

Wood Chopping Simulator

- Pupils Perspective – Pupils Perspective – Short write up dictated by the pupil following a discussion.
- Project Process – Outline of the process followed by all pupils at Bronte School.

Pupils Perspective

The idea for Wood Cutting Simulator began with Dayisi wanting to create an adventure-style game with a slightly different focus. He enjoys adventure games and wanted to design a world where players explore and collect resources rather than simply moving through levels. In his game, players gather wood by cutting down trees, which then allows them to unlock new areas and discover additional features.

The game takes place across several different lands that gradually become available as the player collects more resources. Players begin in a small starting area where they can cut basic trees to gather wood. As they progress, new areas open up with different types of trees and extra rewards. This system encourages exploration and gives the player a clear sense of progress as they move through the game.

The project started slowly while Daiysi worked out how the main mechanics would function, but once the core systems were working the game quickly expanded. One of the features he is most proud of is how each tree reacts when it is cut.

Ensuring that the stumps worked correctly and that the trees respawned after a period of time was one of the more challenging technical parts of the project. Dayisi had to carefully manage the timing so that trees disappeared, left a stump behind, and then returned later. Solving this involved overcoming several bugs.

Daiysi particularly enjoyed designing the different lands and thinking about how each environment should look. Even smaller details, such as the design of the tree stumps, were carefully considered. He had to manage his time well to balance adding new features with making sure the main gameplay worked smoothly.

Having entered the competition last year, Daiysi approached this project with greater confidence. This time he had a clear vision for the type of game he wanted to create and was able to follow that idea through. The result is a creative adventure game that shows his growing skill and enjoyment of programming.

Project Process

All games submitted by Bronte School followed the same process. There were a total of 8 internal entries from across Year 5 and 6, which were worked on in 8 weekly workshops.

- Creativity and generating ideas.
- Encouraging the children to work towards a vision one step at a time.

- Basic patterns in Scratch such as forever loops, messages, and random numbers
- Debugging and identifying errors in the game
- Project completion and tidy up.

The children as a group received support from one teacher and one parent volunteer. All artwork, sounds, and code blocks were the result of the pupil's work alone. Some artwork and sounds were sourced from resources within Scratch, others were created by the pupils.