

**Pioneer Federation**  
**Medium term plan**  
**Cycle 1, Term 4**  
**ICT**



**Subject:** Purple Mash unit 2.6 Creating pictures

**Key Concept/ Theme:** • To learn the functions of the 2Paint a Picture tool. • To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir). • To recreate Pointillist art and look at the work of pointillist artists such as Seurat. • To learn about the work of Piet Mondrian and recreate the style using the lines template. • To learn about the work of William Morris and recreate the style using the patterns template. • To explore surrealism and eCollage.

**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 1**

Unit 1.1 Online Safety

- General use of Purple Mash
- Design: avatar creation
- Paint Projects: use of the simple paint tools

**Cycle 2**

Unit 1.1 Online Safety

- General use of Purple Mash
- Design: avatar creation
- Paint Projects: use of the simple paint tools

Unit 1.6 Animated storybooks

- 2Create a Story: Painting tool.
- Animating images using built in effects
- Concept of background (static) and foreground (can move)

Unit 2.8 Presenting ideas

- Exploring how stories can be presented in different ways

**Pioneer Federation**  
**Medium term plan**  
**Cycle 1, Term 4**  
**ICT**

**Key Vocabulary**

**Art**

A visual form of creative activity and imagination.

**Palette**

Within computer graphics, this is the range of colours or shapes available to the user.

**Style**

A particular way in which something looks or is formed.

**Fill**

Causing an area to become full, in this case, of colour.

**Pointillism**

Pointillism was a development of impressionism. It was invented mainly by George Seurat and Paul Signac. Pointillist paintings are created by using small dots in different colours to build up the whole picture. Colours are placed near each other rather than mixed.

**Impressionism**

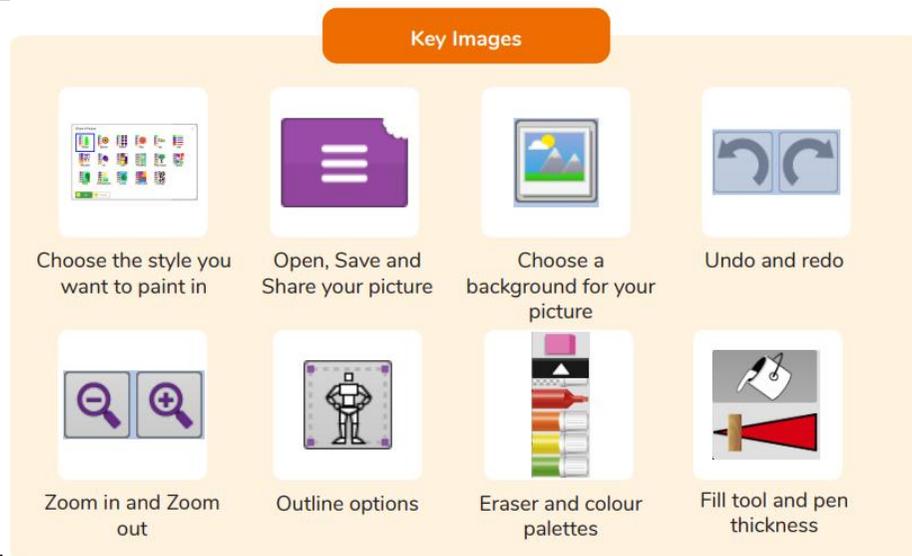
The impressionist movement began in the 1860s and became most popular in the 1870s and 1880s. It differed from the common art of the time because it wasn't religious art, showing scenes from religious stories or specific events, but was just intended to capture a scene at a moment. The art gave an 'impression' of the scene.

**Surrealism**

Explored the subconscious areas of the mind. The artwork often made little sense as it was usually trying to depict a dream or random thoughts.

**Vocabulary:**

**Pioneer Federation**  
**Medium term plan**  
**Cycle 1, Term 4**  
**ICT**



**Key Images:**

**Resources needed for each lesson – 2dos to set.**

**Lesson 1:**

Unless otherwise stated, all resources can be found on the main unit 2.6 page. From here, click on the icon to set a resource as a 2Do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page.

