Question: Can you plan and make a quiz?
Programming B- Selection in quizzes.

National Curriculum Link:
-design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
-use sequence, selection, and repetition in programs; work with variables and various forms of input and output
-use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

International Baccalaureate Learner Profile Link:
Communicators.
How do we express and present ourselves to others?
How can we communicate with others?
We can be clear in both written and oral form?
Principled.
To take my time and think before acting.
To remain calm, thoughtful and deliberate in my actions.

Prior Skills: Year 4	New Skills: Year 5	Future Skills: Year 6
To list an everyday task as a set of instructions including repetition. To use an indefinite loop to produce a given outcome. To use a count-controlled loop to produce a given outcome. To plan a program that includes appropriate loops to produce a given outcome. To recognise tools that enable more than one process to be run at the	To experiment with a repeat-until loop. To use a condition in an 'if... then…' statement to produce a given outcome. To show that a condition can switch program flow in one of two ways. To use a condition in an 'if... then... else...' statement to produce given outcomes.	To identify a variable in an existing program. To experiment with the value of an existing variable. To choose a name that identifies the role of a variable to make it more usable (to humans). To decide where in a program to set a variable. To update a variable with a user input.

same time (concurrency). To create two or more sequences that run at the same time.		To use an event in a program to update a variable. To use a variable in a conditional statement to control the flow of a program. To use the same variable in more than one location in a program.

Knowledge, Skills and Understanding

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

To test the program and recognising when it needs to be debugged.

To attempt to debug their own programs and corrects/ debugs errors in code.

To recognise an error in an existing program and attempt to debug/ fix the program.

Resources: Hardware: iPads, Computers. Scratch. Teach computing resources.	**Websites or Apps:** Apps: Book creator. https://www.stem.org.uk/resources/elibrary/resource/35832/scratch-beginners http://code-it.co.uk/scratch/scratchplan
	Extended Writing Opportunities: Create a quiz for another group.
Vocabulary: Algorithms, programs, repetition, knowledge, Scratch, debug, program.	**Numeracy skills:** Directional language.
Suggested Quality Texts: See selection in library.	**WOW Experience:** NCCE link.
Cross Curricular Links: Science: quizzes about animals.	