twist, pulse, and flash. You'll make it unique by adding your favourite colours and music."

<div style="background:#d6186e;color:#fff;padding:1em;">

Class question:

"How does using different effects for each letter make your project more exciting?"

</div>

"What can you add to make your project unique? Perhaps extra animations or interactive elements."

<div style="background:#1a2452;color:#fff;padding:1em;">

Scratch practical

Using the video and workbooks support the children to follow the instructions and complete the coding project. Have them think of other ways to enhance the project if they have extra time.

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Activity wrap up

Prepare to share your project with the class.

<div style="background:#d6186e;color:#fff;padding:1em;">

"What challenges did you face while coding, and how did you solve them?"

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<div style="background:#1a2452;color:#fff;padding:1em;">

Encourage customisation

- Add interactive sprites that respond when clicked.

- Create a second page or screen with a new animation.

- Experiment with the Pen extension to draw patterns alongside the animations.

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BARCLAYS

Code snippets

Sprite code

K

```
when [flag] clicked
forever
    turn ↻ 30 degrees
    wait 0.5 seconds
    turn ↺ 30 degrees
    wait 0.5 seconds
```

```
when [flag] clicked
go to x: -137 y: 5
point in direction 90
forever
    turn ↻ 30 degrees
    wait 0.5 seconds
    turn ↺ 30 degrees
    wait 0.5 seconds
```

E

```
when [flag] clicked
forever
    change size by 20
    wait 1 seconds
    change size by -20
    wait 1 seconds
```

```
when [flag] clicked
set size to 100 %
forever
    change size by 20
    wait 1 seconds
    change size by -20
    wait 1 seconds
```

V

```
when [flag] clicked
forever
    change y by 20
    wait 0.5 seconds
    change x by 20
    wait 0.5 seconds
    change y by -20
    wait 0.5 seconds
    change x by -20
    wait 0.5 seconds
```
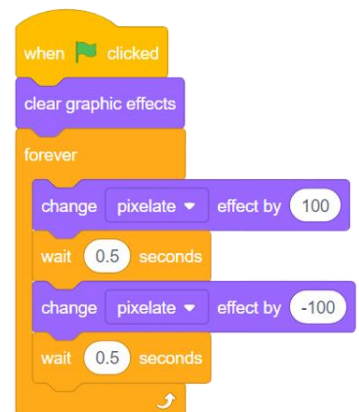
```
when [flag] clicked
go to x: 10 y: 0
forever
    change y by 20
    wait 0.5 seconds
    change x by 20
    wait 0.5 seconds
    change y by -20
    wait 0.5 seconds
    change x by -20
    wait 0.5 seconds
```
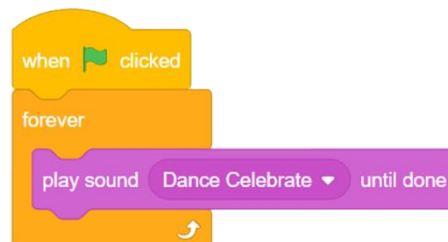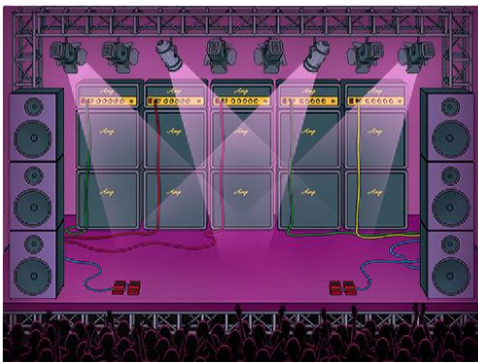
Code snippets

Sprite code


```
when [flag] clicked
forever
    change [color ▼] effect by (50)
    wait (0.5) seconds
    next costume
```

```
when [flag] clicked
clear graphic effects
switch costume to [story-I-1 ▼]
forever
    change [color ▼] effect by (50)
    wait (0.5) seconds
    next costume
```



```
when [flag] clicked
forever
    change [color ▼] effect by (50)
    wait (0.5) seconds
    next costume
```

```
when [flag] clicked
clear graphic effects
forever
    change [pixelate ▼] effect by (100)
    wait (0.5) seconds
    change [pixelate ▼] effect by (-100)
    wait (0.5) seconds
```

Background code


```
when [flag] clicked
forever
    play sound [Dance Celebrate ▼] until done
```

Summary

The following information is an example of what a child at an expected level would be able to demonstrate when completing these activities with additional examples to demonstrate how this would vary for a child with emerging or exceeding achievements.

Assessment guidance	
Differentiation – Lower ability/ASN	**Differentiation – Higher ability/extension**
• Focus on animating one or two letters with simple effects like twist or pulse • Provide pre-made letters or starter code for extra support • Pair students to work collaboratively.	• Challenge students to create more complex animations using multiple loops or events • Encourage them to add interactivity, such as clicking letters to trigger effects • Ask them to optimise their code by grouping blocks or creating functions.

Plenary

- "What coding blocks did you use to animate your name?"

- "Which animation or effect are you most proud of?"

- "What would you add if you had more time?"

Assessment questions

- How did you use coding blocks to animate your letters?

- What creative choices did you make for colours, effects, or music?

- How could you further improve your project?