

# Computing

EYFS		
ELG- Personal, Social and Emotional Development	Managing Self	Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul>
ELG – Expressive Arts and Design	Creating with Materials	Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> </ul>

PROGRAMMING						
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC Aims	<ul style="list-style-type: none"> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>• Use logical reasoning to predict the behaviour of simple programs.</li> </ul>		<ul style="list-style-type: none"> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> </ul>			
Skills	Follow a sequence of steps to solve a problem and create instructions that others can follow. Observe and explore outcomes when buttons are <b>pressed in sequences</b>	Plan and enter a sequence of instructions using a robot, specifying <b>distance and angle of turn</b> . Create a simple solution that tests <b>an idea</b> , predict the	Plan and enter a sequence of instructions using a robot or other device to achieve <b>specific outcomes</b> .	Describe and demonstrate a simple program that contains a <b>looping element</b> and how part of a program may need repetition.	Design simple sequences of instructions, <b>including IF, THEN and OTHERWISE</b> commands, to decide if something is true or false.	Demonstrate how programs run in an <b>exact order</b> by following a sequence of instructions, and test and debug programs.

	on a robot and identify and debug a simple algorithm.	outcome and test that the intended solution works.	Use familiar computer hardware to successfully complete a task.	Use new and unfamiliar computing hardware.	Apply computing skills using unfamiliar hardware to solve a problem successfully.  Use a range of sensors to control a physical system. (Rugged Robot)	Identify how using different hardware can increase creativity and productivity.  Write a program to control a physical system, which may include output devices, such as motors, lights and buzzers.
Knowledge	<p>An algorithm is a sequence of steps, instructions or rules that is used to perform a specific task.</p> <p>Algorithms can be followed by people or digital equipment. For algorithms to achieve the end goal, instructions have to be accurate and followed sequentially. Mistakes are called bugs and finding and fixing them is called debugging.</p>	<p>Computers' behaviour can be predicted and the outcome tested by following the steps of an algorithm and recognising that the computer will follow instructions precisely.</p> <p>Robots can be programmed to follow a series of instructions, using an algorithm.</p>	<p>Several pieces of hardware can be used together to complete one task, such as using a camera to take a photograph, uploading it to a computer and then printing it using a printer. Sequencing instructions is the step-by-step process that robots or other devices follow to achieve specific outcomes. This can be a single algorithm or series of algorithms called a program.</p>	<p>A loop is a sequence of instructions that repeats continually until a certain condition is met. A program that contains a looping element is useful for a wide range of scenarios, such as controlling traffic lights. Interacting regularly with hardware enables users to recognise common features and become confident in working with new or unfamiliar hardware.</p>	<p>Sequences of instructions (algorithms) that contain IF, THEN and OTHERWISE statements are called selections. The computer will complete operations based on whether the conditions of these selections are met or not. Using prior knowledge and experience of computing skills can be applied to unfamiliar hardware to solve a</p>	<p>Decomposition is breaking down a problem down into smaller parts to make it easier to process and following a sequence of instructions.</p> <p>Decomposition is useful for checking programs and debugging because it saves time. Some hardware is more effective than others in particular contexts, such as using virtual reality or a</p>

