

Pioneer Federation
Medium term plan
Cycle A, Term 1
ICT



Subject: Purple Mash unit 1.1 Online Safety

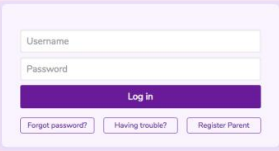




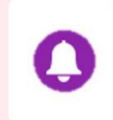

Key Concept/ Theme: Children will explore Purple Mash learning to log in safely, know how to save and find work, become familiar with texts and icons, and understand the importance of logging out.

Prior Learning links: EYFS: Children have been exposed to the layout of purple mash and have had experience of using a variety of technology including interactive whiteboards, ipads and using a keyboard.

Vocabulary:

<p>Alert A system that lets you know if you have something to look at.</p> <p>Device A piece of electrical equipment made for a purpose.</p> <p>Log in Using a username and password to access a system.</p> <p>MyWork Area The place on Purple Mash where your work is stored. Only you and your teachers can access this.</p>	<p>Avatar A digital picture to represent someone.</p> <p>File Name The name given to an online piece of work.</p> <p>Log out Leaving a computer system.</p> <p>Notification A message telling you about something.</p> <p>Private Keeping information restricted from other people.</p>	<p>Button An area where you click to make something happen.</p> <p>Icon An image on a web page that you can click on to navigate to somewhere.</p> <p>Menu A button which gives the user different options.</p> <p>Password A series of letters, numbers and special characters that is entered after the username to access an online site.</p>	<p>Purple Mash Tools A selection of programs which help you carry out different tasks.</p>	<p>Saving Store your work as you create something so it can be accessed later.</p>	<p>Search A way of finding specific resources you want to look at.</p>
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Key Images:

 <p>Log in Screen</p>	 <p>Avatar</p>	 <p>Save your work</p>	
 <p>Tools section of Purple Mash</p>	 <p>Subjects & Topics</p>	 <p>This picture shows you if you have any notifications</p>	 <p>The area of Purple Mash where your work is stored</p>

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Resources needed for each lesson – 2dos to set.

Lesson 1:

- Individual login cards for the children. These can be made using Print Pupil Logins: Click on the admin drop-down arrow next to your avatar: • Purple Mash Avatar creator: This is opened by clicking on the user portrait near the top right of the screen.
- Ask your administrator to create a test pupil for your class: Call the pupil something like 'Year 1 Test Pupil': This is so that you can impersonate this pupil to demonstrate features from a child's perspective.
- Edit slide 4 to show the way in which pupils access Purple Mash in your school and from home. • Edit slide 6 to fit with the passwords used for your class (pictures pins etc).

Lesson 2

- Leave a simple comment or picture on the pieces of work that the children created in Lesson 1. Do this from your own Work area where you can navigate to the children's folders. Click on the three dots by a piece of work and then on the Set Comments option button. You can use the record button here to record verbal feedback (children will need headphones to hear this is a classroom).
- 2Connect tool, for a user guide to the tool see 2Connect User Guide.
- You will need to have searched for some topics which you want the children to search for as part of this lesson. This lesson plan uses food, trees and sea.

Lesson 3

None required.

Lesson 4

- Headphones would be useful.

