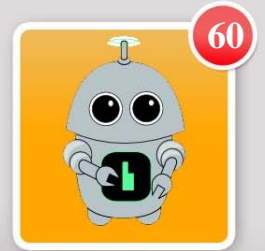




Preparation



Learning



## Lesson 2 of 6 - Preparing to move from Scratch to a Text-Based Language

### DFE Computing Curriculum Subject Content Covered:

#### Key Stage 3 Subject Content:

- use computational abstractions that model the state and behaviour of real-world problems and physical systems.
- use two or more programming languages, at least one of which is textual
- design and develop modular programs that use procedures and functions

### Resources and Preparation:

Teachers need to be familiar with Scratch, in particular the Control Blocks. The aim is that this unit of work "up-skills" the students and prepares them for a text-based language i.e. Javascript or Python

Create a worksheet of control words to help the students pick out which ones are in their story.

### Lesson Outline:

Lesson 2: Breaking out the control flow.

From their flowchart, in pairs the pupils talk through their story and listen for the control words.

Provide the worksheet to show which control words are available.

Students should identify variables etc.

They can now create textual control flow (pseudocode) from their story.

Demonstrate how this may look in Scratch.

### This lesson would best suit...

Gender Neutral/Socio-Economic (Scratch is free)



#### Resource Contributor/s:

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