

| Computing | Year 6 | Evaluating Digital Content | Spring 2018 Term 3 |
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| Key vocabulary: search, websites, communicate, email, fact, opinion, validity, reliability, layout, presentation, sources, bibliography, reference, purpose, audience | | | |
| <p>Factual knowledge: Children will know:</p> <ul style="list-style-type: none"> • How to use search tools effectively • How to use the Internet to find specific information • How to explain where they have got their information from • How we communicate with others online • The importance of communicating respectfully online • The difference between facts and opinions • How to comment on the validity and reliability of a website • How to layout and present a report with information gained from the Internet • How to reference a site using a bibliography • Present their findings in a well-structured way. | <p>Skills: Children will be able to:</p> <ul style="list-style-type: none"> • Make safe choices about the use of technology • Use technology in ways which minimise risk • Independently select and use appropriate communication tools to solve problems by communicating and collaborating with others • Competently use the Internet as a search tool • Reference information sources • Use appropriate strategies for finding, critically evaluating, validating and verifying information | <p>Possible activities:</p> <ul style="list-style-type: none"> • Complete a searching task using the Internet to answer questions • Create a poster on diverse ways to communicate using the Internet • Find facts and opinions on different websites and comment on the reliability and validity of different websites • Produce a report on a planet using information searched on the Internet | |
| <p>Spiritual, Moral, Social and Cultural education and Promotion of British Values:</p> <p>Spiritual - Give pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful; enable students to develop their self-knowledge, self-esteem and self-confidence and to ensure they treat people with respect online.</p> <p>Moral - Provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school. Encourage pupils to take responsibility for their actions; for example, respect for property, care of environment, and developing codes of behaviour. Making clear the guidelines about the ethical use of the internet and other forms of communications technology. E.g. lack of social interaction impact on society.</p> <p>Social - Help pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect, commitment; children will be aware of the role of coding in the world. Chn will understand the dangers associated with being online. They will know how to take steps to keep themselves safe on the Internet. Work together co-operatively</p> <p>Cultural - Acknowledging advances in technology and appreciation for human achievement</p> <p>British Values</p> <p>enable students to distinguish right from wrong and to respect the civil and criminal law of England; - Chn will be made aware of grooming which is a criminal offence and they will be made aware of CEOP which protects children online.</p> <p>encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely; - children will be encouraging to be responsible online; they will be encouraged to show initiative when they feel something is not as it seems when online; enable students to acquire a broad general knowledge of and respect for public institutions and services in England; - children will show respect for others always when online and use appropriate vocabulary when communicating with others.</p> <p>encourage respect for other people; an understanding of the importance of identifying and combatting discrimination. – children will be made aware of how to deal with discrimination in the form of cyberbullying.</p> | | | |

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| <p>Initials of children working below the expected level, with details of attainment:</p> | <p>Initials of children broadly reaching the expected level of attainment:</p> | <p>Initials of children exceeding the expected level with details of attainment:</p> |
| <p>Children will know how to search the Internet effectively to search for specific information with some support. They will be able to reference where they found their information.</p> <p>Children will be able to tell the difference between fact and fiction. They should be able to identify reliable websites and comment on their validity with some guidance.</p> <p>They will be able to create a report on a given topic and lay out their information in a structure way with some support</p> | <p>Children will know how to search the Internet effectively to search for specific information to answer questions. They will be able to reference where they found their information and present this information in a bibliography.</p> <p>Children will be able to tell the difference between fact and fiction. They will be able to give facts and opinions of their own. They should be able to identify reliable websites and comment on their validity.</p> <p>They will be able to create a report on a given topic and lay out their information in a structured way.</p> | <p>Children will know how to search the Internet effectively to search for specific information to answer questions. They will be able to reference where they found their information and present this information in a bibliography.</p> <p>Children will be able to tell the difference between fact and fiction. They will be able to give facts and opinions of their own. They should be able to identify reliable websites and comment on their validity.</p> <p>They will be able to create a report on a given topic and lay out their information in a structured way and use formatting to create headings, subtitles, bullet points and insert pictures and captions</p> |
| <p>Evaluation against attitudes to learning:</p> <ul style="list-style-type: none"> • Showing curiosity about objects, events and people – • Maintaining focus on their activity for a period of time – • Showing high levels of energy, fascination – • Not easily distracted – • Paying attention to details – • Thinking of ideas – • Making links and noticing patterns in their experience – | | |