					<p>problem successfully. Sensors can be combined to control a physical system, such as using motion, light and sound sensors to control a road network of traffic lights and level crossings.</p>	<p>touchscreen rather than a mouse to meet a specific need. Choosing the right hardware can increase creativity and productivity.</p>
ILP	<p><b>Bright Lights, Big City.</b> (Follow provided program to get directions, write own directions and compare – use scratch jr)</p> <p><b>Dinosaur Planet.</b> (Design a dinosaur and program a bee bot to follow instructions)</p>	<p><b>Land Ahoy!</b> (Use a bee bot to navigate)</p> <p><b>Street Detectives.</b> (Create algorithm for chn using positional language. Note improvements too)</p> <p><b>Wriggle and Crawl.</b> (Put Hungry Caterpillar as an algorithm – draw a flow diagram. Complete a life cycle diagram using logical reasoning – not on PC.)</p>	<p><b>Predator.</b> (Write a program for a bird of prey across rough terrain)</p>	<p><b>Burps, Bottoms and Bile.</b> (Create a flow diagram of digestion)</p> <p><b>Road Trip USA!</b> (Program a tourist’s route using directional language. Use scratch to program an aeroplane to travel from 1 place to another.)</p>	<p><b>Scream Machine.</b> (Code.org/learn – algorithm for tower of paper cups then get friends to debug. Design your own rollercoaster using an example on the Hub.)</p>	<p><b>Tomorrow’s World.</b> (Produce algorithms based on online videos such as Bubble Sort and Hungarian Folk Dancing Bubble Sort sorting the numbers 1-9 in order from any random starting point. Use cards to see if algorithm works and debug any errors as a group)</p>

Debugging					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Create and debug simple programs.</li> </ul>		<ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> </ul>			
<p>Follow a sequence of steps to <b>solve a problem</b> and create instructions that others can follow. Observe and explore outcomes when buttons are pressed in sequences on a robot and identify and <b>debug a simple algorithm</b>.</p>	<p><b>Create a simple solution</b> that tests an idea, predict the outcome and test that the intended solution works.</p>	<p>Plan and enter a sequence of instructions using a robot or other device to <b>achieve specific outcomes and debug them</b>.</p>	<p>Describe and demonstrate a simple program that contains a looping element and <b>how part of a program may need repetition</b>. Use sensors to 'trigger' an action, such as sound or movement.</p>	<p>Design simple sequences of instructions (algorithms), including IF, THEN and OTHERWISE commands, to decide if something is true or false. Apply computing skills <b>using unfamiliar hardware to debug</b> a problem successfully.</p>	<p>Demonstrate how programs run in an <b>exact order by following a sequence of instructions, and test and debug programs</b>. Write a program to control a physical system, which may include output devices, such</p>

				Use a range of sensors to control a physical system.	as motors, lights and buzzers.
<p>An algorithm is a sequence of steps, instructions or rules that is used to perform a specific task.</p> <p>Algorithms can be followed by people or digital equipment. For algorithms to achieve the end goal, instructions have to be accurate and followed sequentially. Mistakes are called bugs and finding and fixing them is called debugging.</p>	<p>Computers' behaviour can be predicted, and the outcome tested by following the steps of an algorithm and recognising that the computer will follow instructions precisely.</p>	<p>Sequencing instructions is the step-by-step process that robots or other devices follow to achieve specific outcomes. This can be a single algorithm or series of algorithms called a program.</p>	<p>Computers interact with the world using input and output devices. An input device may include sensors that can detect changes, such as in temperature, light level, sound level or movement. The input then sends the information to a computer, which tells the output device to trigger an action, such as making a sound or creating a movement.</p>	<p>Sequences of instructions (algorithms) that contain IF, THEN and OTHERWISE statements are called selections. The computer will complete operations based on whether the conditions of these selections are met or not.</p> <p>Using prior knowledge and experience of computing skills can be applied to unfamiliar hardware to solve a problem successfully.</p>	<p>Decomposition is breaking down a problem down into smaller parts to make it easier to process and following a sequence of instructions. Useful for checking programs and debugging because it saves time. Input and output devices can be combined with programming software to control a physical system, such as using sensors to create a sensory station that incorporates motors, lights, and buzzers.</p>

<p><b>Bright Lights, Big City.</b> (Chn to follow program and correct errors)</p>	<p><b>Wriggle and Crawl.</b> (Create a set of instructions for chn to collect minibeasts and debug steps. Program a bee then writes instructions for other to follow and debug.)</p>	<p><b>Predator.</b> (Move a programmable toy avoiding predators)</p>	<p><b>Road Trip USA!</b> (Program a vehicle along route 66 with stops)</p>	<p><b>Alchemy Island.</b> (Use Scratch to find a route and debug. Make a digital image of themselves as a gaming character.)</p> <p><b>Scream Machine.</b> (Design a ride with a drop on Scratch then add a braking system to challenge others to use)</p>	<p><b>Tomorrow's World.</b> (Work with a partner to create an algorithm for a simple task – decomposing a daily task or routine into small steps.)</p>
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Research					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>		<ul style="list-style-type: none"> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>			