1. Unit 1.1 Lesson 1	<p>Deeper learning questions: What should you do if you find someone else's login card? Why is it important to keep login details safe? What could someone else do if they logged in as you?</p> <p>Reconnection: EYFS: Exploring purple mash T6 Year 2 will have done this Unit last year and can help year 1 to refresh.</p> <p>LO: To learn how to safely login and understand why that is important.</p> <p>Activity: Show the children how to log onto purple mash. Children follow step by step to safely log on. Year 2 can help Year 1 with this if need be. Discuss with children why it is important to keep log in information safe and the importance of logging in Discuss with the children why the password comes up as dots. Help children to explore the idea of personal and private information.</p>
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	<p>Start to introduce vocab as you explore the home page, work area and my work folder. Introduce the idea of an avatar and demonstrate how to make an avatar. Let children create their own. Go over how to change to a capital letter when typing. Use the avatar to reinforce idea of ownership. Discuss importance of logging out and ensure children can do this. Go over main vocab.</p> <p>Extension: Complete a painting project called paint a snail – save work (This could be used for year 2 who should be familiar with logging on)</p>
<p>2. Unit 1.1 Lesson 2</p>	<p>Deeper learning question: Can you find the picture you have created? Can you see the comments the teacher has made? Can you change a persons work without asking them? Should you? How can we choose a sensible name so we can find your file?</p> <p>Reconnection: recap how to login ensuring all children do this safely. Link this to privacy and why it is importance. Recap the idea of privacy in context.</p> <p>LO: To be able to find saved work on purple mash.</p> <p>Activity: Show the children how to find their work area. Discuss why privacy is important in this section</p> <p>Guide children in making a mind map. Clicking will show a completed example to compare.</p> <p>Select some topic words for children to search or use the examples. Explain that some results will be suitable for year 1 but some might be for older children. Introduces the filter button. Children should not start the paint project just yet.</p> <p>Discuss appropriate behaviour and relate this to offline work. Do you draw in other people’s books or on their pictures? Do you sometimes do work together and both work on the same thing? Discuss important information about shared folders and filenames. It might be useful to set a convention for the class when naming files in shared areas to reduce the chances of children overwriting one another’s work e.g. first name filename.</p> <p>Review what the children have saved. Remind the children that only the teachers and children in their school can use their school’s Purple Mash. If a friend of theirs uses Purple Mash in another school, they will have their own school Purple Mash just for them.</p> <p>Review Lesson vocab.</p> <p>Extension: Child complete Hedgehog paint activity, can they save work independently choosing a sensible name.</p>
<p>3. Unit 1.1 Lesson 3</p>	<p>Deeper learning question: Can you spot any of your topics? Do you think all these topics are aimed just at our age? Why? Would it be appropriate to put a picture of a car on this writing template? Why?</p> <p>Reconnection: Review terminology from previous lessons. Recap how to save their work.</p> <p>LO: To become familiar with different aspects of the topic area including icons and to be able to use these to add text and ;pictures to my work.</p> <p>Activity: Show children how to access topics. Explore as a class the different activities in the Animals topic – note not all of them are aimed at year 1/2 .</p> <p>Show children how to use the tools in a writing template.</p> <p>Children complete Animal needs writing template adding pictures and then text.</p> <p>Review Vocab</p>

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	<p>Extension: Children think about appropriateness of photos and text – link to non-fiction. – would it be better to use a real photo or a cartoon?</p>
4. Unit 1.1 Lesson 4	<p>Deeper learning question: Can you remember where the tools are? Which section would 2count be in and why? Can you find 2explore in the music section. How do you find the icons to save or open a new file? Which icons do you know? Why do we need to log off? Why would you not want someone to use your log in?</p> <p>Reconnection: Go over previous vocab. Links to first lesson about logging off.</p> <p>LO: To explore the various tools available on purple mash including their icons.</p> <p>Activity:</p> <p>Go over new vocab for lesson with the children.</p> <p>Show children 2 count and what it looks like – explain this is a pictogram and its used to count things.</p> <p>Show children how to use to count and the various buttons and icons.</p> <p>Ask children to choose their own theme for their pictogram – or suggest one for the class. (this could be a survey such as favourite colours ect.)</p> <p>Remind children how to save and exit work once happy</p> <p>Allow children to record a tune on 2explore – show them how to do this using the various buttons. – explain they can record different instruments when opening a new file.</p> <p>Go over how to save and log off – reminding them why this is important.</p> <p>Extension: Find games area launch table toons and listen to x2 table songs – try and do test.</p>
	<p>End of unit quiz & reflect on gaps from the unit:</p> <p>Unit 1.1 Quiz – found on unit page on PM</p> <p>Questions:</p> <p>What is an avatar?</p> <p>Type these words exactly as shown in the box with a space between them.</p>

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Masie's teacher has asked her to search for the topic 'pets'. Where should she click first?

Do you know the icons to....go to home page, find activities, search for a topic, log out, find saved Work

Do you know the icons to... Open the menu, exit the activity, Draw or add a picture, add clipart, zoom in or out, find helpful words, get rid of a picture, add clipart.

Which symbol is commonly used as an icon to save work?

Do you know the icons for... save file, open file, new file

Who should you share your password with?

Why is it important to keep your password private?

Do you know the notification symbol?

End Points:

Evaluation: What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. **Plan in time to revisit gaps within units, determined by the quizzes.**

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Subject: Purple Mash unit 2.5 Effective Searching

Key Concept/ Theme: To understand the terminology associated with searching. • To gain a better understanding of searching on the Internet. • To create a leaflet to help someone search for information on the Internet.

Prior Learning links: EYFS: Online Safety

<u>Cycle A</u>	<u>Cycle B</u>
Unit 1.1 Online Safety • Safe logins • Using Purple Mash search functionality	Unit 1.1 Online Safety • Safe logins • Using Purple Mash search functionality Unit 2.2 • Sharing to a display board • Sharing online • Digital footprint

Key Vocabulary

Digital Footprint
The information about a person that exists on the Internet as a result of their online activity.

Domain
Part of the Internet owned by an individual, company or organisation.