- Examples of impressionist art.
- Impressionism information in Appendix 1; this is a brief fact file for your own use.
- Art Impressionism - Fact file There is a 2Publish activity that children could use to create an impressionism fact file as an extension to this work. See the extension section of the lesson plan for ways that you might want to adapt this for your class.
- 2Paint A Picture This is found in the Tools area of Purple Mash.

You can select the following suggested computing objectives when setting the 2Do to make future assessment easier:

**Pioneer Federation**  
**Medium term plan**  
**Cycle 1, Term 4**  
**ICT**

Year:	Y2	▼
Subject:	Computing	▼
Strand:	IT	▼
Use technology purposefully to create, organise, store, manipulate and retrieve digital content.		✓

Lesson 2:

Unless otherwise stated, all resources can be found on the main unit 2.6 page. From here, click on the icon to set a resource as a 2Do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page.

- Examples of pointillist art.
- Pointillism information from Appendix 2; this is a brief fact file for your own use.
- Art Pointillism – Fact file. There is a 2Publish activity that children could use to create a pointillism fact file as an extension to this work. See the extension section of the lesson plan for ways that you might want to adapt this for your class.
- 2Paint A Picture This is found in the Tools area of Purple Mash.

You can select the following suggested computing objectives when setting the 2Do to make future assessment easier:

Year:	Y2	▼
Subject:	Computing	▼
Strand:	IT	▼
Use technology purposefully to create, organise, store, manipulate and retrieve digital content.		✓

Lesson 3:

Unless otherwise stated, all resources can be found on the main unit 2.6 page. From here, click on the icon to set a resource as a 2Do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page.

**Pioneer Federation**  
**Medium term plan**  
**Cycle 1, Term 4**  
**ICT**

- Examples of work by the artist Piet Mondrian.
- Mondrian information from Appendix 3; this is a brief fact file for your own use.
- Piet Mondrian – Fact file. There is a 2Publish activity that children could use to create a Mondrian fact file as an extension to this work. See the extension section of the lesson plan for ways that you might want to adapt this for your class.
- 2Paint A Picture This is found in the Tools area of Purple Mash.

You can select the following suggested computing objectives when setting the 2Do to make future assessment easier:

Year:	Y2	▼
Subject:	Computing	▼
Strand:	IT	▼
Use technology purposefully to create, organise, store, manipulate and retrieve digital content.		✓

**Lesson 4:**

Unless otherwise stated, all resources can be found on the main unit 2.6 page. From here, click on the icon to set a resource as a 2Do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page.

- Examples of work by the textile designer and artist William Morris.
- Examples of other patterns that use repeats: wrapping paper and wallpaper samples are useful for this.
- William Morris fact file from Appendix 4; this is a brief fact file for your own use.
- 2Paint A Picture This is found in the Tools area of Purple Mash.

You can select the following suggested computing objectives when setting the 2Do to make future assessment easier:

**Pioneer Federation**  
**Medium term plan**  
**Cycle 1, Term 4**  
**ICT**

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

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

Lesson 5:

Unless otherwise stated, all resources can be found on the main unit 2.6 page. From here, click on the icon to set a resource as a 2Do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page.

- Examples of some surrealist art, particularly ones that combine unusual objects or play with sizes. Paintings by René Magritte are good examples of this that appeal to children, e.g. The Listening Room, Golconda, Personal Values, The Therapist, Son of Man, The False Mirror.
- The eCollage function allows children to combine images such as photos as well as clipart and drawings. If you have children who can navigate to folders on the computer, you might want to have some photos that they could use in their art such as photos of the children, the school or a variety of random objects.
- 2Paint a Picture This is found in the Tools area of Purple Mash.