<p>Select appropriate software to complete tasks using text, images, audio, videos.</p> <p><b>Begin to use a range of software</b> for different purposes.</p> <p>Use a range of computing hardware for <b>different purposes</b>.</p> <p>Search for or retrieve digital content, including images and information, in digital folders and, with supervision, online.</p> <p>Explain simply that digital technology can be used to connect with others locally and globally.</p>	<p>Create and edit multimedia components for a range of tasks.</p> <p>Use <b>different types of software</b> and identify their purpose.</p> <p>Use computing hardware in different ways to <b>collect data</b>.</p> <p>Recognise and demonstrate that some digital content can be found online and some offline. Use data handling skills to represent data digitally.</p> <p>Recognise that computers can be linked to share resources.</p>	<p>Combine a range of text, images, animation and audio and video clips for given purposes.</p> <p>Use a <b>range of different software</b> to successfully complete a project.</p> <p>Use digital technology in different ways in the classroom, home and community.</p> <p>Log light level, temperature or sound level using a program or app.</p>	<p>Manipulate a range of text, images, sound, video clips, animation for given purposes.</p> <p>Apply computing skills to use <b>new computing software</b>.</p> <p>Use digital technology in different ways in the classroom, home and community <b>to achieve a set goal</b>.</p> <p>Log light level, temperature or sound level using a program or app, <b>over a period of time</b>.</p>	<p>Create, select, combine a range of text, images, sound clips, videos for given purposes.</p> <p>Apply computing skills to create content using <b>unfamiliar software</b>.</p> <p>Select, use and combine appropriate technology to create a solution that will have an <b>impact on others</b>.</p> <p>Use tools or apps for an investigation and interpret the findings.</p>	<p>Select, use, combine a variety of software, including internet service to meet a goal.</p> <p>Identify how a <b>new piece of software</b> or an app can <b>increase creativity</b>.</p> <p>Combine a range of technology to achieve a <b>particular outcome</b>.</p> <p>Plan data handling investigations and use the outcomes from data collection to show the findings.</p>
<p>Software is the programs that are used by a computer, such as word processing software, presentation</p>	<p>Software is available that can be used to represent collected data digitally, such as in a pictogram or bar</p>	<p>Several pieces of software can be used together to complete one task, such as adding</p>	<p>New computing software commonly has features that should be familiar to users, such as icons or terminology.</p>	<p>Using prior knowledge and experience of computing skills can be applied to create content using</p>	<p>A variety of software, such as word processing software, image editing software or internet</p>