Internet
A way to send information from one computer to another anywhere in the world using technology such as phones, satellites and radio links.

Network
Connected devices that can send and receive information, voice and video.

Search Engine
A program to help you find web pages on the Internet.

Web Address
Identifying address for a file or web page on the Internet. Also known as URL.

Web Page
A single page which can include images, videos and charts.

World Wide Web
The web pages and documents you see when you are browsing online. It is just one part of the Internet.

Web Site
A collection of web pages that belong to one domain.

Vocabulary:

Resources needed for each lesson – 2dos to set.

Lesson 1:

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- Internet quiz; this is available as a Purple Mash quiz that you can set as a 2Do for your class. It is also available in the appendix as a paper-based version to photocopy for your class: Internet Quiz – Lesson 1 – Worksheet 1.
- The answers are in the appendix at Internet Quiz – Lesson 1 – Worksheet 1 – Answers.
- Extension: Set the Developing Tray activity Can you decode? as a 2Do for children. If you are not familiar with the Developing Tray tool, refer to the User Guide. • You can select the following objectives when setting the 2Dos to make future assessment easier:

Year:	Y2	▼
Subject:	Computing	▼
Strand:	IT	▼
Use technology purposefully to create, organise, store, manipulate and retrieve digital content.		<input checked="" type="checkbox"/>
Year:	Y2	▼
Subject:	Computing	▼
Strand:	Digital Literacy	▼
Recognise common uses of information technology beyond school.		<input checked="" type="checkbox"/>
Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when concerned about content or contact on the internet or other online technologies.		<input type="checkbox"/>

Lesson 2

- A search engine. For the lesson screen shots, Google has been used as this is what many of the children will be familiar with at home.
- Finding Out Dinosaur Facts - Each child will need a copy.
- Finding out about dinosaurs – Answers found in the appendix.
- Dinosaur Quiz: Set this as a 2Do for the class. You can select the following objectives when setting the 2Dos to make future assessment easier:

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Year:	Y2	▼
Subject:	Computing	▼
Strand:	IT	▼

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Year:	Y2	▼
Subject:	Computing	▼
Strand:	Digital Literacy	▼

Recognise common uses of information technology beyond school.

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when concerned about content or contact on the internet or other online technologies.

Lesson 3

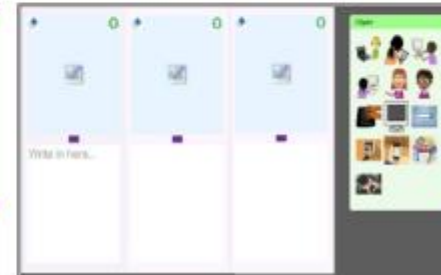
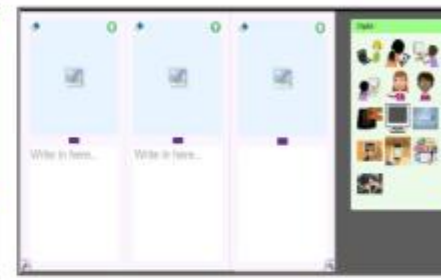
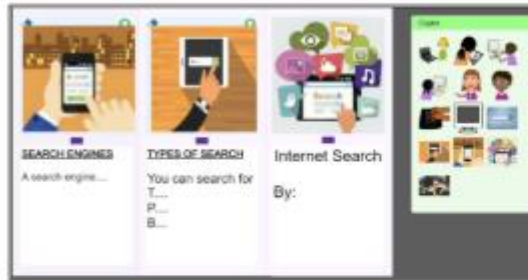
- Search Leaflet Example.pdf (Example PDF)
- Search Leaflet Example (Example Purple Mash)
 - Set one of the following templates as a 2Do for the children in your class. There are three differentiated templates, so you could set different ones for different ability groups within the class.
 - o Search Leaflet 1: This template has the pictures in place and requires the children to complete the simple sentences.
 - o Search Leaflet 2: This template has heading for each of the sections on the leaflet
 - o Search Leaflet 3: This template is blank and has a clipart bank of suitable resources.

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Search Leaflet 1

Search Leaflet 2

Search Leaflet 3



You can select the following objectives when setting the 2Dos to make future assessment easier:

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Year:	Y2	▼
Subject:	Computing	▼
Strand:	IT	▼

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Year:	Y2	▼
Subject:	Computing	▼
Strand:	Digital Literacy	▼

Recognise common uses of information technology beyond school.

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when concerned about content or contact on the internet or other online technologies.

