

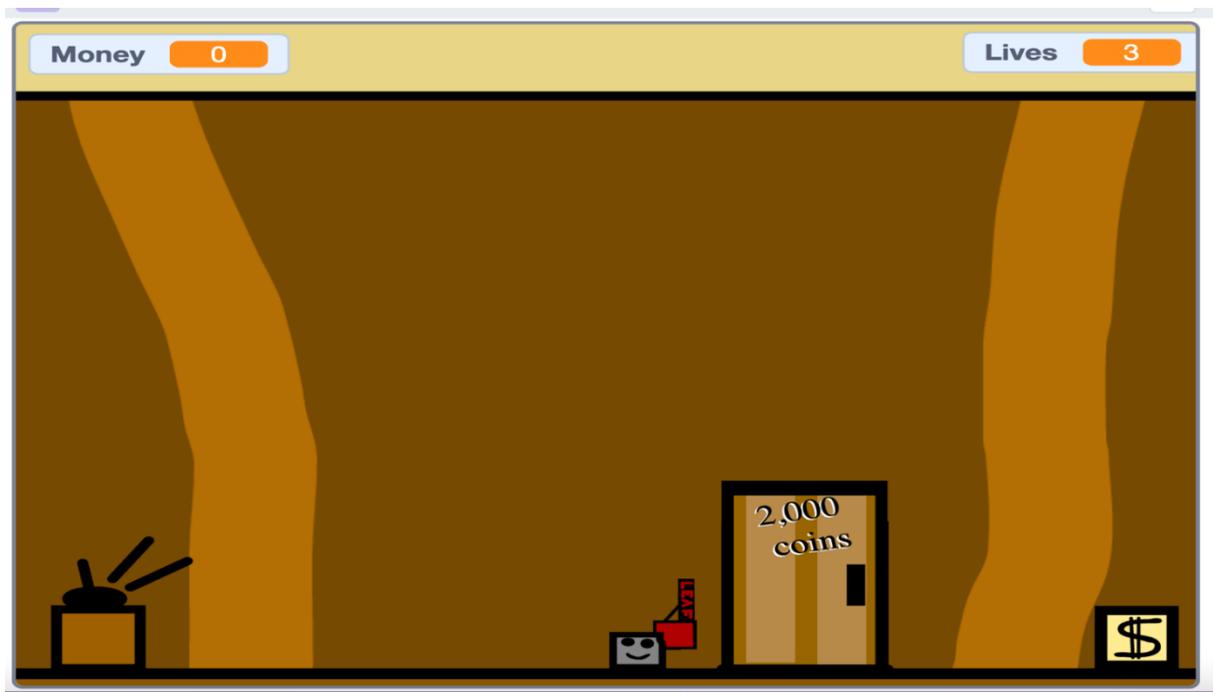
Leaf Blowing Simulator

This project summary is provided in 2 parts.

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

Pupils Perspective

My name is Tarra, I am Year 6 pupil at Bronte School. My project is called Leaf blowing simulator. I have always loved coding and create many projects during my free time. My father works in coding, and I have certainly picked up the bug! I love to create new and exciting games. When things go wrong, I would unpick the problem. I will always help my classmates too.



In this game you are a robot with a leaf blower, and you have one job to do. You must stop the boxes falling from the attic with your blower, using a gust of air (fired when you press the space bar). You steer your robot with the arrow keys on your keyboard.

I started this game because I wanted to develop something I had never seen before. I've made lots of other games on Scratch, but I wanted to find a simple format that I could upskill, as I developed the game. While coding, I learnt loads of new skills including updating variables to hide clones of a Sprite (instead of using broadcasting). I also successfully used gravity to extend my ideas. After using trial and error, I managed to create a shop in my game, so players could upgrade their blowers by including less cooldown time between uses and more range. Players also have the chance to decrease the spawn rate the boxes fall at. This took a long time to create and was technically the most advanced thing that I have ever done.

I also learnt how to simplify my code by using loops successfully, this skill allowed me to avoid repetition when writing code because problems can come up when your code is not clear and organised.

When creating this game, I learnt how to plan and use my time and skills efficiently. Some ideas that I originally had did not work and had to be taken out of my final submission.

Project Process

All games submitted by Bronte School followed the same process. There was a total of 7 internal entries from across Year 5 and 6, which were worked on in 5 weekly workshops in February and March. These workshops covered.

- 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 the Scratch platform, others were created by the pupils.