

From ScratchJr to Scratch: a taster

Lesson at a glance

Open by linking ScratchJr experience to full Scratch on the IWB, then play the short intro video so pupils notice how sprites move. Model opening scratch.mit.edu → Create, closing the tutorial pop-up, and snapping a green-flag + move sequence; pupils mirror on their own devices. They add turn, wrap the stack in a forever loop, change the step and degree values, and pick a backdrop. Close with a display-only Code talk: one bug they fixed, one thing the same as ScratchJr, one thing new.

Learning objectives

- Make a Scratch sprite move to a goal with a short block sequence
- Say one thing that is the same as ScratchJr and one thing that is new

Before the bell – prep

Charge devices and confirm scratch.mit.edu loads on the school network (no accounts needed). Open Scratch on the IWB, test the intro video and sound, and note where the tutorial pop-up sits so you can model closing it. Seat a confident pupil near any slow device.

Materials

Item	Qty	Per	Source	Low-cost substitute
tablet or laptop with Scratch	1	pair	school devices	run the lesson on the IWB with pupils taking turns

Safety watch-point

No accounts or personal data. Manage cables and posture at devices; stop the class if anyone is sharing logins or wandering off scratch.mit.edu.



Teaching moves

- **What we're building:** Screens down. Tell the class they are moving from ScratchJr to full Scratch. Ask who has used ScratchJr and what their characters could do, then hold devices until you have modelled each beat.
- **Introducing Scratch:** Before play, set the watch-for: how sprites move and interact. After the video, take two quick answers to 'What did you notice a sprite could do?' then move on.
- **Open the Scratch website:** Walk the whole class to scratch.mit.edu and click Create together. Show exactly where to close the tutorial pop-up — it catches everyone. Circulate; let a confident pupil help neighbours still loading.
- **Make the cat move:** On the IWB drag when-green-flag-clicked from Events and move (10) steps from Motion, and snap them until they click. Name the classic bug: blocks sitting near each other but not joined. Get every pupil clicking the green flag once.
- **Turn the Cat:** Model attaching turn cw (15) degrees under the move block. Ask why the cat now turns as well as moves, and revoice: blocks run top to bottom — that is the sequence.
- **Add a loop:** Hold up the forever block and ask what they notice about the gap. Model dragging it so move and turn sit inside, not underneath. Ask: 'What is the loop doing for us?'
- **Change the numbers:** Hand over the values. Remind them to re-click the green flag after every change. Ask what the move number controls and what the turn number controls, then let them experiment briefly.
- **Add a backdrop:** Model Choose a Backdrop in the bottom-right corner. Any backdrop is fine — give a gentle time cue so nobody gets lost in the library.
- **Explore Scratch:** Only if minutes remain. Invite new blocks or a second sprite; when you spot a good discovery, have that pupil show the room so others can copy.
- **Code talk — what worked and what we'd change:** Talk only, no typing. Invite one pair to describe a bug and how they found it; revoice for the class. Ensure both comparison points land: one same as ScratchJr, one new in Scratch.

What it should show

With green flag + move + turn inside forever, the cat should keep stepping and turning on its own; bigger move values travel further, bigger turn values spin tighter. If nothing runs, blocks are usually unsnapped or forever is stacked under rather than wrapped around. If a number change seems to do nothing, the green flag was not re-clicked.

Misconceptions & interventions

- **If the blocks are near each other on the screen, the cat should still move.** — On the IWB pull two almost-touching blocks apart, then snap them until they click. Have the pupil re-run only after they hear/see the join.
- **The forever block goes underneath the other blocks, like the turn block did.** — Show the C-shape gap and drag forever so move and turn nest inside it. Run both versions side by side so the class sees wrap versus stack.
- **Changing the number should work straight away without pressing anything.** — Have them change move from 10 to 50, pause, then deliberately re-click the green flag so the cause-and-effect is obvious.

Differentiation

Emerging	Developing	Proficient
• Pair at the teacher table and build only green-flag + move first; add turn once that runs reliably. • Provide a neighbour who already has the snapped stack so they can copy the join, not invent it.	• After the loop works, prompt: try one new Motion or Looks block and say what changed. • Ask them to explain to a partner what the number in each block controls.	• Add a second sprite with its own short sequence and say how the two interact. • In Code talk, critique a neighbour's stack: is the forever wrapping the right blocks, and would a smaller turn value improve the path?

Cross-curricular hook

Link to Maths measures and angles — the turn block's degrees and the move block's steps are numbers pupils can compare and predict.