1. **Deeper learning questions: What is the internet? What is the difference between World Wide Web and the Internet?**

Unit
2.5 **Reconnection:** Go over basic internet safety rules and why we have them. – Go over previously learnt Vocab

Lesson
1 **LO:** To understand the terminology associated with the Internet and searching

Activity:

Explain to the children that we will be finding out about the internet how we access the Internet to find content. Reveal each question by clicking and then the answers as discussions evolve.

Use the slide to share what a browser is and see how many children can name different well known browsers.

Ensure the children have an understanding of what a website is and that it contains individual pages (webpage).

Identify what a web address is and that these are also called URLs. Show children a few examples. Go through what a search engine is. It's important that children understand that a browser and a search engine are different. Browsers allow access to the World Wide Web and often default to a search page. From a browser such as Google Chrome you can still access other search engines such as Yahoo.

Share the activity. Children to complete the quiz which you set as a 2Do testing their knowledge.

Clicking the icon will open the quiz on the board for review or demonstration.

Go over vocab and review success criteria.

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	<p>Extension: Share the extension activity. Children should use the developing tray activity to try and develop a text with missing words and characters based on their learning this session. You might choose to do this as a whole class or have this set as individual 2Dos. Clicking the icon will open the activity.</p>
2. Unit 2.5 Lesson 2	<p>Deeper learning questions: What does a search engine do? How do you use it? Why are these tools useful?</p> <p>Reconnection: Go over basic internet safety rules and why we have them. – Go over previously learnt Vocab</p> <p>LO: To gain a better understanding of searching the Internet.</p> <p>Activity: Before starting the session, it might be appropriate to remind the children about online safety and your school approach. Explain that we will be finding out how to search using the Internet. Discuss and find out what children know about search engines. Go through the layout of the search engine home page as you reveal the slide. Demonstrate on a live browser entering a search term such as ‘dinosaurs’. Ask the children to observe what happens when you press enter, click ‘Google Search’ and click ‘I’m Feeling Lucky.’ Go through the search results page with the children. You might wish to do this live instead of using the slide. Focus the children on the key areas of the results page. Focus in on the use of the ‘Search Tools’. Again, you may wish to demonstrate this live. Discuss the key questions on the slide with the children and explore the different results they produce. Reinforce the need to be cautious when searching, particularly if clicking on the image or video tool as these could display inappropriate content incorrectly tagged. Explain to the children that as well as putting in a word as a search query we can also ask a question. You may wish to do this live on a search engine to show and compare results. Find out what the children know about how search engines give results. Lead onto a short discussion about Digital Footprint and how every online interaction almost always leaves a lasting Digital Footprint. Link to online safety approach within school. Share the main activity. You should have provided each child or pair with the worksheet Finding Out Dinosaur Facts. Children to use a search engine to help answer the questions. You might want them to use two different search engines to compare results. After completing the worksheet, they can have a go at testing if their answers are correct by using the quiz (set as a 2Do).</p> <p>Go over vocab and review success criteria.</p> <p>Extension: Can you create a list of questions where you have to use the different search tools?</p>

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<p>3. Unit 2.5 Lesson 3</p>	<p>Deeper learning questions:</p> <p>Reconnection: Go over basic internet safety rules and why we have them. – Go over previously learnt Vocab</p> <p>LO: To create a leaflet to help someone search for information on the Internet.</p> <p>Activity: Explain to the children that they will be creating their own leaflets to share their knowledge with others about their learning. Ask the children what the leaflet would need to include. You could reveal the slide or thought shower using 2Connect (Link on slide). After you have agreed contents and layout of the leaflet, show them the example leaflet (Link on slide). Children to then create leaflet using one of the templates you have set as a 2Do.</p> <p>Go over vocab and review success criteria.</p> <p>Extension: Share the extension activity with the children. Children to have a go at creating a quiz based on their learning. Reveal the steps and the tips needed to create a successful quiz. After completing, children could share their quiz to a blog for others to play and comment on.</p>
	<p>End of unit quiz & reflect on gaps from the unit:</p> <p>Unit 2.5 Quiz – found on unit page on PM</p> <p>Questions:</p> <p>What is the name of the global network of computers?</p> <p>Fill in blanks about WWW</p> <p>A _____ is a tool to help us access the World Wide Web</p> <p>Match the icon to the browser.</p> <p>What using a search engine you can also search by typing in a question. True/ False</p> <p>Information on a webpage may include?</p> <p>True/Flase www.purplemash.com is an eample of a web address</p>

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Another word for web address is _____

True/False Google and Bing are examples of search engines?

Look at the picture What do you type in the box?

End Points: How can I search the Internet? The easiest way to search the Internet is using a search engine. The search engine crawls the Internet looking for answers to the search enquiry. Google is a popular search engine.

Evaluation: What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. **Plan in time to revisit gaps within units, determined by the quizzes.**

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