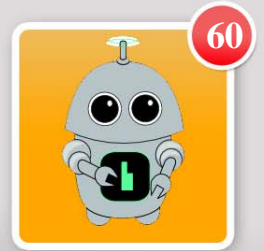# Lesson 5 of 6 - Preparing to move from Scratch to a Text-Based Language

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

Support for Arrays in Scratch can be found here: http://wiki.scratch.mit.edu/wiki/Array

You may wish to create a supporting resources for this!

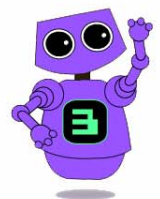**Lesson Outline:**

Lesson 5: Dead or alive.

This section becomes more advanced. Some students may get lost here! Worksheets and other differentiation strategies may need to be used depending on the ability of the group.

Show the students how to use an array in Scratch. Tell them that an array can be used to track the items that the character may have picked up along the way. Develop a scene where the character lives or dies depending on what objects he/she is holding.

You could develop this further by adding probabilities to randomise chances of survival.

This lesson would best suit...

Gender Neutral/Socio-Economic (Scratch is free)

Resource Contributor/s:
@FluffyEmily, @DavidAmes, @SelfPityCity, @MrHarcombe, @StevePaget

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computer science for all

HACK THE CURRICULUM
#include - casinclude.org.uk

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