CLASS 3

CCS

PART 1

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NOTE TO PARENTS

USE

THINK

BUILD

Coding and computational thinking are set to become core life skills for the future just as literacy and numeracy are today. Most advanced countries have included coding as part of the core curriculum and NEP 2020 clearly sets out the roadmap for the Indian education system as well.

The Coding and Computational Skills (CCS) program follows a unique USE-THINK-BUILD (UTB) pedagogical approach.

USE

The first step in the UTB approach is to take the students through an immersive experience that introduces them to their project. Students USE apps, games, websites, visualizations and engage with audio-visual content. This helps them obtain the perspective and user experience of what they would be creating through their project.

THINK

The second step in the UTB approach is to make students THINK. Through independent and group activities and routines, students learn to understand the computational thinking and logic that is required to build their project. This deeper understanding helps them develop skills like observation, visualisation, design, critical thinking, problem solving, and decision making.

BUILD

The third and final step in the UTB approach is to make students BUILD their projects - puzzles, artwork, publication, animations, apps, games or websites. Students use age-appropriate, easy to use software and applications to bring their ideas to life. The ability to build, code and showcase their projects is essential to nurturing their creativity and express their ideas.

The LEAD CCS curriculum and progression is benchmarked against international standards and there is a clear skill progression through each grade, making the LEAD CCS program one of the most comprehensive programs available to schools and parents.

NOTE TO PARENTS

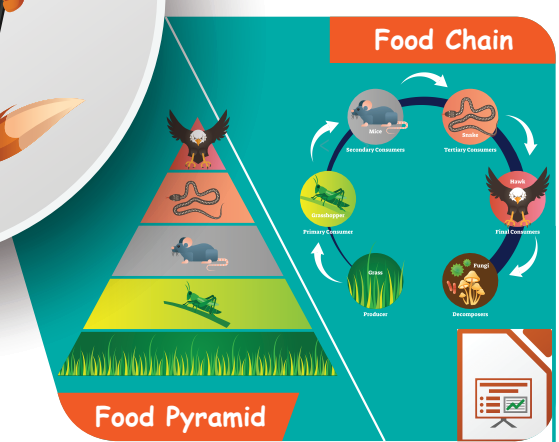
Your child has an exciting year of learning ahead! While learning to code, children need to develop computational thinking. To help them acquire the skills without being discouraged by the technicality of the subject, students learn ScratchJr in Class 3. Since ScratchJr is an image-based block programming language, they will find it interesting and entertaining and thus be comfortable with coding from the beginning.

Given below are some highlights of their learning path in CCS in this school year. By the end of this year, your child will be able to:

Use their designing, classification, and sequencing skills to create a newsletter and a calendar chronicle using a word processing application

Use their abstraction, visualisation, sequencing, and coding skills to create an underwater scene, a space explorer game, and a magic show collage using the ScratchJr software

Observe and use their multimedia and problem-solving skills to create a jigsaw puzzle using the GIMP software



Use their design and communication skills to create a presentation on food chains using the Presentation software

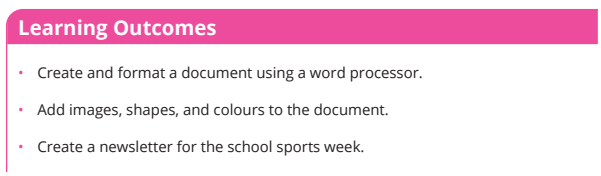
This curriculum will not only improve the coding skills of children, but will also make them good problem-solvers, decision makers, and critical thinkers by developing their analytical and higher-order thinking.

HOW TO USE THE BOOK

The book is an integral part of the Coding and Computational Skills (CCS) program. Each class has a CCS book that covers the important skills for learners. Specific learning outcomes for each unit can be found at the start of each unit. There are various activities which build computational thinking and cover the requisite skills to be learnt through that unit.

Key sections of this book:

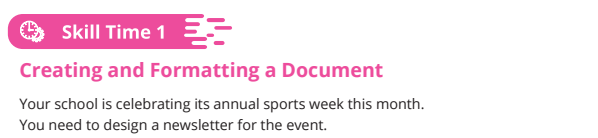
Learning Outcomes list the expected measurable learning outcomes achieved by the student that will be covered through the unit.



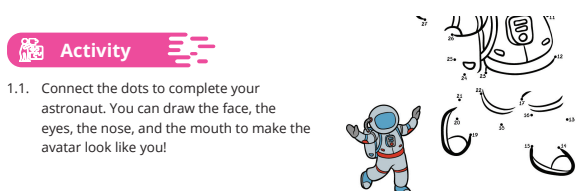
Introduction gives a brief of the skills and projects that the students are going to cover in the unit.

Observations table is used to list the recordings from the videos/apps reviewed in class.

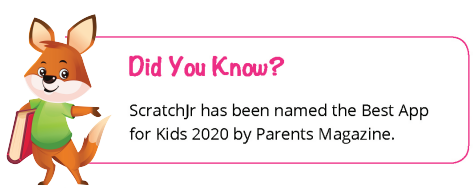
Skill Time contains the Use-Think-Build approach to enable learning. It contains activities that are to be done in the class.



