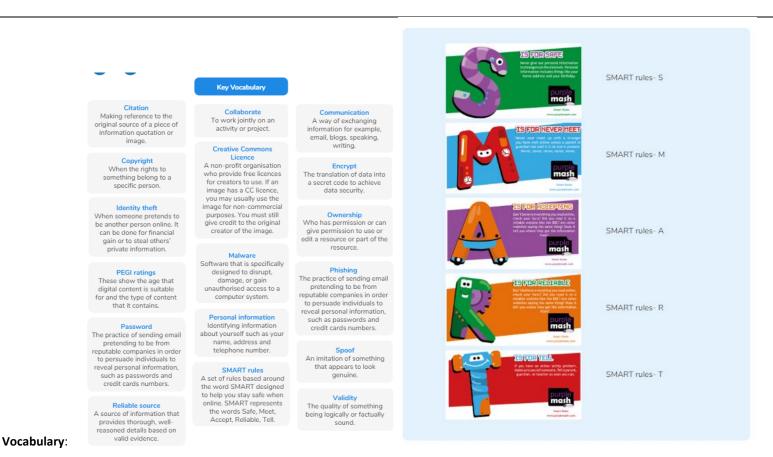|	
Subject: Purple Mash unit 5.2 Online Safety	

Key Concept/ Theme: • To gain a greater understanding of the impact that sharing digital content can have. • To review sources of support when using technology and children's responsibility to one another in their online behaviour. • To know how to maintain secure passwords. • To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. • To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. • To learn about how to reference sources in their work. • • To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. To ensure reliability through using different methods of communication.

Prior Learning links:

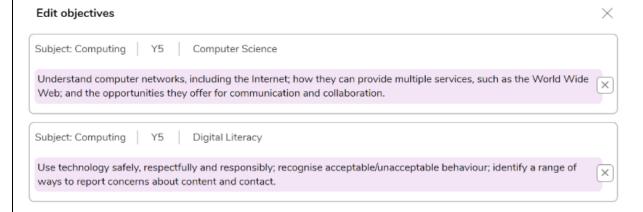|	Cycle A	Cycle B
Year 1/2	Unit 1.1 Online safety • Safe logins • Concept of privacy • Concept of ownership • The need to logout Unit 2.5 Effective Searching • Search engine • Digital footprint • Privacy	Unit 1.1 Online safety • Safe logins • Concept of privacy • Concept of ownership • The need to logout Unit 2.2 Online Safety • Share to a displayboard • Approval process • Sharing online • Email simulations • Emotional impact of communications
Year 3/4	Unit 3.2 Online Safety • Good Passwords and password privacy • Communication methods • Shared blog • Reliability of information and spoof websites • appropriate ratings • emotional effects • Cyberbullying • Reporting problems Unit 3.5 Email • Evaluating communications • Email safety • Sharing images - safety • Not meeting • Attachments	Unit 4.2 Online safety • Phishing • Digital footprint • Malware and viruses • Plagiarism • Screen time Unit 4.7 effective searching • Reliable sources • Search algorithms - impact on what you see
Year 5/6		Unit 6.2 Online safety • Responsibility to others when sharing • Minimising exposure to risks • Sources of support • Screen time • Being a bystander Unit 6.4 Blogging

		• Impact of communication on the audience • Appropriate comments

Vocabulary:

Key Vocabulary

Citation
Making reference to the original source of a piece of information quotation or image.

Copyright
When the rights to something belong to a specific person.

Identity theft
When someone pretends to be another person online. It can be done for financial gain or to steal others' private information.

PEGI ratings
These show the age that digital content is suitable for and the type of content that it contains.

Password
The practice of sending email pretending to be from reputable companies in order to persuade individuals to reveal personal information, such as passwords and credit cards numbers.

Reliable source
A source of information that provides thorough, well-reasoned details based on valid evidence.

Collaborate
To work jointly on an activity or project.

Creative Commons Licence
A non-profit organisation who provide free licences for creators to use. If an image has a CC licence, you may usually use the image for non-commercial purposes. You must still give credit to the original creator of the image.

Malware
Software that is specifically designed to disrupt, damage, or gain unauthorised access to a computer system.

Personal information
Identifying information about yourself such as your name, address and telephone number.

SMART rules
A set of rules based around the word SMART designed to help you stay safe when online. SMART represents the words Safe, Meet, Accept, Reliable, Tell.

Communication
A way of exchanging information for example, email, blogs, speaking, writing.

