

Progression in Technology in our Lives

Lower Key Stage 2



POS statements Sept 2014	Year 3	Year 4
Children understand concepts 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • I can save and retrieve work on the Internet, the school network or my own device. • I can talk about the parts of a computer. • I can tell you ways to communicate with others online. • I can describe the World Wide Web as the part of the Internet that contains websites. • I can use search tools to find and use an appropriate website. • I think about whether I can use images that I find online in my own work.
Teacher enables progress 	<ul style="list-style-type: none"> • Model accessing different parts of a device, the school network and online to store information. • Model different ways of using technology to communicate with others and the responsibilities of users. • Provide opportunities to use appropriate resources to collaborate online and talk about responsible use. • Model the use of search engines to research information for topics and video-messaging (Skype, Facetime) to communicate with others. • Talk about how the World Wide Web is the part of the Internet that contains web pages • Talk about the reliability of information and who it belongs to. • Model skimming and scanning reading skills to identify appropriate and useful sources of information. 	
Children build skills 	<ul style="list-style-type: none"> • Save work on the school network, on the Internet and on individual devices • Talk about the parts of a computer. • Use appropriate tools to collaborate on-line. • Use appropriate tools to communicate on-line. • Use simple search tools and find appropriate websites. • Talk about the owner of information online. 	<ul style="list-style-type: none"> • I can tell you whether a resource I am using is on the Internet, the school network or my own device. • I can identify key words to use when searching safely on the World Wide Web. • I think about the reliability of information I read on the World Wide Web. • I can tell you how to check who owns photos, text and clipart. • I can create a hyperlink to a resource on the World Wide Web. • I can recognise that websites use different methods to advertise products.
Activities for children to develop process 	<p>Look at the insides of an old computer and discover the parts that will allow you to connect to the Internet.</p> <p>Create a diagram of the school infrastructure showing the link to the Internet.</p> <p>Talk through the first part of What is the Internet flash file to establish that the WWW is the part of the Internet that contains websites.</p> <p>Watch the first minute of ‘What is the Internet?’ video to see the way computers link together over the Internet and to discuss what it is.</p> <p>Plan a folder structure for the Student drive which will allow everyone in the school to find their work and resource they need to use. (Or the equivalent online storage structure where this is used.)</p>	

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	<p>Create a non-fiction electronic book based on a topic, using hyperlinks to different pages. Talk about this as being how a website is created.</p>	<p>Use Junior Computer Science activity to introduce hyperlinks.</p> <p>Create hyperlinks in documents to useful information on the World Wide Web.</p> <p>Draw a diagram to show the way a set of hyperlinks take you to the information you need to find for a topic.</p>
<p>Use a blog responsibly to communicate with others.</p>		
<p>Use http://primarywall.com/ to share ideas and http://primarypad.com/ to collaborate on a shared document. Schools with a VLE, J2e or PurpleMash will have additional tools for children to work together online.</p>		
	<p>Use different Search Engines to look for information on your topic. Which provides the most useful results for you?</p>	<p>Consider research questions for a topic, identifying the key words to find relevant information.</p>
	<p>Watch Chapter 2 of Captain Kara and the SmartCrew. How can you check the reliability of information?</p>	<p>Think about the different ways advertisements are used to influence you. Be an Ad detective.</p>
	<p>Visit the Tree Octopus website. Evaluate the information presented. How can you check the reliability of the website?</p>	<p>Visit Dog Island. Search for holiday destinations for dogs. Why isn't Dog Island among the results?</p>
	<p>View work created by others on the public drive and on the Internet. For example, talk about poems written by other children. http://poetryzone.woodshed.co.uk/index2.htm Consider who they belong to and ways in which you show respect for others people's ideas.</p>	<p>Investigate terms and conditions on different websites connected to current topics or interests of the class.</p>