You can select the following suggested computing objectives when setting the 2Do to make future assessment easier:

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

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

**Pioneer Federation**  
**Medium term plan**  
**Cycle 1, Term 4**  
**ICT**

<p>1.</p> <p>Unit 2.6</p> <p>Lesson 1</p>	<p><b>Deeper learning question:</b> How is digital art different to traditional art?</p> <p><b>Reconnection:</b> Remind children of online safety rules. Go over previous words encountered in previous units.</p> <p><b>LO:</b> • To explore 2Paint A Picture. • To look at the work of Impressionist artists and recreate them using the Impressionism template.</p> <p><b>Activity:</b> Go over new vocab for lesson</p> <p>Show the children some pictures of impressionist art and think about the questions. You might like to have a look at: <a href="https://www.tate.org.uk/kids/explore/what-is/impressionism">https://www.tate.org.uk/kids/explore/what-is/impressionism</a>. Use the information in Appendix 1 (or your own information) to talk about Impressionism.</p> <p>Introduce the tool 2paint A Picture and show children how to access it on Purple Mash. Explain that today we will be using the Impressionism template. Demonstrate the features of the Impressionist template on 2Paint A Picture.</p> <p>Allow children time to open the tool on their own devices and explore.</p> <p>Introduce the main activity of the lesson where the children will create their own impressionist-style piece of art. Remind children to save their work. If you have a class blog or display board, they could then share their work by clicking on the share button. (For further details about sharing work, see the Sharing Work Guide.)</p> <p>Review Lesson vocab.</p> <p><b>Extension: Introduce an optional extension task activity: Art Impressionism. (You will need to set this as a 2Do in advance).</b></p> <p>Complete the <a href="#">writing frame about Impressionism</a> including adding your own work from 2 Paint A Picture. To do this, you will have to save a copy of your picture to your device first, so you can upload it into this writing frame.</p>
<p>2.</p> <p>Unit 2,6</p> <p>Lesson 2</p>	<p><b>Deeper learning question:</b> What are the limitations of digital art? How can you compare painting in this style on the computer and using real paint?</p> <p><b>Reconnection:</b> Remind children of online safety rules. Go over previous words encountered in previous units.</p> <p><b>LO:</b> • To look at the work of Piet Mondrian and recreate it using the Lines template.</p> <p><b>Activity:</b> Go over new vocab for lesson</p> <p>Show the children some pictures of pointillist art and think about the questions. Use the information in Appendix 2 (or your own information) to talk about pointillism.</p>

**Pioneer Federation**  
**Medium term plan**  
**Cycle 1, Term 4**  
**ICT**

	<p>Introduce the tool 2Paint A Picture and show children how to access it on Purple Mash. Explain that today we will be using the Pointillism template.</p> <p>Demonstrate the features of the Pointillism template on 2Paint A Picture. Allow children time to open the tool on their own devices and explore.</p> <p>Introduce the main activity of the lesson where the children will create their own pointillist-style piece of art. Remind children to save their work. If you have a class blog or display board, they could then share their work by clicking on the share button. (For further details about sharing work, see the Sharing Work Guide)</p> <p>Discuss the differences of creating art in this style on the computer and with real paint. If you have time, the children could try creating pointillist art during an art lesson using paints and compare the two.</p> <p>Review Lesson vocab.</p> <p><b>Extension: Introduce an optional extension task activity: Art Pointillism. (You will need to set this as a 2Do in advance).</b> <b>Complete the <a href="#">writing frame about Pointillism</a> including adding your own work from 2Paint A Picture.</b> <b>To do this, you will have to save a copy of your picture to your device first, so you can upload it into this writing frame.</b></p>
3. Unit 2,6 Lesson 3	<p><b>Deeper learning question:</b></p> <p><b>Reconnection:</b> Remind children of online safety rules. Go over previous words encountered in previous units.</p> <p><b>LO:</b> • To look at the work of pointillist artists such as Seurat. • To recreate pointillist art using the Pointillism template.</p> <p><b>Activity:</b> Go over new vocab for lesson</p> <p>Display some examples of work by Piet Mondrian during his later years as an artist in the style that he is most famous for. Some recommended pictures are Broadway Boogie Woogie and Composition with Red, Yellow and Blue. Discuss what the pictures have in common. Use the information in Appendix 3 (or your own information) to talk more about him.</p> <p>Introduce the tool 2Paint A Picture and show children how to access it on Purple Mash. Explain that today we will be using the Lines template.</p> <p>Demonstrate the features of the Lines template on 2Paint A Picture. Allow children time to open the tool on their own devices and explore.</p>

