

READ FIRST

YEAR 5: SELECTION IN QUIZZES

CURRICULUM MILESTONES

I can use selection in my programs.

(Also known as conditionals or If / Then statements)

I can create an 'if... then... else...' statement that will result in different outcomes

I can explain that instructions in a program will produce specific outcomes

I can create and modify a count or event-controlled loop

WHY THIS? WHY NOW?

CURRICULUM SEQUENCING AND ASSESSMENT

This unit should be taught after the Year 5 unit: MICROBIT FIRST USE. This will allow children to see basic selection principles in a very practical context before attempting this unit. Children should also have completed year 4 programming units in order to have gained prior understanding of creating and understanding loops in programs.

The unit has an adapted online summative assessment that can be delivered freely to children through online platform Quizizz.

[1st, click here to make sure you are logged in.](#)



[2nd, choose the relevant quiz from our collection of KS2 assessments at this link.](#)

When setting up, do click "Assign homework" so children access it on demand.

Scratch general guidance:

[Scratch](#) is the online coding environment that is most prevalent as children learn further coding routines and structures in Key Stage 2. While children will be keen to experiment and explore the different coding aspects within Scratch, they should be encouraged to proceed with caution, adopting a process whereby they add / change slowly and test as they go – it is, otherwise, rather easy to make a jumbled mess that no-one can decipher without starting again!

Scratch does have a [teacher account mode](#) whereby student accounts can be set up and managed. However, there are limitations to this system currently and it doesn't give the control that teachers would like. With those limitations in mind, you may find that it's easier for students to simply click the *Create* button and begin projects without creating Scratch accounts. More info in this [Scratch fundamentals one-pager](#).

You will notice hyperlinks for pre-made Scratch projects are shown within the PowerPoint slides – having a way to ping links over to children, such as with a learning platform like Google Classroom or Teams, can be a time-saving way to send links to children's devices.

EASY ACCESS TIPS: LESSONS 1-3

Each of these sessions will introduce children to new ways of thinking and working within Scratch – each session should further and deepen understanding.

You do not need to tackle each of these lessons in discreet sessions. If you feel that children are ready to move on, do not be afraid to do so! Lessons are suggested as 45 minutes.

Teachers should work through the slides as a class group, with the teacher leading the conversation and dialogue - without individual children having access to devices at first – they can be a distraction. It is always worth letting children volunteer suggestions and come up to the board / teacher laptop to change the code and see what the outcome will be. Working in pairs works well on devices, in mixed abilities, both trying each new skill.

EASY ACCESS TIPS: LESSONS 4-5

Lesson 4 is suggested as 45 minutes, lesson 5 as an hour. These two lessons work well together, designing a quiz in lesson 4 and programming, testing and editing the quiz in lesson 5.