

# Brough Primary School – Curriculum Intention Plan 2023 - 2024



<b>Subject:</b> Computing <b>Year Group:</b> Year 3/4 - Cycle B		<b>Area of learning:</b> Internet research & communication
Links to previous work/Remember when	<ul style="list-style-type: none"> <li>• Use of Google for searching for images in KS1</li> <li>• Keeping safe online - Online Safety lessons/Internet Safety Day</li> </ul>	
<b>Term</b>	<b>Year</b>	<b>Key Skills to be taught</b>
<b>Autumn 1 2023</b>  What the children should know at the end of this series of lessons	<b>Y3/4</b>	<p>During this unit, learners develop their understanding of how to effectively search using keywords and how to safely communicate online. The lessons focused on Internet research will demonstrate the importance of word order when searching. They will also start to examine the results returned and how to distinguish between a reliable and unreliable website or webpage. Children will identify ways of communicating online, how they can keep safe and the importance of being responsible while communicating online with others (Online Safety).</p> <p>Suggested software/websites to use: Google (search engine)</p>

## Vocabulary

Internet, World Wide Web (WWW), address bar, search, search engine, search box, results, Google, Bing, Yahoo, browser, key words, word order.  
Communicating, online communications, social media, age restrictions, digital footprint, reporting.

<b>Sequence of learning</b>	<b>Objectives and suggested details provided by the subject leader.</b>
1	<p><b>KS2 Computing:</b> <i>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</i></p> <p>This lesson introduces learners to a search engine and how to use it safely and effectively.</p> <p><i>I can identify how word order affects search results.</i></p> <ul style="list-style-type: none"> <li>• Watch video <a href="#">"How search works"</a> (Google video on YouTube).</li> <li>• Search for information using a single word.</li> <li>• Search 3 words in alternate order and record the top 3 search answers for each alternate search.</li> <li>• Highlight the differences and say which gives the better results.</li> </ul>

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2	<p><b>KS2 Computing:</b> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>This lesson explains how searches return results.  <i>I can explain some reasons why particular results are returned.</i></p> <ul style="list-style-type: none"> <li>• Model searching, using 2 – 3 words and show what pages come up. Talk about how in the short blurb under each result has words in bold. These are the words used to search. Choose a suitable page to look at, preferably the top result if appropriate.</li> <li>• Model answering the questions below using the 'Find' keyboard shortcut function (ctrl + f) to find your chosen words on a webpage.             <ol style="list-style-type: none"> <li>1. How many times does the top ranked page contain your words?</li> <li>2. Do the words appear in the title, address (URL) in an image caption or directly next to each other?</li> <li>3. Are the words in a quality website, or a low quality website?</li> <li>4. How recently has the page been written or updated (assess the content or this is sometimes given at the bottom of the webpage)?</li> </ol> </li> </ul>
3	<p><b>KS2 Computing:</b> Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact, in the context of saving and sharing webpages.</p> <p>This lesson teaches how to save webpages (through bookmarking) and share them safely.  <i>I can bookmark or favourite a webpage and I can share a webpage ensuring I use technology safely.</i></p> <ul style="list-style-type: none"> <li>• Demonstrate how to bookmark/favourite a website. Ensure children understand that If the page is removed or the link is changed, the bookmark or favourite will be lost.</li> <li>• Sharing the Link: Show the children how to save the page link copying and pasting the link into a Google doc and/or e-mail. Share with a friend in the class via the 'share' button on Google Doc.</li> <li>• Saving a Page: Demonstrate how to save a page for offline viewing. 'snowman menu' (top right) - more tools - 'save page as'. Save to Drive.             <ul style="list-style-type: none"> <li>• Encourage children to test the saved file when saved.</li> </ul> </li> </ul>
4	<p><b>KS2 Computing:</b> 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</p> <p>In this lesson, the children will identify the ways, and investigate how we communicate online.</p> <p><i>I can research the types of online communication used.</i></p> <ul style="list-style-type: none"> <li>• Discuss Online Communication: What is online communication? How do we communicate online? What kinds of information can we share?</li> <li>• Discuss Posting: Posting text, images, audio and video to a wider audience. Sometimes this can be a specific audience of friends or followers, and sometimes to anyone on the web. If the children mention social media sites like Facebook, Twitter, Instagram, Snapchat or</li> </ul>

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	<p>TikTok you might mention at this stage that some social media sites have age restrictions</p> <ul style="list-style-type: none"> <li>• Collate issues children have had when communicating online. Discuss these further.</li> </ul>
5	<p><b>KS2 Computing:</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Children will be able to explain how to stay safe when communicating online.</p> <p><i>I can explain who will be able to read my communication. I know what to do when I receive a message that makes me feel uncomfortable.</i></p> <ul style="list-style-type: none"> <li>• Children discuss in pairs how they should stay safe online, then feedback to the whole class.</li> <li>• Who Is My Friend: Ask the children to consider these questions with a partner: Who are our friends? Are Internet friends the same as friends we see in person? How should Internet friends behave? What do we do if a friend upsets us online? Share some answers as a whole class.</li> <li>• Sharing Online: As we grow up, we are taught to share. What does this mean? What does sharing online mean? How are these the same and how are they different? When shouldn't we share? When or what shouldn't we share online?</li> <li>• SMART: Watch The Adventures of Kara Winston and the SMART Crew movie. Discuss the SMART guidelines using the Kid Smart website relating to the movie.</li> </ul>
6	<p><b>KS2 Computing:</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>This lesson focuses on acceptable and unacceptable behaviour while communicating online. Children will be able to explain why they need to be responsible online.</p> <p><i>I can explain why I must be responsible in my online communication. I recognise my online activity leaves a digital footprint.</i></p> <ul style="list-style-type: none"> <li>• Children discuss the following questions with their talk partners and feedback to the whole class. What does 'responsible' mean? Why do you have to be responsible for your behaviour online? Are there consequences if you do not act responsibly? If so, what are they?</li> <li>• Being Responsible: Briefly discuss the following questions: How can you act responsibly (and safely) online? What rules are there? Do we always follow the same rules and guidelines with everyone?</li> <li>• Use the 'Being Responsible Activity Sheet' - children write guidelines for being responsible on the Internet and how they would behave depending on the person who they are communicating with. Children join with other groups and discuss the guidelines and how they would apply them when dealing with different people.</li> <li>• Age Restrictions: What are the age restrictions for some social media sites? Why?</li> </ul>

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	<ul style="list-style-type: none"> <li>• Digital Footprint: Show the short BBC film clip and look at the Childnet pages on digital footprints, pointing out that most activities on the Internet may be traced.</li> <li>• Exploring Digital Footprints: Children explore the digital footprint pages. Using the Footprint Activity Sheet, children can record their own digital footprint (what resources they use online) along with new information and their thoughts about how this knowledge may affect their behaviour when communicating online.</li> </ul>
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Learning Outcome/product
<p>To be able to use a search engine effectively and safely to produce required results.</p> <p>To be able to bookmark/favourite web pages and talk about why we do this.</p> <p>To identify how I should behave online and to know what to do if I feel uncomfortable when communicating online.</p>

Assessment records	List only those children who have not achieved the expected outcomes

End of unit assessment question
<p>Can you show me how to search for information about [link to topic]?</p> <p>Can you tell me some examples of how you can stay safe online? What would you do if you read/saw something that you did not like?</p>