**Pioneer Federation**  
**Medium term plan**  
**Cycle 1, Term 4**  
**ICT**

	<p>Introduce the main activity of the lesson where the children will create their own Mondrian-style piece of art. Remind children to save their work. If you have a class blog or display board, they could then share their work by clicking on the share button. (For further details about sharing work, see the <a href="#">Sharing Work Guide</a>.)</p> <p>Review Lesson vocab.</p> <p><b>Extension: Introduce an optional extension task activity: Piet Mondrian. (You will need to set this as a 2Do in advance).</b> <b>Complete the <a href="#">writing frame about Piet Mondrian</a> including adding your own work from 2Paint A Picture.</b> <b>To do this, you will have to save a copy of your picture to your device first, so you can upload it into this writing frame.</b></p>
4.  Unit 2,6  Lesson 4	<p><b>Deeper learning question:</b> Which style suits you best?</p> <p><b>Reconnection:</b> Remind children of online safety rules. Go over previous words encountered in previous units.</p> <p><b>LO:</b> To look at the work of William Morris and recreate it using the Patterns template.</p> <p><b>Activity:</b> Go over new vocab for lesson</p> <p>Display some examples of work by William Morris as well as other pieces with repeated patterns e.g. Wrapping paper etc. If you have enough examples, give out a sample to each pair of children. Discuss the patterns using the vocabulary provided. Use the information in Appendix 4 (or your own information) to talk more about William Morris. The children could use an Internet search engine to find an example of a William Morris pattern on the computer and identify the subject matter – plants, flowers etc. – and how it is repeated.</p> <p>Introduce the tool 2Paint A Picture and show children how to access it on Purple Mash. Explain that today we will start by using the Patterns template.</p> <p>Demonstrate the features of the Pattern template on 2Paint A Picture. Allow children time to open the tool on their own devices and explore.</p> <p>Introduce the activity where the children will create their own patterns. Remind children to save their work. If you have a class blog or display board, they could then share their work by clicking on the share button. (For further details about sharing work, see the <a href="#">Sharing Work Guide</a>.)</p> <p>Introduce the slice template. Demonstrate how this effect can be used and then imported to the pattern template.</p> <p>Children should spend the rest of the lesson experimenting with these effects to create patterns. These could be shared to a class blog or display board. They could even be printed to decorate a house outline on a wall of your classroom or shoebox houses. Each child could have a different room to furnish with carpets, curtains, sofas, etc.</p> <p>Review Lesson vocab.</p>

**Pioneer Federation**  
**Medium term plan**  
**Cycle 1, Term 4**  
**ICT**

	<p><b>Extension:</b> Continuing with the pattern option tool in 2PaintAPicture, can you make beanstalks that reach to the sky? You will need to make sure that the top and the bottom of the original pattern meets to keep the beanstalk growing. Using the line thickness tool, can you use a finer line to add beanstalk leaves to their stalks? Experiment with the pattern size. Which do you prefer? Can you explain why?</p>
5.  Unit 2,6  Lesson 5	<p><b>Deeper learning question:</b> What is strange about these paintings?</p> <p><b>Reconnection:</b> Remind children of online safety rules. Go over previous words encountered in previous units.</p> <p><b>LO:</b> To look at some surrealist art and create your own using the eCollage function in 2Paint A Picture.</p> <p><b>Activity:</b> Go over new vocab for lesson</p> <p>Display some examples of Surrealist art (outlined in resources section) and discuss what surrealist art is and what can be seen in the artwork.</p> <p>Introduce the tool 2Paint A Picture and show children how to access it on Purple Mash. Explain that today we will be using the eCollage template.</p> <p>Demonstrate the features of the eCollage template on 2Paint A Picture. Allow children time to open the tool on their own devices and explore.</p> <p>Introduce the activity where the children will create their own surreal eCollages. Remind children to save their work. If you have a class blog or display board, they could then share their work by clicking on the share button. (For further details about sharing work, see the <a href="#">Sharing Work Guide</a>.)</p> <p>Review Lesson vocab.</p> <p><b>Extension: Introduce an optional extension activity. You will need to find and display the cover of The Beatles Sgt Pepper music album.</b> <b>Look at the cover of The Beatles Sgt Pepper music album.</b> <b>An artist (Peter Blake) used images of lots of people and put them together to make the collage effect.</b> <b>Using eCollage and the clipart bank, can you create your own similar effect?</b> <b>Start with the background first, then add figures to your art.</b> <b>You could link this to a recent class topic, fairy tale, or make your own choice.</b></p>

**Pioneer Federation**  
**Medium term plan**  
**Cycle 1, Term 4**  
**ICT**

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

Unit 2.6 Quiz – found on unit page on PM

Questions:

On Purple Mash, what program would you use to create artwork in different styles?

