

Online Searchers and Surfers	Computing	Years 3 & 4, Term 1	Year A
Key vocabulary: Connection, copper cables, electricity, fibre-optic, Internet, Internet Service Provider (ISP), light, network, radio signals, router, submarine cables, web browser, wireless Internet, World Wide Web (www), Internet Protocol address (IP address), packets of data, fibre-optic, packet switching, protocols, routers, submarine cables, web page, website, Address bar, reload, search engine, search returns, tabs, bookmarks, domain extension, padlock, search engine, search returns, tabs, top-level domain (TLD) , Uniform Resource Locator (URL), Copy, paste, Shift key, Control key (Ctrl), transparent, validity, Windows logo key, shortcut, filters, plagiarism, validity.			
Knowledge and skills: Recognise familiar forms of input and output devices and how they are used. (3a) Make efficient use of familiar forms of input and output devices. (3b) Understand that computer networks enable the sharing of data and information. (3c) Understand that the internet is a large network of computers and that information can be shared between computers. (3d) With support select and use a variety of software to accomplish goals. (3e) Use simple search technologies and recognise that some sources are more reliable than others. (3h) Use Year 3 computing vocabulary: program, cyberbullying, email. (3k) With support select, use and combine a variety of software on a range of digital devices to accomplish given goals. (4c) Understand how results are selected and ranked by search engines. (4f) Use Year 4 computing vocabulary: hyperlink, digital citizen, online profile, online communication. (4j)		Possible activities: Create their own version of the internet Packet Switching activity Exploring submarine cable map Use National Geographic website to search for information about different countries Use different websites to find the same answer to a question Copy and pasting activity Create a magazine article using research skills to find information	
Spiritual, Moral, Social and Cultural Education, and Promotion of British Values: Spiritual: Explore creativity and imagination in the design and construction of digital products. Explore how ideas in computing have inspired others. Willingness to reflect on their own experiences – children will build on their prior knowledge of using computers. Moral: Encourage good etiquette when using digital technology including mobile devices and with due regard to e-safety. Encourage respect for other people’s views and opinions. Encourage respect for the computer room and the equipment you use and how this affect s others. Encourage respect in the use of digital equipment and its impact on the environment, for example, ink and paper wastage. Explore moral issues around the around the use of digital technology, for example, copyright and plagiarism. Social: Encourage students to assist one another in problem solving. Encourage good practice and respect in the use of social networking. Cultural: Children will appreciate the importance of computers in the modern world. Encourage the sensible use of digital technology in the classroom and homework situations. Encourage an awareness and appreciation of the digital divide and to be aware of differing cultural and spiritual or religious views towards the use of digital technology. British Values: Work together to help one another. Children will show respect for each other’s thoughts and ideas. Children will behave in a way that allows everyone to learn and achieve their potential.			