<p>software or image editing software. It can be used to create and combine digital content for different audiences and purposes.</p> <p>Hardware is the parts of a computer that you can touch, such as a mouse, tablet or floor robot.</p> <p>To search for digital content, the user needs to know the file name, file type and folder name or keywords and search terms to find the correct information.</p> <p>Digital technology is used in all parts of everyday life, such as on a tablet to play a game or using a microwave to heat food. Some of this digital technology can be used to connect with others locally, such as sharing digital</p>	<p>chart. Each type of software, such as word processing, presentation and image editing, can be used for different purposes, including writing reports and creating slide shows or posters.</p> <p>Hardware, such as cameras, scanners and data loggers, can be used to collect data.</p> <p>Multimedia components, such as text, images, audio and video clips, can be created, edited and combined to create content for a range of tasks.</p> <p>A device is online if it is connected to the internet or a network and can communicate with other devices. A device is offline if it is not connected to the</p>	<p>a video to a word processed document.</p> <p>Some programs or apps have special types of technology, such as a built in camera or microphone, or sensors that measure light level, temperature or sound level.</p> <p>Text, images, animation, audio and video clips can be combined using tools within a piece of software or by using a range of software. For example, an image could be inserted into a word processing document or a video could be inserted into a presentation.</p> <p>Digital technology can be used for a range of purposes in different settings, such as using a tablet in the classroom to access educational material, in the home to access entertainment</p>	<p>An input device receives information about the outside world, such as light level, temperature or sound level, and sends it to a computer. This information can be tracked over time using a program or app.</p> <p>Manipulating a range of text, images, sound or video clips and animation may include changing their style, size, colour, effect, shape, location or format.</p> <p>An input device receives information about the outside world, such as light level, temperature or sound level, and sends it to a computer. This information can be tracked over time using a program or app.</p>	<p>unfamiliar programs or apps.</p> <p>Creating, selecting and combining a range of texts, images, sound clips and videos for given purposes could include creating a web page, slide show presentation, short film or an animation.</p> <p>Sensing tools or apps have features that can be used for an investigation and the findings can be interpreted. For example, a sound sensor or app can be used to investigate the pitch of instruments.</p> <p>A range of technologies can be selected, used and combined, such as using different hardware and software to create a solution that will have an impact on others.</p>	<p>services, can be selected, used and combined to meet a goal.</p> <p>Some software or apps are designed to help increase creativity by saving time or making tasks easier, such as being able to combine text, images, audio or video content into one place.</p> <p>Data handling includes databases, graphs, charts and tables. These can be used to present the findings of investigations.</p> <p>A range of technologies can be combined to achieve a particular outcome. For example, sensors (input), a computing device (hardware) and lights (hardware) can be used together to</p>
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<p>work in the classroom, or globally, such as using Skype on a computer to speak to a friend overseas.</p>	<p>internet or network and cannot connect to other devices.</p> <p>Computers and devices can be linked in different ways, such as through a network, the internet and Bluetooth. This allows the sharing of resources.</p>	<p>and in the community to share local news.</p>	<p>Digital technology can be used in different ways and settings to achieve a set goal, such as using data collection in the community and home to answer a classroom-based question.</p>		<p>create a set of traffic lights.</p>
<p><b>Bright Lights, Big City.</b> (editing a photo in paint, take a virtual tour, research famous landmarks and copy, paste, save. Use animation software, make movie of pics to share.) <b>Dinosaur Planet.</b> (take photos and create a movie sequence of a dinosaur) <b>Paws, Claws and Whiskers.</b> (create presentations by finding pics of your favourite animal) <b>Superheroes.</b> (create superhero montage and print. Take photos of each other in</p>	<p><b>Beachcombers.</b> (Use search engines to research certain crustaceans. Create a presentation using photographs taken throughout the project.) <b>Land Ahoy!</b> (create a PPT slide including writing) <b>Muck Mess and Mixtures.</b> (Create a dough ball animation in a Movie Maker. Take pics of creations and send to an art gallery for positive responses.) <b>Street Detectives.</b> (learn how to download expedition</p>	<p><b>Gods and Mortals.</b> (Make a PPT with all info to present to others.) <b>Predator.</b> (write a flow chart on word of a chosen food chain. Search for pics online then draw a background scene on paint. Create a presentation with facts.) <b>Music link – recording sound levels.</b> <b>Tremors.</b> (Make a digital presentation to show parents.)</p>	<p><b>Burps, Bottoms, Bile.</b> (Upload and edit a pic of themselves to compare. Make a video and script of their working digestion system.) <b>Misty Mountain Sierra.</b> (fine and track a geocache. Create a 2d animation for the water cycle – add arrows etc.) <b>Potions.</b> (Create a layout for our own witches and wizard’s items) <b>Road Trip USA.</b> (Groups - use the web to research native American reservations</p>	<p><b>Off with Her Head.</b> (Create an informative presentation outlining the Tudor project and use different texts and a soundtrack) <b>Pharaohs.</b> (Create a summative presentation about a Pharaoh.) <b>Scream Machine.</b> (Watch videos of rollercoasters. Create one with chairs. Study layout of park. Make maps and print. Create a video explaining what ride was like.) <b>Music link – recording sound levels over time</b></p>	<p><b>Darwin’s Delights.</b> (Use the internet to find videos and facts to help you to virtually explore the Galapagos! Create a journal of your findings including photos, text, maps and illustrations. Look at timelines regarding the evolution of humans and animals.) <b>Gallery Rebels.</b> (Watch short clips on YouTube of the work of Dali discussing themes and imagery used. Create a 1 min surrealist film/stop-frame animation. To</p>