Within computer **graphics**, the **palette** is the range of **colours** or shapes available to the user (fill the gaps)

In 2Paint a Picture the 'Outline Options' button allows the user to \_\_\_\_\_

What are the features of the art style 'Impressionism'?

What are the features of the art style 'Pointillism'?

What are the features of the art style 'Surrealism'?

Which button would you use to paint in a Pointillism style?

Which button would you use to paint in an Impressionist style?

How would you make a collage on 2Paint a picture?

On 2Paint a Picture what will this button do?

**End Points:**

What are the main features of Impressionism? Impressionism is a style of painting that focuses on the effects of light and atmosphere on colours and forms. Impressionist artists often used broken brush strokes.

What are the main features of Pointillism? Pointillism is a painting technique developed by the artist George Seurat. It involves using small, painted dots to create areas of colour that together form a pattern or picture.

What are the main features of Surrealism? Surrealistic art is characterized by dream-like visuals, the use of symbolism and collage images. Several prominent artists came from this movement, including Renee Magritte, Salvador Dali, and Max Ernst.

**Pioneer Federation**  
**Medium term plan**  
**Cycle 1, Term 4**  
**ICT**

**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.**

- 



**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

<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

**Pioneer Federation**  
**Medium term plan**  
**Cycle 1, Term 4**  
**ICT**

**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:**

- 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.

**Pioneer Federation**  
**Medium term plan**  
**Cycle 1, Term 4**  
**ICT**

**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.		<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 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

**Pioneer Federation**  
**Medium term plan**  
**Cycle 1, Term 4**  
**ICT**

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

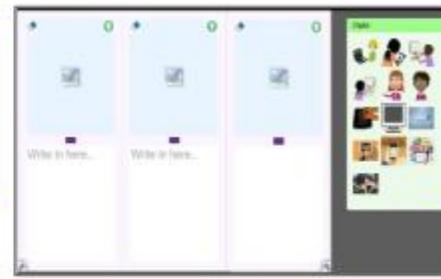
Search Leaflet 1



Search Leaflet 2



Search Leaflet 3



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

**Pioneer Federation**  
**Medium term plan**  
**Cycle 1, Term 4**  
**ICT**

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.

**Pioneer Federation**  
**Medium term plan**  
**Cycle 1, Term 4**  
**ICT**

	<p><b>Extension:</b> 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><b>Deeper learning questions:</b> What does a search engine do? How do you use it? Why are these tools useful?</p> <p><b>Reconnection:</b> Go over basic internet safety rules and why we have them. – Go over previously learnt Vocab</p> <p><b>LO:</b> To gain a better understanding of searching the Internet.</p> <p><b>Activity:</b> <b>Before starting the session, it might be appropriate to remind the children about online safety and your school approach.</b> 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><b>Extension: Can you create a list of questions where you have to use the different search tools?</b></p>

**Pioneer Federation**  
**Medium term plan**  
**Cycle 1, Term 4**  
**ICT**

<p>3. Unit 2.5 Lesson 3</p>	<p><b>Deeper learning questions:</b></p> <p><b>Reconnection:</b> Go over basic internet safety rules and why we have them. – Go over previously learnt Vocab</p> <p><b>LO:</b> To create a leaflet to help someone search for information on the Internet.</p> <p><b>Activity:</b> 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><b>Extension:</b> 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><b>End of unit quiz &amp; reflect on gaps from the unit:</b></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 <a href="http://www.purplemash.com">www.purplemash.com</a> is an eample of a web address</p>

**Pioneer Federation**  
**Medium term plan**  
**Cycle 1, Term 4**  
**ICT**

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.**

-