# Broadway Junior School

Subject: Computing Topic: Quizzing Year: 5 Term: Summer 1

| NC Purpose of Study |
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| A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world. |

| Intent | Implementation | Impact |
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| Our vision at Broadway Junior School is that all pupils should enjoy Computing and become confident, passionate and responsible users of technology both inside and outside of school. Through interesting, relevant and inclusive lessons, they will be able to leave Year 6 with a good understanding of how computers and the Internet work, along with being able to complete tasks on them creatively, independently and reflectively for a range of purposes and audiences. The Computing curriculum at Broadway is designed to enable pupils to embrace and utilise new technologies through the application of essential knowledge, principles and concepts. Technology is everywhere and will play a pivotal part in students' lives, therefore, we want to model and educate our pupils on how to use technology positively, responsibly and safely. We want our pupils to be creators, not just consumers of content and our broad curriculum encompassing 'Coding & Computational Thinking', 'Information Technology', 'Computing Systems & Networks' and 'Online Safety' reflects this. We recognise that the best prevention for a lot of issues we currently see with technology and social media is through education. | Computing skills are taught explicitly at Broadway with every pupil receiving dedicated Computing lessons throughout each half-term. Each half-term has a focus on either Information Technology, Coding & Computational Thinking or Computing Systems & Networks with Online Safety lessons also included throughout each half-term. The skills acquired are then embedded throughout the curriculum. Learning is sequenced to build knowledge, skills and vocabulary. Throughout units of work teachers encourage children to make links between past learning and new content. We recognise prior learning and build on it with memorable learning experiences and provide targeted support where necessary. The units address the requirements of the National Curriculum and are broken down to cover all elements of the different strands of Computing. The progression of knowledge and skills statements build year on year to deepen and challenge our learners. We use Purple Mash as the core of our curriculum tied with Teach Computing and activities from Project Evolve to create a comprehensive curriculum providing full curriculum coverage and a variety of skills for our children. | The impact of our Computing curriculum is that we provide pupils with a set of skills to embed a lifelong love of learning and that they build on the knowledge and skills from previous learning. We ensure that every child can become a confident user of technology, while being able to use it to accomplish a wide variety of goals, both at home and in school. Children will have a secure and comprehensive knowledge of how technology works in the world around them and will develop their understanding of how to deal with online situations safely. Children will become confident global citizens. The knowledge organisers outline what we want the children to know within each unit. By nature Computing is going to be practical and hands on. We give the children the opportunity to record individually their responses to key questions. Teachers ensure that children understand and apply the correct vocabulary linked to different elements of the curriculum and this is also recorded within the floor books. Prior and future learning links are also included, so that there is a clear sequence in relation to the progression of skills and activities. |

| Key Vocabulary |
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| questions designed Interactive Features Simple Advanced Debug |

| Knowledge | Skills |
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| • To explore different types of quizzes and identify their features, strengths and weaknesses.<br>• To explore the features of 2Quiz and experiment with creating quiz questions.<br>• To explore additional features of quizzes, such as title screens and content pages.<br>• To apply knowledge of 2Quiz to design an educational quiz based on a chosen topic.<br>• To be able to refine, test and share completed quizzes. | • I can identify different types of quizzes and their uses.<br>• I can describe what makes a good quiz.<br>• I can discuss the advantages of interactive quizzes.<br>• I can use and navigate 2Quiz.<br>• I can select appropriate question types for a quiz.<br>• I can identify how additional features can improve quizzes.<br>• I can explain the purpose of title screens and content screens.<br>• I can design a title screen and include content screens in a quiz.<br>• I can create simple quiz questions linked to a given theme.<br>• I can select an appropriate topic and plan a quiz based around this.<br>• I can create a quiz with appropriate questions and a title screen.<br>• I can begin to organise my quiz layout in a way that is logical, using title screens and content screens where appropriate. |

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| | • I can test, debug and edit my quiz to improve its quality.<br>• I can use the settings area to finalise my quiz.<br>• I can share my quiz and evaluate its effectiveness.<br>• I can provide constructive feedback to my peers based on quizzes I have reviewed. |

| Learning Objectives/End Points | Learning Objectives/End Points | | | |
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| To explore different types of quizzes and identify their features, strengths and weaknesses.<br>Lesson 1 | To explore the features of 2Quiz and experiment with creating quiz questions.<br>Lesson 2 | To explore additional features of quizzes, such as title screens and content pages.<br>Lesson 3 | To apply knowledge of 2Quiz to design an educational quiz based on a chosen topic.<br>Lesson 4 | To be able to refine, test and share completed quizzes.<br>Lesson 5 |

## Careers

**Linking Curriculum Learning to Careers**
Discuss how the skills developed in this unit are used in a range of careers, including:

- Educational Software Developer
- Software Developer
- Computer Programmer
- Game Designer
- Game Developer
- Digital Learning Designer
- Instructional Designer
- E-learning Developer
- User Experience (UX) Designer
- User Interface (UI) Designer
- Educational Content Creator
- Digital Media Designer
- Quality Assurance Tester
- Web Developer
- Teacher
- Online Training Specialist

Transferable skills Creativity: designing engaging quiz questions, title screens and content pages.
Digital literacy: using software to create, customise and share interactive resources.
Communication: writing clear questions and instructions for a specific audience.
Critical thinking: selecting suitable question types and evaluating quiz effectiveness.
Problem-solving: testing, debugging and correcting errors in interactive quizzes.

**Learning from career and labour market information**
Children explore how interactive quizzes are used in education, training, entertainment and online platforms. They learn about roles such as educational software developer, digital learning designer and game developer.

**Addressing the needs of each pupil**
Children create quizzes on topics that interest them, using a range of question types and interactive features. Scaffolded activities and opportunities for extension allow pupils to develop confidence in digital design, communication and problem-solving.

**Linking curriculum learning to careers**
Children apply computing, English and subject knowledge to plan, create and evaluate an educational quiz. They consider question design, layout, accessibility, user experience and accuracy, linking their learning to careers in educational technology, software development and digital content creation.

**Encounters with employers and employees**
Children learn about professionals who design educational resources, interactive games and online assessments. Learning could be extended through a video interview, career case study or guest speaker working in digital learning or software development.

**Experiences of workplaces**
Children experience elements of a digital developer's workflow by planning a quiz, creating questions and content screens, testing functionality, debugging errors and refining the final product. They learn how testing and feedback help improve digital resources.

**Encounters with further and higher education**
Children recognise that computing, English, art and design can support further study in computer science, digital media, education and interactive design. They begin to understand how these subjects can lead to further education and vocational training opportunities.

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| Planning and organisation: structuring questions and content in a logical sequence.<br>Collaboration: reviewing peers' quizzes and providing constructive feedback.<br>Evaluation: using feedback to refine and improve the final product. | |