Encrypt
The translation of data into a secret code to achieve data security.

Ownership
Who has permission or can give permission to use or edit a resource or part of the resource.

Phishing
The practice of sending email pretending to be from reputable companies in order to persuade individuals to reveal personal information, such as passwords and credit cards numbers.

Spoof
An imitation of something that appears to look genuine.

Validity
The quality of something being logically or factually sound.

SMART rules- S

SMART rules- M

SMART rules- A

SMART rules- R

SMART rules- T

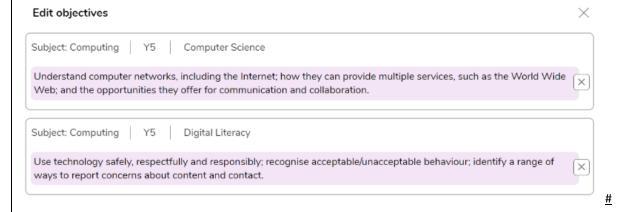**Resources needed for each lesson – 2dos to set.**

Lesson 1:

• Safety recap cards. These consist of 13 words or questions, 13 definitions or answers and often further questions to answer and 6 cards that do not match with anything but have safety implications. Depending upon the size of your class, some children might get two cards, or you can keep some cards back to discuss as a class.
• Smart Crew videos from Childnet

• Smart Crew 2Connect file. Save a copy of this file in the class folder and enable collaboration by clicking on this button ( ).

• SMART rules poster to be displayed in class. You could also download the SMART screensaver and desktop background. These are available in the Teacher Area>Online Safety Resources.

• Purple Mash 2Publish Plus – Comic Strip to be set as a 2Do.

• Purple Mash Display board for the class to share to. A teacher's guide to setting up a Purple Mash display board can be found in the Teachers/Guides and Resources section of Purple Mash.

• Extension: Set SMART Thinking Writing Frame as a 2Do. Purple Mash Computing Scheme of Work Unit 5.2 Online Safety - Lesson 1

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

Edit objectives   ×

Subject: Computing | Y5 | Computer Science

Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. ×

Subject: Computing | Y5 | Digital Literacy

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. ×

Lesson 2

• Post it notes: Note: Teacher warning; during the first activity today, you will be asking children to write down their passwords and then share them – you will stop them before they have shared but there is a risk that some pupil passwords might need to be reset.

• A (slightly riskier) idea is to create a 2Write file called 'Password Information' and save it in the class shared folder to use instead of the post-it notes. This is quite likely to result in passwords needing to be reset. • If either of these plans is likely to cause too many issues in your school setting, then use the alternative activity suggested within the lesson plan.

 • Password quiz set as a 2Do

• Children will be manipulating photos, so will need access to devices with webcams. Each child will need to take one selfie and save it in an accessible place.

• 2Paint a Picture tool (in Tools>Art and Design) 2Paint-a-Picture User Guide

 • Create a collaborative 2Write file called Image Manipulation and save this in the class folder. There is an example file in the unit main page, however, it would be better to copy and paste from this file one question at a time so that children focus on one question at a time. Purple Mash Computing Scheme of Work Unit 5.2 Online Safety - Lesson 2

