Subject: Purple Mash unit 1.9 Technology outside of School
Key Concept/ Theme: • To walk around the local community and find examples of where technology is used. • To record examples of technology outside school.
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. **Cycle A1** Unit 2.5 Effective Searching • Developing understanding of the Internet • Identifying parts of a web search engine
Vocabulary: **Key Vocabulary** **Computer** An electronic device for storing and processing data. **Technology** Science and engineering knowledge put into practical use to solve problems or invent useful tools.
Key Images: None
Resources needed for each lesson – 2dos to set. Lesson 1: • Camera to take pictures. • Extension: Set Technology Around Us Writing frame as a 2Do for children. • Optional homework sheet: Technology at Home worksheet; print for children. You can select the following suggested computing objectives when setting the 2Do to make future assessment easier:

Edit Objectives ✕

Year:	Y1 ⌄
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 2

• Before the lesson, you may want to collate some of the images taken last lesson into a slide show using 2Publish Plus - Slideshow Template. • Alternatively, use the ready-made slide show – Technology Outside School Slideshow • Technology Outside School worksheet You can select the following suggested computing objectives when setting the 2Do to make future assessment easier:

Edit Objectives ✕

Year:	Y1 ⌄
Subject:	Computing ⌄
Strand:	Digital Literacy ⌄

Recognise common uses of information technology beyond school. ☑

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1. Unit 1.9 Lesson 1	**Deeper learning questions: Why is a dictionary useful? Does technology need the internet?** **Reconnection:** Go over online safety rules and why these are important. **LO:** To find and understand examples of where technology is used in the local community.

	Activity: Outline the lesson aims.
	Go over new vocab for the lesson
	Ask children what they understand is meant by the term 'technology'. Discuss before clicking to reveal the Oxford English Dictionary definition.
	Ask children to look around the classroom and identify examples of technology. Click to reveal ideas.
	Introduce the main activity of the lesson when the children will be going on a technology walk in the local community, identifying examples of technology outside. Ask children to take photographs.
	After going outside, children can share the photos they took or use the slide to discuss examples that they might have seen.
	Go over main vocab.
	Extension: Complete the 'Technology Around Us' writing frame with four drawn and labelled examples of technology found in school and four that were seen outside school during the walk.
2. Unit 1.9 Lesson 2	**Deeper learning question**: Can you name all the technology in the classroom? **Reconnection:** Go over online safety rules, recap vocab learnt last lesson. **LO**: To record examples of technology outside school **Activity**: Ask children to recall some different examples of technology discussed in the last session. Discuss examples of technology at home. Look at pictures of technology outside. You can look through the photos taken last week or watch the slideshow provided. Introduce the worksheet activity. Children to draw and write. if appropriate, about four examples of technology they have seen outside of school. Review Lesson vocab.

Extension: Can you explain how an example of technology you have seen solves a problem?

For example: Traffic lights solve a problem so cars know when it is safe to drive and pedestrians know when it is safe to cross a road to avoid an accident.

End of unit quiz & reflect on gaps from the unit:

Unit 1.9 Quiz – found on unit page on PM

 Questions:

Kat says the following about technology...

Technology is the use of knowledge to invent new devices or tools. Technology helps to make people's lives easier.

Is she correct?

Which of these are examples of older technology?

How has technology made our lives easier?
Select all the statements that are true.

Which of these are examples of technology?

Which of these are examples of technology that doesn't need electricity to work?
Which of these are examples of technology that need electricity to work?

Which example of technology here would you not see in school?

Sort the technology into home and outside of home.

	Match the technology with its purpose.
	What do traffic lights do to make people's lives easier?

End Points:

What is technology? Technology is the use of knowledge to invent new devices or tools. Throughout history, technology has made people's lives easier.

How does technology make our lives easier? Technology has made life easier in many areas. It is now much easier to communicate around the world. Messages that used to take weeks to reach the sender can now be sent and received in seconds. We are surrounded by technology from your toys, to machines in your house, to systems that control traffic and planes.

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 1.2 Grouping and sorting

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

Cycle A	Cycle B
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

Vocabulary:

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.

Resources needed for each lesson – 2dos to set.

Lesson 1:

• 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. ☑

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 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:

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

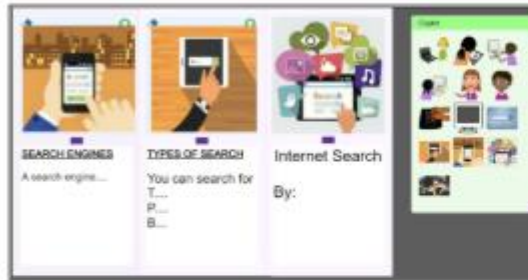o Search Leaflet 3: This template is blank and has a clipart bank of suitable resources.

Search Leaflet 1

Search Leaflet 2

Search Leaflet 3

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. | ✓ |

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. | ☐ |

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Unit 2.5

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

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

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. |

	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.
2. Unit 2.5 Lesson 2	**Deeper learning questions:** What does a search engine do? How do you use it? Why are these tolls useful? **Reconnection:** Go over basic internet safety rules and why we have them. – Go over previously learnt Vocab **LO:** To gain a better understanding of searching the Internet. **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). Go over vocab and review success criteria.

	Extension: Can you create a list of questions where you have to use the different search tools?
3. Unit 2.5 Lesson 3	**Deeper learning questions:** **Reconnection:** Go over basic internet safety rules and why we have them. – Go over previously learnt Vocab **LO:** To create a leaflet to help someone search for information on the Internet. **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. Go over vocab and review success criteria. **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.
	End of unit quiz & reflect on gaps from the unit: Unit 2.5 Quiz – found on unit page on PM Questions: What is the name of the global network of computers? Fill in blanks about WWW A _____ is a tool to help us access the World Wide Web Match the icon to the browser. What using a search engine you can also search by typing in a question. True/ False

Information on a webpage may include?

True/Flase   www.purplemash.com is an eample of a web address

Another word for wed 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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