3. Little Ducks

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

Let's make an animation to accompany the classic children's song *Three Little Ducks*. When the song finishes, we'll use the 'Go Home' block to make the ducks return to their mummy or daddy.

Optional Story Stimulus: 10 Little Rubber Ducks by Eric Carle.

Learning Objectives
- To use the 'Go Home' block.
- To use a speed block.

National Curriculum / EYFS Curriculum Links

Listening and attention:
- Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

Warm up game: Go Home

- Ask the children to sit/stand somewhere memorable in the room (e.g. next to the door, in the chair by the tutor, etc.) Explain that this is their 'home' and they must remember where it is.
- Invite the children to walk around the room (you could use the movement flashcards).
- Show the 'Go Home' block and explain that when you show this the children need to go back to their home.
- You could also get the children to sit in a circle (noting who they are sat next to). Invite them to walk around the room, but when you show the 'Go Home' block they must return to their original position in the circle.
- Depending on space children could play together, or individually with the group supporting the individual.

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

- Ask the children to sit in a circle. Sing the song "Five Little Ducks" (if you know the actions do these too). You could use 5 fingers and count down with them as the remaining ducks swim back (this will support young children's counting).
- *Who would like to be a duck?* Select 3-5 children to play ducks. Ask them to stand behind you outside the circle.
- Sing the song. When you get to the part that says, "Mummy/daddy duck said "Quack, quack, quack. . . and 4 little ducks came swimming back" ask one of the "ducks" to sit down. At the end of the song when the ducks all come back, all the "ducks" should stand up again.
- *How many ducks came back? How many ducks are over the hill and far away?*
- Show the children the project.
- Let's look at the 'Go Home' block. *What do you think it does? Have I used more than one in this project? Sometimes the Go Home block is also called the 'reset' block.*

MAMA.codes
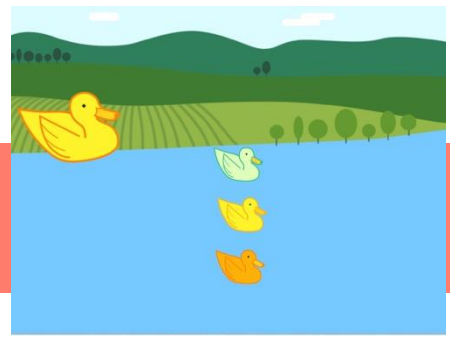
3. Little Ducks

Main Activity Key questions and teaching

1. Select a background. Use the Paint Editor to add a pond for the ducks to swim in.
2. Select the mummy/daddy duck. Use the 'Grow' block to make it bigger.
3. Let's code the mummy/daddy duck: record the song for the duck and trigger it to start when the green flag is pressed.
4. *Can you make mummy/daddy duck wiggle*? [Green Flag, Slow Speed, Turn Left, Turn Right, Repeat Forever]
5. Select three further ducks and edit them so that each is a different colour.
6. Position the ducks.
7. *Let's code the first duck. We'll use the green flag as our trigger. Let's add some movement blocks. It's a bit quick. How could I make the duck move more slowly? Where should I put the slow speed block?* Let the children experiment with putting the speed block in different places within the line of code/script until they work out that it needs to be at the start.
8. *Which block do I need to add to my line of code so that the duck goes back to its start position?*
9. Let's test to see if our duck moves and goes home in time with the song. *What could we do to make the duck swim for longer? What could we do to make the duck go home earlier?*
10. Once the children are happy with the first duck's movements ask them how they could copy the code to the remaining ducks.
11. Test and debug: *Do the ducks move together? Do the ducks go home in time with the song?*

Teaching points

* The children will probably need support if they want to coincide the duck 'going home' with the end of the song.
* They may also need support to drag and drop the code from one duck to another.
* Encourage the children to test and debug throughout.
* Make sure the parents/carers understand that tinkering is a valuable teaching strategy.

Possible Extensions

* The ducks could move across the screen in different ways, before 'going home' when the song ends.
* Children could also add a spinning sun and a cloud drifting across the sky.
* Make a second page where the ducks could be playing. The children could tinker with the different movement blocks. *How could I make the ducks move in an interesting way?* (This could be for early finishers as well as more advanced coders).

To Simplify

* Children can create an all blue background using the Paint Editor.
* Each duck could move in a different way (no need to drag and drop code).
* The ducks could 'return home' at any point in the song.
* Once they've recorded the song, let the children tinker with using the movement blocks and the 'repeat' block to explore different ways of making the ducks move.

Finishing up

* Children show their projects to each other. *How do our ducks move? Have we used different movements? Can anyone copy the ducks' movements? How do ducks move when they're on land? Is it different to when they're in the water?*

MAMA .codes
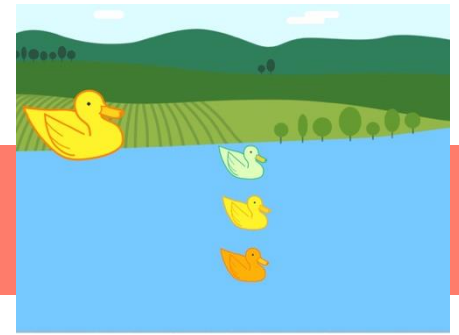
3. Little Ducks

5 Little Ducks

Five little ducks went swimming one day

{Hold up 5 fingers}

Over the hill and far away.

{Move hand like a snake moving up and down.}

Mummy/daddy duck said "Quack. Quack. Quack. Quack!"

{Form hand like a beak. Open and close beak fingers.}

and **four** little ducks came swimming back.

{Hold up 4 fingers and move hand in a waddling motion.}

Four little ducks went swimming one day

{Hold up 4 fingers}

Over the hill and far away.

{Move hand like a snake moving up and down.}

Mummy/daddy said "Quack. Quack. Quack. Quack!"

{Form hand like a beak. Open and close beak fingers.}

And **three** little ducks came swimming back.

{Hold up 3 fingers and move hand in a waddling motion.}

Three little ducks went swimming one day

{Hold up 3 fingers}

Over the hill and far away.

{Move hand like a snake moving up and down.}

Mummy/daddy said "Quack. Quack. Quack. Quack!"

{Form hand like a beak. Open and close beak fingers.}

and **two** little ducks came swimming back.

{Hold up 2 fingers and move hand in a waddling motion.}

Two little ducks went swimming one day

{Hold up 2 fingers}

Over the hill and far away.

{Move hand like a snake moving up and down.}

Mummy/daddy said "Quack. Quack. Quack. Quack!"

{Form hand like a beak. Open and close beak fingers.}

And **one** little ducks came swimming back.

{Hold up 1 fingers and move hand in a waddling motion.}

One little duck went swimming one day

{Hold up 1 finger}

Over the hill and far away.

{Move hand like a snake moving up and down.}

Mummy/daddy said "Quack. Quack. Quack. Quack!"

{Form hand like a beak. Open and close beak fingers.}

And **no** little ducks came swimming back.

{Hold up 0 fingers and move hand in a waddling motion.}

No little ducks went swimming one day

{Hold up 0 fingers}

Over the hill and far away.

{Move hand like a snake moving up and down.}

Mummy/daddy said "Quack. Quack. Quack. Quack!"

{Form hand like a beak. Open and close beak fingers.}

And **all five** little ducks came back.

{Hold up 5 fingers and move hand in a waddling motion.}