TERM 5 OVERVIEW YEAR 1 and 2 – Computing

Term 5 Book – Lila and the secret of Rain	
Topic(s) - Using a Search Engine	**Guide Time = 3 lessons**
Assessment:	Individual quiz against the VIPs. Ongoing assessment for learning based on: • Lesson involvement • Retention of VIPs and key knowledge from previous lessons • Application of skills	**Very Important Points (VIPs):.** • The internet can be used to search for information • Not all information on the internet is correct • A search engine is program that searches for information or pictures on the internet.
Links to prior learning (sequencing) and canon book	Year 1 children have been introduced to the process of logging onto a computer using a username and password. They will have talked about rules of online safety and begun to learn about different ways in which technology can be both creative and helpful. Year 2 children have learnt how to log onto a computer using a username and password and practised this independently. They will have some knowledge of using the internet to find useful information, as well as knowledge of using technology to create their own pieces of work. Children will also have an understanding of safe internet usage and how they can ensure they are using technology safely. Clear links will be made to the canon book as the children will use the internet to search for information about Kenya and Africa, which is a theme throughout the canon text.	**Fat Question:** • How has the internet changed people's lives? • What do you think the internet will be like in the future? • Which ways do you use the internet as part of your everyday life?
Links to other learning (cross fertilisation)	The World Beyond us: How can we share information with many different people all over the world? How can computers be used to send and receive information across the world? The World Around Us: How does the internet technology help us to share or receive information in our own lives? How can we use the internet to look on maps at other parts of the world? Modern Britain:	

	How has the use of the internet changed the way people share information? Healthy Bodies & Healthy Minds: How can the internet be used to promote a healthy lifestyle? Can internet usage sometimes have a negative impact on our minds and bodies? Culture: Is the internet accessible in all cultures? How else might people share their work or information? Technology in Action: Can you think of any jobs which require people to use the internet?	
Links to future learning	This unit will introduce children to using the internet, developing their skills in getting online, using search engies and picking out reliable information. Children will continue to build on their computing skills throughout the year and will revisit presentation skills, using PowerPoint for word processing, in the Summer term. Word processing skills will be built upon further as the children move through school.	
Character/Wider Development ('50 things', cultural capital, skills)	During this unit of work, pupils will continue to develop their understanding of computing, the internet and how to stay safe and be respectful when using technology.	

OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/ Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
Lesson 1 – I can get online and use websites LO: To explore search engines.	What is the internet and how is it used? What do we need to do before we can start working? – log on, open a search engine Write your question into the search engine.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Username Password Laptop Keyboard Touchpad Space bar Backspace Search Engine	GD: To think about how they could use the internet to locate Kenya. SEND: Children can work with an adult or as part of a group with peers. Children to have access to adult support when logging on. Children to have access to pre-teach where necessary. SEND children can focus on using keyboard to type letters and space bar to include spaces.	Children unaware that computers need to be turned on and logged onto before starting work. Children may have difficulty logging on – may confuse their username and password or be unfamiliar with inputting capital letters. Children may be unfamiliar with the use of laptops with keyboard, touchpad and cursor, rather than a tablet with a touchscreen. Children may be unfamiliar with what a search engine is.	**All pupils to be given their username and password details prior to the session.** Reading for Productivity: Introduce children to the devices they will be using for this unit of work. How do we turn it on? How do we log on? Children to work through logging on together, in small steps to encourage independence where possible. Introduce the search engine Google - Model process of locating, opening up the internet and how to find Google. Discuss with children how to begin typing, how to use the keyboard to type letters, backspace to delete text and spacebar to add a space. Also discuss with children that everyone can add things to the internet so its not always 100% accurate. Year 1: Children to explore Internet explorer and practise writing a question into the search engine. Year 2: Children to explore a search engine e.g. Google and practise writing words or simple sentences into the text box. All children should focus on using the search engine box. Children to start to think about the questions they'd like to find out.

						Deepening the moment: Can you use the keyboard to type a question with a question mark to go with your question in the search engine.
Lesson 2 – To begin to ask a search engine question LO: To begin to create questions to ask a search engine.	Lila and the secret of rain is set in Kenya can we use the internet to find out about Kenya? I can think of questions – what do you want to find out about Kenya?	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Username Password Laptop Keyboard Touchpad Microsoft Word Space bar Backspace Font Internet Questions Search engine	GD: Children to work independently to thinking about the questions they want to find the answers to. SEND: Children to work with an adult to create questions together.	Children may have difficulty logging on – may confuse their username and password or be unfamiliar with inputting capital letters. Children may be unaware that not everything they read is a fact. Children may believe work saves automatically.	**All pupils to be given their username and password details prior to the session.** Reading for Productivity: Explain to the children that the internet is a brilliant tool and we can learn lots from using it. Explain to the children that not everything is always correct online though and that we do need to read to information on the internet we can't just copy and paste it. Tell the children that today we are going to create some questions that we will hopefully find the answers out to next week. Children can write their questions on to a work document to recap their learning from last half term. Year 1: Log on to the computer and try to type up questions that they may have about Kenya. Year 2: Log on to the computer and try to type up questions that they may have about Kenya. Children can type their question into a word document making sure they include capital letters and question marks. Then the document can be saved and the children can copy and paste the questions next week. Children to save work - Model steps to saving work for all children. Deepening the moment: What are the similarities and difference between Pontefract and Kenya?

| Lesson 3 – To the internet to find out information about Kenya | Lila and the secret of rain is set in Kenya can we use the internet to find out about Kenya?

I can ask and answer questions

I can get online and use websites

I can use the internet to find information | Use technology purposefully to create, organise, store, manipulate and retrieve digital content. | Username Password Laptop Keyboard Touchpad Microsoft Word Space bar Backspace Font Internet Questions Search engine | GD: Children to work independently to log on, locate Internet explorer and Google and begin typing questions.

SEND: Children to have access to pre-teach and adult support where necessary. Children can | Children may have difficulty logging on – may confuse their username and password or be unfamiliar with inputting capital letters.

Children may be unaware that not everything they read is a fact.

Children may believe work saves automatically. | **All pupils to be given their username and password details prior to the session.**

Reading for Productivity:

Recap last lesson – What do we need to do before a computer is ready to use? Model process of logging on using username and password for children.

Recap using Google – opening the internet explorer. Model how to ask questions on the search engine.

Year 1: Use a search engine to ask questions about Kenya. Children to be encouraged to type in questions about Kenya.

Year 2: Use a search engine to ask questions to find out information about Kenya. Children to be encouraged to type into Microsoft Word independently to include as much information as they can, using the space bar to create spaces between words and capital letters to begin sentences. Children should focus on using the keyboard with accuracy and increasing speed.

Children to save work - Model steps to saving work for all children.

Deepening the moment:
What are the similarities and difference between Pontefract and Kenya? |
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Context (big picture learning)
This unit introduces children in Year 1 to basic internet and search engine usage and builds upon prior learning for those in Year 2. Children will demonstrate basic computer skills by logging on, asking question, practising typing skills and possibly saving their own work. Children will begin to consider how the world wide web can be a useful tool in research and learning and how computer programs can be used to display and present information.