Prior Learning

Prior learning will be the children's knowledge of how to deal with upsetting online content, the recognition that digital devices communicate with each other to share personal information, to be able to explain what social media platforms are used for and recognise why they are age-restricted.

Key vocabulary for this unit

Accuracy	Influencer
Advantages	Opinion
Advertisements	Program
Belief	Recommendations
Bot	Reliable
Chatbot	Risks
Distractions	Screen time
Fact	Search results
Hashtag	Snippets
Implications	Sponsored
In-app purchases	Trustworthy

Learning Sequence

What happens when I search online?	• To describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy.
How do companies encourage us to buy online?	• To describe some of the methods used to encourage people to buy things online.
Fact, opinion or belief?	• To explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.
What is a bot?	• To explain that technology can be designed to act like or impersonate living things.
What is my #TechTimetable like?	• To explain how technology can be a distraction and identify when I might need to limit the amount of time spent using technology.

Assessment milestones

Key ICT Skills:	Key ICT Knowledge:

• Understanding why some results come before others when searching. • Recognising that information on the Internet might not be true or correct and that some sources are more trustworthy than others • Identifying respectful and disrespectful online behaviour.	• To understand that technology can be designed to act like or impersonate living things. • To understand some of the methods used to persuade people to buy online. • To understand that technology can be a distraction and identify when someone might need to limit the amount of time spent using technology.

Computing Systems and networks: Collaborative learning

Prior Learning
Prior learning will be the children's knowledge of sending emails with attachments demonstrating an awareness of how it will make the recipient feel and recognising when an email may be fake.

Key vocabulary for this unit	
Animations Average Bar chart Collaboration Contribution Data Edited Email account Format Freeze Icon Insert Link	Multiple choice Numerical data Pie chart Presentations Resolved Reviewing comments Slides Software Spreadsheets Survey Themes Transitions

Learning Sequence	
Teamwork	• To understand that software can be used to work online collaboratively.
Sharing a document	• To understand how to contribute to someone else's work effectively.

Microsoft Forms 1	• To understand how to create a digital survey.
Microsoft Forms 2	• To create and share a Microsoft Form.
Shared spreadsheets	• To analyse data.

Assessment milestones

Key ICT Skills:	Key ICT Knowledge:
• Understanding that computer networks provide multiple services, such as the World Wide Web, and opportunities for communication and collaboration. • Use online software for documents, presentations, forms and spreadsheets to work collaboratively with others. • Recognising what appropriate behaviour is when collaborating with others online.	• To know what type of comments and suggestions on a collaborative document can be helpful. • To know that you can use images, text, transitions and animation in presentation slides.

Further Coding With Scratch

Prior Learning

Prior learning will be the children's knowledge of what some blocks in Scratch do, the understanding of what a loop is and how to include one in their program, being able to suggest possible additions to an existing program, recognise where something on screen is controlled by code, use a systematic approach to find bugs and to explain what an algorithm is and its purpose.

Key vocabulary for this unit

Broadcast block	Orientation
Code blocks	Parameters
Conditional	Script
Coordinates	Sprite
Decomposition	Stage
Features	Tinker
Negative numbers	Variables

Learning Sequence

Scratch Reminder	• To recall the key features of Scratch.
Identifying What Code Does	• To understand how a Scratch game works by using decomposition to identify key features.
Introduction To Variables	• To understand what a variable is and how to make one.
Making A Variable	• To understand how to make a variable in Scratch.
Times Table Project	• To use knowledge of how variables work to create a quiz.

Assessment milestones

Key ICT Skills:	**Key ICT Knowledge:**
• Using decomposition to solve a problem by finding out what code was used. • Creating algorithms for a specific purpose. • Incorporating variables to make code more efficient. • Remixing existing code.	• To understand that a variable is a value that can change (depending on conditions) and know that you can create them in Scratch. • To know what a conditional statement is in programming. • To understand that variables can help you to create a quiz on Scratch.