Activity is primarily for building skills through which students can identify the extent to which they have attained the learning outcomes of the unit.

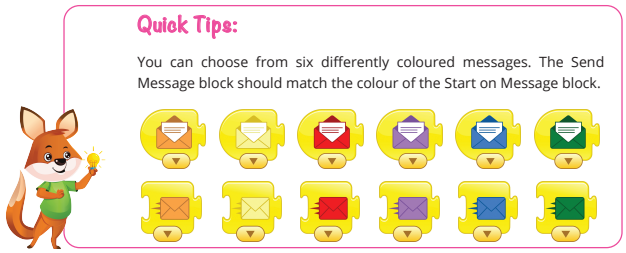


Did You Know contains interesting facts related to the topic covered.

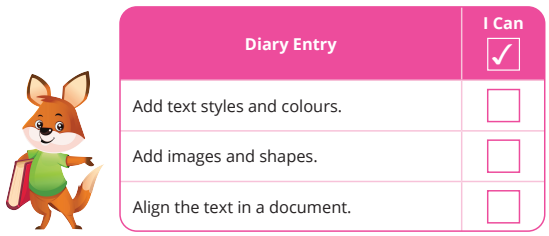


HOW TO USE THE BOOK

Quick Tips give additional information about the concept.

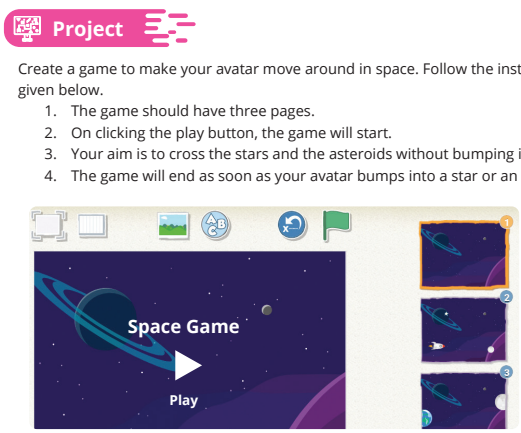


Diary Entry is used to keep a check on the skills that students have learned through the Skill Time.

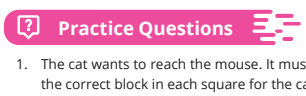


QR Codes are available at various points in the workbook to enhance learning through content and enable rewards (badges and certificates) on completing specific levels.

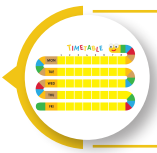
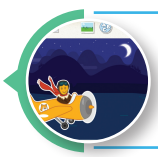
Each unit has a **Project** at the end where project guidelines and ideas are given. The project incorporates all the learning from the unit that students can implement.



Practice Questions are primarily for home practice and for students to identify the extent to which they have attained the learning outcomes of the unit.



ANNUAL LEARNING PLAN

PART 1	Unit Name	USE	THINK	BUILD	Unit No.
	**School Newsletter**	Word Processor	Images and Pictures: Design and Classification	Create a school newsletter on a word processor.	1
	**Class Calendar Chronicle**	Word Processor	Sequencing	Create a chronicle of special events of the year on a word processor.	2
	**Underwater Mission**	ScratchJr	Abstraction Visualisation Coding	Create an underwater scene using ScratchJr.	3
	**Space Explorer**	ScratchJr	Abstraction Visualisation Sequencing Coding	Design a space explorer game using ScratchJr.	4

PART 2	Unit Name	USE	THINK	BUILD	Unit No.
	**Ministry of Magic**	ScratchJr	Abstraction Decomposition Coding	Create a magic show using ScratchJr.	5
	**Understanding Food Chains**	Slides	Observation Visualisation Presentation	Create a presentation on food chains using a presentation software.	6
	**Jigsaw Jumble**	GIMP	Observation Problem-Solving Decomposition	Create jigsaw puzzles using GIMP.	7

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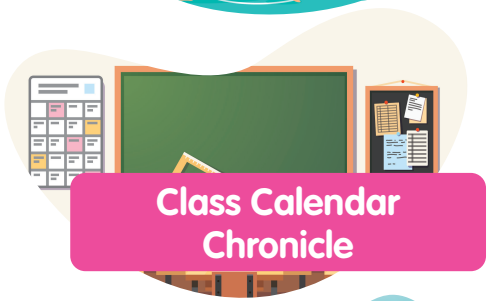

The CCS book contains important skills that students learn in class. Each unit comprises of a few skill times and a final project. A Skill Time includes many plugged and unplugged activities. Students should complete the activities in the book after seeing a video or demonstration by the teacher in class as per the LEAD learning plan.

Students should read the CCS book at home for revising the concepts taught at school. They can scan the QR codes at home to watch the videos, read the documents, and download the badges and certificates. Students should also refer to it while preparing for assessments.