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

Edit objectives   ✕

Subject: Computing | Y5 | Computer Science

Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. ✕

Subject: Computing | Y5 | Digital Literacy

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. ✕

#

Alternative (a) (see note in the resources section) Give out the post it notes so that each child has one. Ask them to write their login and password on the post it. Ask children to pass them to the front of the class BUT stop the children before they actually do this. Ask them whether what they are doing is sensible? Explain that they do need to think critically about what they are asked to do online, even if the request comes from a reputable source. They will often find themselves in the position of educating their parents or other adults about this. Explain that, in case any passwords got seen by others, you will reset their passwords to their birthday month followed by their house number... Hopefully, they will object to the having their password reset to their birthday month followed by their house number for the same reason. Come up with ideas for how best to distribute passwords.
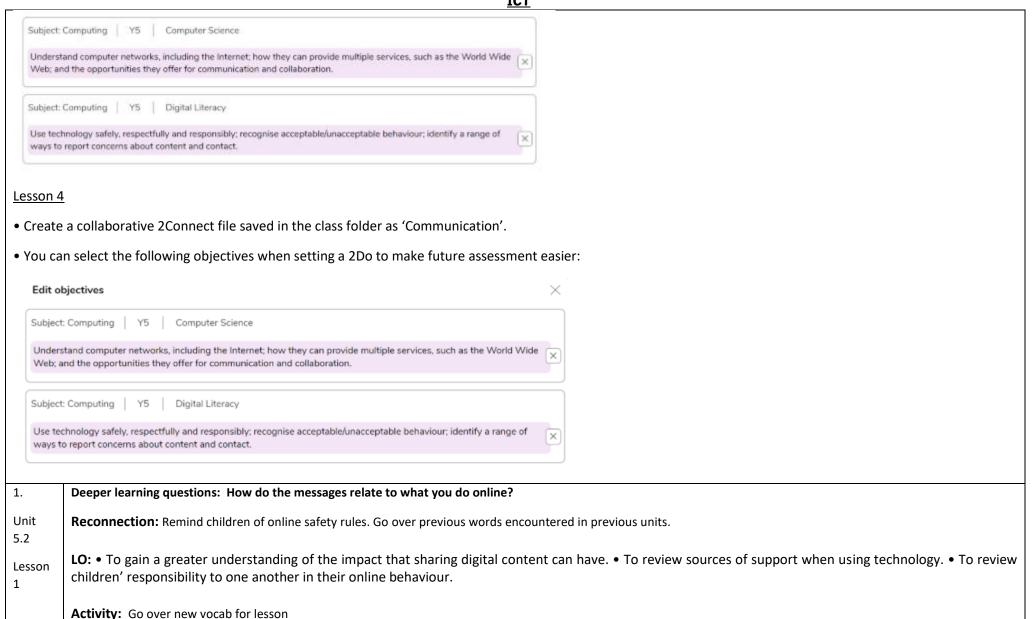
Alternative (b) (see note in the resources section) Open the 2Write file on the whiteboard and tell children they need to open the shared file from the class folder and enter their full name, PM login and password. Switch off the display of the screen. Start the children working and remind them about the passwords. After 5/10 minutes. Stop the class and have a look at how many children have shared their passwords. Move the 2Write file to your own work folder so that children no longer have access to it. Your next step will depend upon how many children have shared their password. The ideal is for no children to have shared, in which case, pretend to be cross and ask them why they did not do as you asked? Otherwise, discuss with them whether there is something wrong with what they just did, sharing passwords? Even if you cannot see them up on the whiteboard, the whole class had access to the file so anyone who has shared has shared with the whole class. What if someone were to then use your password to upload inappropriate content; effectively committing identity theft? Explain that, in case any passwords got seen by others, you will reset their passwords to their birthday month followed by their house number… Hopefully, they will object to the having their password reset to their birthday month followed by their house number for the same reason. Come up with ideas for how best to distribute passwords.

Alternative (c) (see note in the resources section) Tell the class that you have had to reset all the passwords and display a list of names and (incorrect) passwords on the whiteboard. Ask children to write down their password then ask them why you have caused them to be open to identity theft? Explain that they do need to think critically about what they are asked to do online even if the request comes from a reputable source. They will often find themselves in the position of educating their parents or other adults about this. Explain that you have not really done that, you will not write down their passwords, but you have reset them to their birthday month followed by their house number… Hopefully, they will object to the having their password reset to their birthday month followed by their house number for the same reason. Come up with ideas for how best to distribute passwords.

Lesson 3

• Plagiarism Quiz • Writing Frame Fact Finding Citations. This writing frame requires children to research facts using either the Internet or books available in school. You can edit the question by using the teacher edit button to overwrite the questions if you wish. Set this as a 2Do for the class.

• Note: Children will look at Google images because this is a source that they are likely to be using for images for homework or leisure. As Google is a site external to Purple Mash, check whether any screen buttons or options have moved prior to the lesson and adapt as necessary as Google does get changed regularly.

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

Subject: Computing	Y5	Computer Science

Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. ☒

Subject: Computing	Y5	Digital Literacy

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. ☒

Lesson 4

• Create a collaborative 2Connect file saved in the class folder as 'Communication'.

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

Edit objectives   ✕

Subject: Computing	Y5	Computer Science

Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. ☒

Subject: Computing	Y5	Digital Literacy

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. ☒

1. Unit 5.2 Lesson 1	**Deeper learning questions: How do the messages relate to what you do online?**
	Reconnection: Remind children of online safety rules. Go over previous words encountered in previous units.
	LO: • To gain a greater understanding of the impact that sharing digital content can have. • To review sources of support when using technology. • To review children' responsibility to one another in their online behaviour.
	Activity: Go over new vocab for lesson

This slide describes three ways to use the Safety Recap cards.