<p>superhero poses. Follow real life superheroes online e.g. RNLI, mountain rescue. Use <i>Make me a superhero lite</i> to create a motion picture)</p>	<p>photos and insert into a storyboard) <b>Towers, Tunnels and Turrets.</b> (Draw a castle in Paint – label it.) <b>Wriggle and Crawl.</b> (use I Can Animate to make ants march in a video. Insert pics on a slide to show all work this half term.) <b>Microsoft Excel – Link to Maths.</b></p>		<p>– collaborative presentation.) <b>Music link – recording sound levels over time. Traders and Raiders.</b> (Create a moving, talking King Arthur – clay them animate using software/apps. Research and create presentation for Anglo-Saxon artifacts.)</p>	<p><b>and record data to interpret.</b></p>	<p>represent his weird style) <b>Hola! Mexico.</b> (Find Mayan landmarks on Google images. Find and translate common questions.) (Create your own website/page about your favourite subject using Weebly. Create a sitemap to help you navigate.)</p>
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Internet Safety					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>		<ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>			
<p>Recognise that some websites ask for private information and discuss how to handle these requests.</p> <p>Talk as a class about communication over the internet and what is it useful for locally e.g. text/email.</p>	<p>Use digital technology appropriately to communicate and connect with others locally and globally.</p> <p>Stay safe online by choosing websites that are appropriate to visit.</p>	<p>Use appropriate tools (software, websites and apps) to collaborate and communicate safely online. Describe simple rules for sharing images and data safely.</p> <p>Explain the advantages and disadvantages of communicating electronically and strategies for preventing issues.</p>	<p>Use digital technology in different ways in the classroom, home and community to achieve a set goal.</p> <p>Identify the positive and negative influences of technology on health and the environment and how to protect themselves. Explain actions to report and prevent cyberbullying.</p> <p>Explain that when searching online, some web pages may contain adverts or pop-ups that encourage people to click on them.</p>	<p>Discuss the impact that digital content can have and why it is important to discuss their use of technology with an adult.</p> <p>Demonstrate appropriate online behaviour and apply a range of strategies to protect themselves and others from potential online dangers, inappropriate behaviour and bullying.</p>	<p>Name some of the positives and negatives of communicating with others online.</p> <p>Identify the benefits and risks of devices broadcasting the user's location and of giving personal information to different organisations.</p> <p>Recognise that sending intimate images and content and using offensive language online is a risk and has a permanent online trail (digital footprint).</p>

