

# Weather Rhymes

## Activity Structure – 45min

Activity	Timing
Warm up Game	5 mins
Introduce Story and Project	10 mins
Main Activity	25 mins
Final test & debug	throughout
Share with group	5 mins

### Overview

It's Autumn and the weather is so changeable! We're going to create a simple animation using the songs "Rain, Rain Go Away" and "The Sun Has Got His Hat On".

### Learning Objectives

- To use different movement blocks.
- To use the [Go to page...] block.

### EYFS Curriculum Links

**Communication and Language:** Maintains attention, concentrates and sits quietly during appropriate activity.  
**Creative:** Begins to build a repertoire of songs and dances.

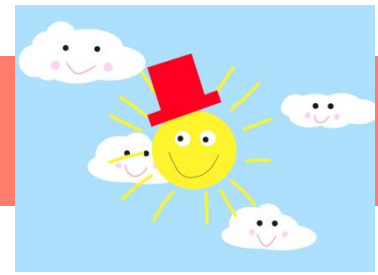
### Warm up game: introduce / recap key coding blocks

- Select the cards for the code blocks that the children will be using today. Draw the children's attention to the colour of each block. *Do you notice anything about the blue code blocks? What do you think the yellow code blocks do?*
- Run through the flash cards and invite the children to say/guess what each block does. If the class is mostly returning coders run quickly through the cards and get the children to say the name of each block in unison (doing in in different voices, e.g. loud, whisper, etc. makes it more fun).
- Praise the children for having a guess even if their answer is wrong.

### Introduction (discuss the project together, share ideas and create excitement)

- *What is the weather like today?*
- Yesterday/during the weekend/last week it rained a lot! *Did you still play outside? What did you have to wear?* I know a song about the rain. Join in with me if you know the song: "Rain, rain go away". Sing the song together.
- I love it when it is sunny. *Does anyone know a song about the sun?* Sing "The Sun Has Got His Hat On"
- Show the children the project.
- *How is my cloud moving? Can you stand up as a group and show me?*
- Let's look at the sun. *How does the sun move? Could you show me?*
- If you have children who will be making the simpler version show them this project now. Explain that you'd like them to try making the sun move in lots of different ways (this is a good point to show them how they can use the 'Go home' button/icon to reset the sun's original position and rotation).

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## Main Activity Key questions and teaching

1. Open a new project with two pages.
2. Let's start with page 1: use the Paint Editor to create a plain blue background (use the 'fill' tool to fill the screen with blue).
3. Create the cloud: select the cloud character then use the Paint Editor to edit it to include rain drops. Use the freehand drawing tool to do lots of blue dashes that look like rain. You could use a variety of thick and thin blue lines.
4. Now let's code the cloud: start with a green flag, then record the song "Rain, rain go away". Depending on how long the song is, have it play 1-3 times before adding the [Go to page 2] block to the end of this line of code.
5. Add a second line of code for the cloud that will create the movement. Let the children tinker and play with trying out different types of movements.
6. Some children could also add a third line of code for the cloud to create an effect, e.g. have it repeatedly shrink and grow, or hide and show. Again, give the children lots of time to tinker and play with different effects.
7. Now let's do page 2. Use the same background as you did for Page 1.
8. Create the sun character: you could use the one from the library and edit it to include a smiley face, or you could draw one using the Paint Editor.
9. Code the sun: start with a green flag then record the song "The sun has got his hat on."
10. Add another line of code for the sun that will control its movement. Let the children experiment with different movements (and for more advanced coders: speeds).
11. Early finishers could have a go at drawing a hat character, positioning it on the sun and coding it to move.

## Teaching points

- There are lots of opportunities for the children to tinker in this project. Explain to any parents/carers that this is an important part of the learning process.
- While the children are tinkering encourage them to think about how they want their characters to move: *How should the cloud move? How could we do this? Which blocks blue should we use? Which one should I use first/last? What should I use next?*
- Use the code cards to support new coders. *We want to use this block – What colour is the background? Where will we find it?*

## Possible Extensions

- Draw the cloud character rather than editing the one from the library (the drawings could have a smiley face).
- On page 1, use wait, hide and show blocks to make the rain hide before the sun appears.
- Add clouds in the background and code them to move across the screen. *Can you use speed blocks to make each cloud move differently?*
- Children with more developed fine motor skills could draw the sun's rays as a separate character, then code it to 'rotate' around the sun.

## To Simplify

- Choose the sun from the library. Edit it to add a hat and smiley face (or leave these out if the drawing is too tricky).
- Don't include a line of code for an 'effect' for the cloud.
- Support children to record their songs by offering to sing the songs together.

## Finishing up

- Share the projects. Let's look at all the different ways our clouds and suns move. Praise the children for experimenting and tinkering with their code.

# Resources

## Rain Rain Go Away

Rain rain go away  
Come again another day

Rain rain go away  
"child's name" wants to play

Rain rain go away  
Come again another day

## The Sun Has Got His Hat on

The sun has got his Hat on  
Hip-hip-hip-hooray  
The sun has got his hat on  
and he is coming out today

And now we'll all be happy  
Hip-hip-hip-hooray  
The sun has got his hat on  
and he is coming out today