The children with the non-matching cards could respond in any number of ways; hopefully, they will '***report'*** the content to you. Once the matching cards have been discussed, ask the children with the non-matching cards to come to the front. If they did report, praise them for this. Why do they think you put such cards in there? It is to give the children a model of being aware of the unexpected online and knowing what the right thing to do is when you come across it. You could discuss the safest response to each of these cards in turn.

NB If children have not completed the previous units, you can use this session as formative assessment to find gaps in children' knowledge and you might wish to use some sessions from other year groups to cover these. In this case spend extra time on the beginning of this lesson and do not start the comic strip.

An alternative to everyone watching each video is for groups within the class to watch one video on their own devices and contribute to that part of the 2Connect file. Each group could then present their part at the end.

Go over SMART Rules

Open the blank comic book from your 2Dos.

You are going to create your own short comic strip to tell the story of one of the letters of the SMART crew and/or give advice on one of the following topics:

- ❷ The impact that sharing digital content can have on a person→ cyberbullying.
- ❷ What to do when things go badly online? (T – Tell example)
- ❷ How to behave as a responsible digital citizen: Responsibility to each other as well as yourself. (S-Safe)
- ❷ Being a critical thinker online (R – Reliable), also malware, spam, plagiarism comes into this.
- ❷ They can use the ideas from the video and apply these to their own character.

Plan:

- ❷ What is the online safety message going to be?
- ❷ What characters will you create?
- ❷ How many pages will there be in the comic? Be realistic and think about the time available to write the comic strip.
- ❷ Think about the ages of the children reading it (9-11).
- ❷ Share to the Displayboard once you are finished.

Go over vocab and success criteria.

Extension: Open 2CreateAStory and choose the 'My Adventure Story' option.

Use your comic strip idea and present it as a linear animated tale using sprites to enhance your message.

If you open two tabs on your browser, you can have your comic strip open as well as 2Create a Story, and copy and paste text across from one to other.

You could try to use the images from your comic strip.

	You could try to incorporate sound to enhance your online safety message. Including recording yourself speaking.
2. Unit 5.2 Lesson 2	**Deeper learning questions: What makes a good password** **Reconnection:** Remind children of online safety rules. Go over previous words encountered in previous units. **LO:** • To know how to maintain secure passwords. • To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this. • To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. **Activity:** Go over new vocab for lesson You have a short time to review your classmates comics strips or complete your own **IMPORTANT NOTE** Whilst children are reviewing and completing the comic strips, explain that you need to do some computer admin and collect a list of all their passwords. Use one of the strategies: See note in the resources section and PDF lesson plan. Use **slides 6-7.** Explain that you will be requesting a password reset for those children who shared private details and emphasise that they are not genuinely in trouble; you were trying to catch them out. Use **slides 8-10** to explain the activity and demonstrate in Purple Mash. Clicking the icon will open the tool. This slide introduces the activity. Copy and paste one question at a time from the example file to the collaborative 2Write file and discuss children's ideas as the task proceeds. The semi-anonymous nature of this format should enable children who might not offer up feelings so readily in class to do so. After the discussion, reassure the class that this will not happen, if they are concerned by this conversation, they could open a blank 2Paint a Picture file and then save it as the same name as the picture that they don't like. It will then overwrite that picture. Do they think that this discussion will change their behaviour to make them consider what they share? Go over vocab and success criteria.

	Extension: Use the 2Publish writing template called 'What I have Learned'. To write about the following aspects of image manipulation:
	Although it is fun using the erase and stamper tools to modify a selfie, how happy are you to have a photograph of yourself used on a digital system?
	What is a better option than using a photograph?
	Have you used Avatars on any online platforms?
	Why might creating an Avatar be a safer option than using a photograph (modified or not)?
	Why do you think that the Avatar maker in Purple Mash does not have an option to take a selfie and use that?
	Can you think of any situations when an accurate photograph needs to be used online?
3. Unit 5.2 Lesson 3	**Deeper learning questions: When you quote directly from a text why is it important to put the text in quotation marks and also include the page number.** **Reconnection:** Remind children of online safety rules. Go over previous words encountered in previous units. **LO:** • To learn about how to reference sources in their work. • To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of **Activity:** Go over new vocab for lesson If children have been following the previous online safety units, they will have encountered plagiarism in Year 3/4. See how much they remember by doing the Plagiarism quiz in groups. Use slide to see if they can remember the definition of words. Go over how to write references and bibliographies. Open and complete the Citation Writing Frame from your 2Dos Review activity, who realised it did not exist Use **slides 11-13** to relate copyright to images. There is a lot of information here, but the main idea is that children grasp the idea that they cannot take another person's work and do anything that they like with it. Go over vocab and success criteria.

