Year 5 Term 2

**How can somewhere you have never been, be so important?**

**COMPUTING**



**National Curriculum Links:**

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.
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
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.
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

**Essential Prior Learning:**

Understand technology can connect people.
Know that not everyone online is who they say they are and give reasons why they might pretend.
Name some types of personal information that can be found, created, or shared online.
Give examples of acceptable and unacceptable online behaviour.
Understand why it's important to think carefully before posting about others and the impact it can have.
Know how to manage screen time and make healthy choices.

**Progression in Skill:**

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.
Collaboratively create a wiki page with hyperlinks and a variety of media (audio, video, images and sound).
Evaluate and improve, thinking about the audience and purpose.
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.
Type at greater speed, beginning to use multiple fingers on each hand.

**Long-term Memory Knowledge:**

Know how to be discerning when finding information online to ensure the information is accurate and the source is trustworthy.
Know how to cross-check information found online.
See the benefits of working collaboratively.
Can create hyperlinks.
Develop their typing speed.
Know how to communicate respectfully online.
Know how to stay safe online.
Know how to report unacceptable content.
Are aware of the reason to limit online time with other activities.

| **Key Vocabulary** | |
|---|---|
| **algorithms** | a set of step-by-step instructions to solve a problem or complete a task |
| **accurate** | true, factual |
| **trusted sources** | known source that provides accurate information |
| **hyperlink** | a computerized connector, e.g. word/ image, that, when clicked, takes a user from one place in a document/website to another document, webpage or online resource |
| **wiki page** | a collaboratively edited and published web page, where users can create, add, edit, or remove content directly through a web browser |

**Progression in Resources:**

Children will be amending a wiki page by adding hyperlinks.

| **Relevance** | |
|---|---|
| **Now** | Children understand the reasons for staying safe online and how to report unacceptable content; they question the validity of what they see and read online, checking multiple sources; they understand the importance of balancing screen time with other activities for both physical and mental health. |
| **Future** | Children understand how computers and the Internet are connected. They may aspire to generate their own content, and to work collaboratively to do so. |
| **Aspiration** | Children are interested to learn more about computing perhaps as a moderator, content creator or in the field of cyber security. |