

Year 6 Text Adventures

This unit introduces pupils (many for the first time) to text adventures, in the style of *Choose Your Own Adventure* or *Fighting Fantasy* books where the reader selects one of two choices at the end of each page. It is a good project for Year 6 to end the year with as it can be very open-ended and it provides them with many creative options. It ties in many of the skills they have learned in Computing as well as others they will have developed in other subjects throughout KS2; for example, narrative skills, programming, planning, presentation skills and animation, which will all be needed in order to create their text adventure.

Through this unit, Pupils develop on their previous use of the software 2Create a Story, which they used in Year 1 (Unit 1.6 Animated stories) when they used the simple mode of the software to create an e-book with pages that consisted of an image, text, whole image animation, simple sound effects and (for some) a background. Pupils are reminded of this before being introduced to the advanced mode of 2Create a Story where pupils progress to being able to use the software to make links between pages and add animation to individual sprites (as opposed to the whole image as in Unit 1.6). In order to support their plan for their text adventure, pupils make use of new software 2Connect, a Purple Mash tool which allows the user to easily create branching diagrams, so that they may create a useful plan their work.

Adaptive teaching – Recommended tried and tested practise in these lessons:

Due to the nature of Computing lessons and the common ‘firefighting’ required in lessons with technical issues or children who are individually confused over what may be considered small stumbling blocks, it is recommended that teachers put time and effort into reinforcing the use of school-wide learning ethos and systems (for example, the use of the 4B’s – brain, board, buddy, boss) to encourage children to try to solve their problems in the right way rather than going straight to the teacher, or lessons will quickly become unmanageable. It is also recommended to follow our school’s use of the Rosenshine model of mastery teaching strategy and teach lessons in a series of stages, with short, simple tasks being set, and children who finish early can be given encouragement to support and ‘lifeguard’ other students. This has twofold benefits; the process of teaching others cements and secures pupils’ own mastery as well as ensuring the teacher isn’t overwhelmed with personal requests for help. If one-to-one support is unavailable for high need children, it is a good idea to make sure these children are sat next to or near a higher ability student who may act as peer support for them, and these children are monitored carefully throughout lessons to ensure they stay on task and understand each objective given. Ensure that any hardware support that is required for individual’s SEND requirements are adjusted appropriately and are tied to those students’ individual log ins (e.g. Zoom tools or screen tints for students with visual impairments etc). Teachers should have a knowledge of Pupil Premium children, particularly those who have been seen to struggle in Computing lessons, and these children should be monitored alongside those with SEND during lesson time to help ensure they access lessons along with the rest of the class.

Knowledge covered:

NC	Ladders Objectives
(2.1) Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	
(2.2) Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	
(2.3) Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	
(2.4) Understand computer networks including the Internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.	
(2.5) Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Y6 - IT1 - I am aware of several different search engines and can explain some of their features. Y6 - IT2 - I understand how some results are selected and put in order (ranked) when searched for on the World Wide Web.
(2.6) Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Y6 - IT3 (KPI) - I can select, use and combine a variety of software effectively (including internet services) to meet goals I have been set. Y6 - IT4 - I can combine several sources of information (eg. text, pictures, video, animation, sound) in my work to meet the goal I have been set. Y6 - IT5 - I can use software to collect, present, analyse and evaluate data appropriately (eg using a spreadsheet and/or a database).

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	Y6 - IT6 - I can create and edit a presentation to convey meaning and include nonlinear hyperlinks in it (eg. PowerPoint/Sway/Keynote/Other). Y6 - IT7 - I can present data and information in a way that is easy to understand.
(2.7) Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	

Medium Term Lesson Plan:

Lesson 1	What Is a Text Adventure? Planning a Story Adventure L.I I can find out what a text-based adventure game is and to explore an example made in 2Create a Story. L.I I can use 2Connect to plan a 'Choose your own Adventure' type story. Y6 – IT1 Y6 – IT2 Y6 – IT3 (KPI) Y6 - IT4 Y6 – IT5 Y6 - IT7	S.C: I can describe what a text adventure is. I can map out a story-based text adventure. I can use 2Connect to record my ideas. Extension: I can turn a simple story with 2 or 3 levels of decision making into a logical design	<u>Key Questions</u> *Prior knowledge* - What is a text adventure? - What path does the traditional story of Red Riding Hood take? - Do you know any others stories really well that you can use as a basis for your text adventure? - Can you give me of an example of a choice we could give the reader after this event?	Discuss what a text adventure is with the children, show examples. Children play an example text adventure in 2Create. As they go, record how many endings there are. Children use 2Connect (modelling required) to plan a text adventure story. Children who are struggling with the idea can re-tell the story of Red Riding Hood in their own way. Importantly, the children must plan an event for every page, with two choices given to the reader after. Model how to begin for struggling pupils, then encourage them to continue on their own. Be careful that confident children don't get carried away. Advise to keep it simple and add to it when finished. This may take at least two lessons as 2Connect may be new to the children. They may also need time to research stories on the Internet to refresh their memories.
Lesson 2 - 7	Making a Story-Based Adventure Game L.I I can use 2Connect plans for a story adventure to make the adventure sing 2Create a Story. Y6 – IT1 Y6 – IT2 Y6 – IT3 (KPI) Y6 - IT4 Y6 – IT5 Y6 - IT7	S.C: I can use the full functionality of 2Create a Story Adventure mode to create, test and debug using their plan. I can split my adventure-game design into appropriate sections to facilitate creating it. I can use 2Create a Story to make the component parts of the design.	<u>Key Questions</u> *Prior knowledge* - What is an ebook? - How can we make sure our ebook works in the way it should do? - What would be a sensible order to make our ebook in?	Different features of 2create a story are shown to the children. Children will need to create two buttons on each page for each choice, which are linked to the slides they create. They will need to look carefully at page numbers throughout this project and have another tab open with their plan on it. They need to be shown how to import backgrounds and sprites and how to duplicate pages to save re-building scenes. They will also need to be shown how to animate characters and add sounds, but this shouldn't be modelled until the children have created their story in full, so that the children don't get caught up in the aesthetics rather than the core story. Model how to create the beginning of the ebook, with a plan open in another tab so the children can see how to follow their plan. Add buttons and show how to link to another slide. Play the book and test the button functions (link to the debugging process they are familiar with in their coding work). This is a multi-lesson step and it will take some time for the children to complete their story. Some children will rush and complete their work too quickly; it is important that they understand that the more they add to it, the better their story will be. Extensions: Adding sounds and animations, adding other storylines (update branching diagrams accordingly as they do so), extending existing storylines, improving writing quality and description.