LESSON 1

Welcome: build your first Scratch program

40 minutes | Strand 1: Introducing computer science | Built in Scratch | Outcome 1.3 | Outcome 1.7

WHAT THIS LESSON DOES

Students open Scratch for the first time, follow a short course map, then build and run a simple sequenced program with a sprite, motion, a loop and a backdrop, before saving and reopening the class way.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
1.3	explain how computers are devices for executing programs via the use of programming languages
1.7	discuss and implement core features of structured programming languages, including variables, operators, loops, decisions, assignment and modules

WHAT STUDENTS SHOULD BE ABLE TO DO

- Build and run your first program, a sequence of instructions the computer follows exactly, in order (LO 1.3, LO 1.7)
- Save your project the class way and reopen it to check it is really there
- See the course arc in a couple of minutes: the projects you build towards and the single CBA at the end

BEFORE THE BELL

- Devices ready; students able to reach the Coding Ireland platform and open Scratch in the browser (scratch.mit.edu).
- Agree and display the class save routine (account, studio, or file method you use) before the build starts.
- Optional: pin a one-slide course map (games, website, micro:bit, Python, single CBA) for the two-minute overview.

WHAT YOU NEED

Item	Qty	Per	If you do not have it
tablet or laptop with Scratch	1	pair	run the lesson on the IWB with students taking turns

Welcome: build your first Scratch program

HOW THE LESSON RUNS

4 min	introduction	Start: what we're building
3 min	content	What is Scratch?
3 min	content	Open the Scratch website
3 min	content	Remove the Default Sprite
2 min	content	Add a sprite to your project
5 min	content	Make the sprite move
3 min	content	Change the values inside the blocks
5 min	content	Create a loop
2 min	content	Add a backdrop
2 min	content	Discover More with Scratch
3 min	content	Make sense: what worked, what broke
2 min	content	Reflect
3 min	summary	What you covered

TEACHING MOVES

- Model the first drag-and-drop joins on the board so students see blocks snap together before they try alone.
- Name the green flag as the way to run the sequence; pause so everyone clicks it and watches once before changing numbers.
- When the forever loop goes in, ask what will happen if they only click the flag once, then let them see the sprite keep moving.
- Keep the course map to two minutes: list the project types and the single CBA, then move straight into the build.
- If you are running short: cut Discover More with Scratch (step 10) to a single named block, or drop it. Keep the full time for the save-and-reopen check at the end, because it is the routine every later lesson depends on and it is the one thing that cannot be picked up the next day.

WHAT TO WATCH FOR

- Motion blocks not snapped under the green-flag hat: the sprite does nothing. Have them drag until the white snap highlight shows.
- Forever block empty or motion blocks left beside it: drag both motion blocks fully inside the C shape.
- Student closes the tab without saving: run the class save-and-reopen check before anyone logs off.

DIFFERENTIATION

- Support: Sit with students who struggle to drag blocks; let them copy your board sequence one block at a time.
- Extension: After the backdrop, challenge early finishers to try one Looks or Sound block and say what changed.
- Extension: Ask confident pairs to change move and turn values until they get a tighter or wider path.