<p>Private information includes name, address, date of birth or school and this information should not be shared online. Any concerns or worries should be reported to a trusted adult.</p>	<p>Digital technology, such as email, social media platforms or blogs, can be used by individuals to communicate and connect with others but should be used appropriately, including using language that is not hurtful or disrespectful to others, having adult supervision or following the school's acceptable use policy.</p> <p>Some websites are not age-appropriate and so it is important to tell a trusted adult about any concerns or worries.</p>	<p>Advantages of communicating electronically are that it is available at any time, instant and global. Disadvantages include easier misunderstandings, lack of privacy (once something is published online, it cannot be removed) and a threat to personal safety (access to personal information). Concerns should be reported to a trusted adult.</p> <p>Images and data should not be shared online without the permission of the owner. Personal information, such as full name, age, school and address, should not be shared online.</p> <p>Different software, websites and apps can be used to collaborate and communicate online.</p>	<p>Cyberbullying is bullying using technology, such as social media or gaming networks.</p> <p>Technology can have positive influences on health, such as enabling people to hear using a hearing aid or helping doctors to diagnose or treat illnesses using special machines. Negative influences on health include problems like eye strain and poor posture. Technology can have positive influences on the environment, such as using systems to monitor and control energy usage. Negative influences on the environment include contributing to pollution by travelling and using a lot of power.</p>	<p>Working online requires a level of responsibility and strategies to keep safe, including protecting private information and accounts. This enables people to protect themselves and others from potential online dangers, inappropriate behaviour and bullying. Any concerns should be reported to a trusted adult, the police or child protection organisations.</p> <p>Digital content can affect others and be available to anyone. Digital content is traceable, which means it can be tracked to the person who created it. To keep safe, it is important to discuss technology use with a trusted adult.</p>	<p>People online are not always who they say they are and may use intimate images or content inappropriately. Once something is online, it is not under the user's control and can be made public. Using offensive language can affect others negatively and is a form of bullying called 'trolling'.</p> <p>The benefits of devices broadcasting the user's location and passing on personal information include improved customer service, allowing organisations to analyse data and improving the quality of applications. Risks include identity theft, cyberstalking, victimisation and threat to privacy.</p>
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		Each one has different terms and conditions that need to be adhered to stay safe, such as age restrictions.	Digital technology can be used in different ways and settings to achieve a set goal, such as using data collection in the community and home to answer a classroom-based question.		The positives of communicating online include the speed, low cost and ability to communicate globally. The negatives of communicating online include the threat to privacy, influencing of others, access to technology and anonymity.
<p><b>Internet safety week</b> <b>Bright Lights, Big City.</b> (use skype/FaceTime to talk to another class in another city.) <b>Superheroes.</b> (watch animated internet safety videos)</p>	<p><b>Internet safety week</b></p>	<p><b>Internet safety week</b></p>	<p><b>Internet safety week</b> <b>Burps, Bottoms, Bile.</b> (Create a questionnaire for others in your class to answer regarding favourite foods and their digestion process etc.)</p>	<p><b>Internet safety week</b> <b>Scream Machine.</b> (Analyse and compare different theme park websites and the ease of navigation. Also discuss ways to stay safe online including reporting content.)</p>	<p><b>Internet safety week</b></p>

Digital Literacy					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school.</li> </ul>		<ul style="list-style-type: none"> <li>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</li> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> </ul>			
<p>Explain simply that digital technology can be used to connect with others locally and globally.</p> <p>Understand that there are online tools that can help people to create and communicate.</p> <p>Recognise the ways digital technology can be used in the classroom, home and community.</p>	<p>Recognise some uses of the internet, in simple terms.</p> <p>Recognise why digital technology is used in the classroom, home and community.</p>	<p>Recognise that saved work can be retrieved from another device on the same network. *</p> <p>Use appropriate tools (software, websites and apps) to collaborate and communicate safely online.</p> <p>Explain that the World Wide Web contains lots of web pages about different subjects that can be searched.</p>	<p>Recognise that the school network links computers to allow the sharing of resources. *</p> <p>Exchange online communications with other learners, adding and responding to comments, such as in a blog.</p> <p>Explain that when searching online, some web pages may contain adverts or pop-ups that encourage people to click on them.</p>	<p>Compare the way in which work can be shared on a school network with the way work is shared at home or in the wider world. *</p> <p>Create an online collaborative project for a specific purpose, sharing documents and appropriately setting permissions for other group members.</p> <p>Discern where web content might originate from and</p>	<p>Name some of the positives and negatives of communicating with others online.</p> <p>Exchange online communications, making use of a growing range of available features and being aware of security settings.</p> <p>Critically evaluate search engine results and identify factors that may affect</p>

