

Year 5 Term 3

Do you need to see something to believe in it?

COMPUTING



National Curriculum Links:

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

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.

Essential Prior Learning:

Search engines rank pages.

Use a standard search engine to find information, identifying key words and phrases to input.

A server is a computer that is connected to the internet and provides services (e.g. file storage, printing, authentication, web pages or email) to other computers.

Progression in Skill:

Digital Literacy

Online Safety

Explain how they participate in online communities.

Recognise that some people online may not be safe and understand the importance of being cautious.

Know how apps or online services may gain and share personal information (e.g. friends, contacts, likes, photographs, videos, messages, location).

Know about the types of content (including images) that is safe to share online and which should be kept private.

Explain how to communicate respectfully and responsibly online, understanding the potential long-term effects of posts on others and themselves.

Explain how online posts, comments, and activity can influence how others see them.

Know how and why to balance time spent online with other activities.

Managing Online information

Understand how search results are influenced by algorithms, popularity and paid placements.

Know that not all online content is accurate or true and understand why it's important to question what you see online.

Identify which websites are more likely to be trustworthy and explain why.

Know to cross-check facts using at least two trusted sources and explain why this is important.

Computer Systems and networks

Give examples of other ways the Internet can be used to enable online communication (email, video calls, messaging).

Identify parts of a website's journey to reach your computer.

Understand that computers read a binary code (0 and 1).

Know about online document collaboration.

Explore how data is stored/shared online in the cloud and can be accessed through the Internet.

Information Technology

Type at greater speed, beginning to use multiple fingers on each hand.

Long-term Memory Knowledge:

Name some online communities you are part of and how you participate in these, e.g. email, messaging, video calls. Explain why it is important to be cautious when connecting with people online and that not everything we see is true.

Know some of the information apps and other online services may share.

Know the sort of information that it is safe to share online and what should be kept private.

Know what respectful and responsible online communication looks like.

Understand that what you post can affect how people view you and name some potential long-term effects.

Explain why it is important to balance time spent online with other activities.

Name some of the factors that can influence search results, e.g. algorithms, popularity and paid placement.

Name some websites that are considered to be more trustworthy and why.

Explain why it is important to cross-check facts and suggest ways to do this.

Describe in simple terms a webpage's journey to you.

Explain in simple terms what binary code.

Explain how people can collaborate online to create shared documents.

Use more than one finger on each hand to type.

Key Vocabulary

| | |
|---|---|
| cyber | relating to computers or computer networks |
| search engine | a program that searches for and identifies items in a database to match key words given by the user |
| page rank | a value assigned to a web page as a measure of its popularity or importance; used to determine the order in which search engine results are presented |
| reputable | having a good reputation |
| IP address Internet Protocol address | a bit like a postcode: unique to each computer connected to the internet; a set of numbers that might look like this: 195.188.87.10. |

Progression in Resources:

Digital or video cameras

Computers/Laptops/iPads

Google/ICT Logo Control/Sussex Road Wiki

Relevance

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|-------------------|--|
| Now | Children question the reliability of Internet content and do not believe everything they read online. |
| Future | Children use the Internet as a reliable source of information; they recognise and use reputable websites. |
| Aspiration | Work in the creation of reliable digital content either professionally or otherwise; have a career in policing the Internet, looking for and taking down unsuitable content. |