	Extension: Open the writing frame set as a 2do, this relates to a current or past topic that you have studied.
	Complete the writing frame with images and text.
	Ensure that it shows that you know about copyright and attributions\citations for both text and images.
4. Unit 5.2 Lesson 4	**Deeper learning questions: What is the best way of finding out information? Are there downsides to any of these methods in your experience?**
	Reconnection: Remind children of online safety rules. Go over previous words encountered in previous units.
	LO: • Ensuring reliability through using different methods of communication.
	Activity: Go over new vocab for lesson Go over ways of finding out information In answer to the question on this slide, in the context of the current lessons, children will probably say books or the Internet. This lesson branches away to other methods of communication. The methods that your children have, or are likely to experience, will depend upon the make-up of your individual class. Pick those areas that cause the most issues within your school situation for discussion. As a class, can you make up any rules for deciding upon the best form of communication to accomplish a particular task? What are these different methods of communication? Have you used them all? Are there downsides to any of these methods in your experience? Explore online or face to face Go over vocab and success criteria.
	Extension: Open 2Question and create a new branching database that provides a template for the best forms of communication that was discussed earlier in the lesson. Focus on communicating with an adult in a range of situations.
	How can each question be represented by a clear image (i.e. "Can they be disturbed?" might be represented by an ear with a red cross).

	Only use images from Purple Mash clipart.
	End of unit quiz & reflect on gaps from the unit: Unit 5.2 Quiz – found on unit page on PM Questions: Connect the words with the explanations. Note: some words might not have a match. What are the SMART rules? What does each letter of SMART refer to? You should not use symbols in your password. True/False Which is the most secure password? What is encryption? Sort these into positive and negative consequences of sharing images online. What is a citation? What is a bibliography? Websites change frequently so you are not required to use citations when you quote online sources. DO you agree? Maeve has made her own music video and edited it to paste some scenes from her favourite popstar's video into it. It looks like they are singing together. Is this plagiarism?

End Points:

Who do I tell if I see anything online that makes me upset or scared? When you are at school, you should tell the teacher or another adult. At home, you should tell your parent or guardian or another adult that you trust.

Why are passwords so important? Passwords protect your information and stop other people accessing it. Passwords are like a toothbrush; they should not be shared with anyone else.

Why is it important to reference sources in my work? If you use a book or article written by someone else, then you must reference it, so people know where you got the information from. If you don't do this then it is known as plagiarism.

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 5.7 Concept maps

Key Concept/ Theme: • To understand the need for visual representation when generating and discussing complex ideas. • To understand the uses of a 'concept map'. • To understand and use the correct vocabulary when creating a concept map. • To create a concept map. • To understand how a concept map can be used to retell stories and information. • To create a collaborative concept map and present this to an audience.

Prior Learning links:

	Cycle A	Cycle B
Year 1/2		Unit 1.6 Animated stories • Creating text and the use of illustrations to convey meaning • Genre: animated picture book Unit 2.8 Presenting ideas • Creating work for a variety of purposes • Presenting the same information in different styles: animated story, quiz based on a story, concept map of a story, writing template
Year 3/4	Unit 3.4 Touch typing • Keyboard skills • Typing fluency	Unit 4.4 writing for different audiences • Understanding importance of text formatting and organisation • Transferring information from a concept map into a written report
Year 5/6		6.4 Blogging • Creation of blog post, considering impact of presentation • Collaborative planning 6.5 Text adventures.

		• Consideration of audience when planning • Use of a variety of tools to create a final piece of work

Key Vocabulary

Concept
An idea in the form of a question.

Concept Map
A tool for organising and representing knowledge. They form a web of ideas which are all interconnected.

Connection
Represent a relationship or link between two nodes or ideas.

Collaborate
Participating in an activity with more than one person working together.

Node
A way to represent concepts or ideas. Can contain text and\or an image.

Presentation Mode
A mode on 2Connect where nodes and connections are revealed gradually to be accompanied by a verbal presentation.

Story Mode
A way to use a 2Connect concept map to create a piece of text.