				recognise that this gives clues to its authenticity, reliability and security.	ranking, such as how long the site has existed, the number of links to the site and whether the organisation has paid to have their site promoted.
<p>Digital technology is used in all parts of everyday life, such as on a tablet to play a game or using a microwave to heat food. Some of this digital technology can be used to connect with others locally, such as sharing digital work in the classroom, or globally, such as using Skype on a computer to speak to a friend overseas.</p> <p>Software available online, such as email, social media platforms or blogs, can be made by individuals to communicate their ideas.</p>	<p>The internet is used to connect computers or devices around the world.</p> <p>Digital technology is used in everyday life and can be used to support learning and connect with others.</p>	<p>When work is saved, it is stored on a storage device, such as the computer's hard drive, a USB flash drive, a shared server or online. This work can then be retrieved from another device (except if it is saved on the computer's hard drive).</p> <p>Different software, websites and apps can be used to collaborate and communicate online. Each one has different terms and conditions that need to be adhered to stay safe, such as age restrictions.</p> <p>The World Wide Web is a collection of web pages</p>	<p>A school network has computers that are connected together so they can share hardware, software and data.</p> <p>There are various forms of online communication, such as email, blogging, vlogging and video chatting. Online communication should be used responsibly, remembering that online actions affect other people and there are rules that need to be followed.</p> <p>Pop-ups or adverts are a form of online advertising that</p>	<p>Computer networks are made up of computers that are connected by cables, fibres or wireless links. Each network can only be accessed by computers within their network, such as in school or at home. The internet network can be accessed by anyone.</p> <p>Online collaborative projects can be shared with different permission settings, such as who can view, edit or comment on the documents. Privacy settings can be restricted to those who are invited, those who have access to the link</p>	<p>Positives of communicating online include the speed, low cost and ability to communicate globally. Negatives of communicating online include the threat to privacy, influencing of others, access to technology and anonymity.</p> <p>Wide variety of online communication platforms, such as social media, blogs, vlogs, email or messaging, which have different available features, including the option to comment. Be aware of security</p>

<p>Technology is used in many ways to do different jobs, such as using an interactive whiteboard in the classroom, using a tablet to do online shopping at home or using scanners in a shop in the community.</p>		<p>that are run via the internet. The information requested can be displayed as text, images or videos.</p>	<p>companies use to encourage users to buy something or go to another website. Some pop-ups can be malicious and lead to a virus, whereas some are helpful &amp; give information. Pop-ups can be blocked by computer software. Concerns should be reported to a trusted adult.</p>	<p>or can be made open to the public.</p> <p>Some websites have more reliable content than others and content should be verified with another independent source.</p>	<p>settings e.g. age restrictions/property rights.</p> <p>Search engines take many factors into account, such as the quality of the site, number of updates or number of matches to keywords. However, search engines do not consider whether the content is true, age-appropriate or relevant.</p>
<p><b>Bright Lights, Big City.</b> (navigate London Zoo sitemap)</p>	<p><b>Beachcombers.</b> (Search BBC and RSPB for footage of sea birds and their behaviours.) <b>Wriggle and Crawl.</b> (Look for live videos of bees on explore.org to observe in the local environment)</p>	<p><b>Predator!</b> (search the web for information for a fact file) <b>*To be taught and referred to every time you save a document.</b></p>	<p><b>Road Trip USA!</b> (Find and record geographical information on a shared spreadsheet. Research if statements given are true.) <b>Misty Mountain Sierra.</b> (research mountains) <b>Potions.</b> (create a PPT to show favourite aspects.) <b>*To be taught and referred to every time you save a document.</b></p>	<p><b>Scream Machine.</b> (Using a search engine – refining results and share tips. Look at posters and logos of theme parks to analyse then design your own targeting a young audience.) <b>*To be taught and referred to every time you save a document.</b></p>	<p><b>A Child’s War.</b> (Search the web to find both facts and pictures to create a digital timeline of events in pairs.) <b>Darwin’s Delights.</b> (Consider “If Darwin were alive today doing the same research, how might he use modern technology and for what purpose?”) <b>Gallery Rebels.</b></p>



Ambition 

Belonging 

Creativity 



					<p>(Create a digital portfolio using pictures and information from search engines. Check the validity of websites and look at varying facts.)</p>
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