

Year 4 Computing: Scratch Assessment

Learning objective: To demonstrate understanding of sequence, repetition, and movement in Scratch programming.

Read each question carefully. Use the word bank to help you answer. Write your answers in the boxes provided. Ask for help if you need it.

Kit the fox is learning to code in Scratch. He wants his character to move across the screen and dance. Kit knows that a list of instructions is called an algorithm. He uses blocks to make his project work.

Word bank: Sprite · Script · Loop · Algorithm · Motion · Event

1. 1. What do we call the character in a Scratch project that moves around the screen? (2 marks)

2. 2. Kit wants his character to move 10 steps. Which colour category of blocks should he look for? (2 marks)

3. 3. A 'Loop' makes a set of instructions happen more than once. Why might Kit use a loop in his code? (4 marks)

4. 4. Look at this instruction: 'When green flag clicked'. What type of block is this? (2 marks)

5. 5. Put these steps in the correct order to make a character say 'Hello' then move. Write 1 or 2 in the boxes:

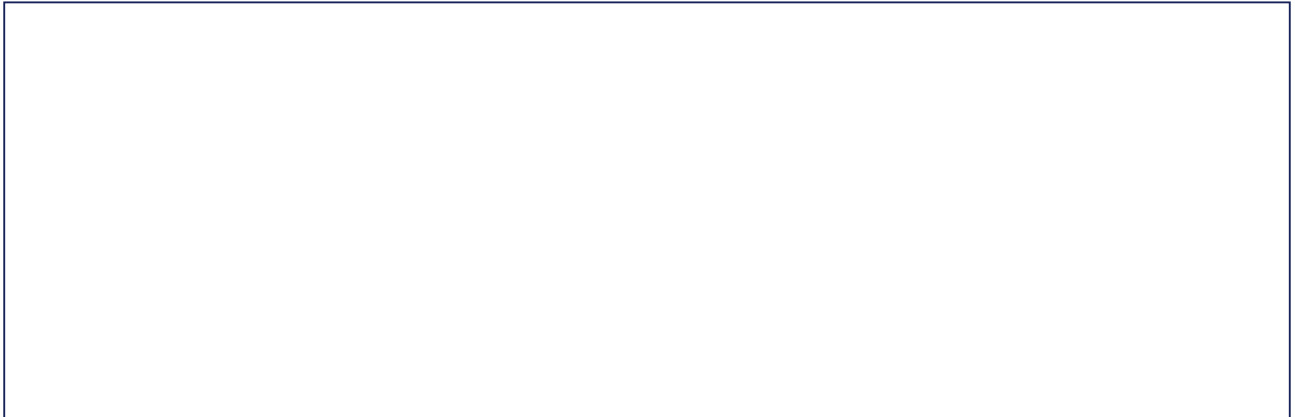
☐ Move 10 steps

☐ Say 'Hello' (4 marks)

6. 6. Imagine you want to make a character dance forever. Describe the steps you would take in Scratch. Use the words 'Loop' and 'Script' in your answer. (6 marks)

7. 7. Why is it important to test your code after you finish building your script? (5 marks)

Draw: Draw a picture of what happens on the screen when you click the 'Green Flag' in a Scratch program.



Extension challenge: Total: /25. Can you write a sequence of 3 blocks to make a sprite jump and spin?