Vocabulary:

Key Images

Character	→○→	◰	✎
Node	Connection	Resize node	Edit node
abc→	▶	👥 (Collaboration Off)	👥 (Collaboration On)
Show story	Begin Presentation	Collaboration Off	Collaboration On

Key Images:

Resources needed for each lesson – 2dos to set.

Lesson 1:

• Ball of wool.

• 2Connect tool - This is found in the Tools area of Purple Mash.

Lesson 2

• 2Connect tool - This is found in the Tools area of Purple Mash. Set the tool as a 2Do for the class. You can select the following objectives when setting the 2Dos to make future assessment easier:

Year:	Y5	⌄
Subject:	Computing	⌄
Strand:	IT	⌄

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	☐
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	☑

Lesson 3

• 2Connect tool - This is found in the Tools area of Purple Mash.

Lesson 4

• 2Connect tool - This is found in the Tools area of Purple Mash. Set the tool as a 2Do for the class. You can select the following objectives when setting the 2Dos to make future assessment easier:

Year:	Y5	⌄
Subject:	Computing	⌄
Strand:	IT	⌄

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	☐
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	☑

• Prior to this lesson, you may wish to have saved 5 different blank collaborative files in a shared folder – each saved with a number or group name for groups of children to access in the session. You may also wish to give each group a concept to write about, or they can choose one for themselves.

1. Unit 5.7 Lesson 1	**Deeper learning questions: How can we solve the problem with recalling our concept map?** **Reconnection:** Remind children of online safety rules. Go over previous words encountered in previous units. **LO:** • To understand the need for visual representation when generating and discussing complex ideas. • To understand the uses of a 'concept map'. **Activity:** Go over new vocab for lesson Ask children to think about what a concept is. Introduce the idea of a concept map. Guide and create a physical concept map using a ball of wool. Evaluate the success of the physical concept map. With the children, conclude that writing down ideas will help with recall. Introduce the task of developing a checklist of success criteria for creating a concept map. When children have had time to contribute, click to reveal the suggestions given. Did they miss anything? Introduce 2Connect. Spend some time looking at the tool in preparation for the next session. Go over vocab and success criteria. **Extension: Write a list of ideas that would benefit from a concept map. Write a definition of a concept map.**
2. Unit 5.7 Lesson 2	**Deeper learning questions: Why would a concept map be useful?** **Reconnection:** Remind children of online safety rules. Go over previous words encountered in previous units. Recap of last lesson What problems did we face when creating our concept map physically? What are the benefits of creating a concept map visually? What is the name of the Purple Mash tool we can use to create a concept map? **LO:** • To understand and use the correct vocabulary when creating a concept map. • To create a concept map. **Activity:** Go over new vocab for lesson Demonstrate how to begin making a concept map on 2Connect. (If you require assistance in using the program, click on the video help files at the top right of 2Question.)

	Demonstrate how to create and edit a node on 2Connect.
	Demonstrate how to create a connection on 2Connect.
	Introduce the main activity where children create their own concept maps using their ideas about the concept discussed in the last session.
	Discuss, using the questions, some of the concept maps created during the session.
	❷ Who would like to share their concept map with the class?
	❷ What works well in our concept maps?
	❷ How could we improve our concept maps?
	❷ What could our next steps be?
	Go over vocab and success criteria.
	Extension: Optical extension: Are all the nodes connected to all the other nodes?
	Why do you think this is?
	Why do the red points not link to idea2 or idea3?
3. Unit 5.7 Lesson 3	**Deeper learning questions: Where should the attributions / citations be placed? After each piece of information, or at the end? Where seems better? Why?** **Reconnection:** Remind children of online safety rules. Go over previous words encountered in previous units. Recap the learning from the previous session. ❷ How did you use 2Connect last session? ❷ What are the advantages of creating a visual concept map? **LO:** To understand how a concept map can be used to retell stories and information. **Activity:** Go over new vocab for lesson Use **slides 6 to 8** to demonstrate how to use Story Mode on 2Connect. Introduce the main activity where children create their own informative texts using their concept maps created last session and 2Connect 'Story Mode'. Introduce an optional extension task. Go over vocab and success criteria.

	Extension: Leave 'story mode' and click on a node to open the 'notes' area. **Include more information about the subject of the node. If the information included has been taken from the Internet, have you included an attribution for where the information has come from?** **Return to the story mode and add the additional information to the story.** **Where should the attributions / citations be placed? After each piece of information, or at the end? Where seems better? Why?**
4. Unit 5.7 Lesson 4	**Deeper learning questions: What are the challenges with collaborative mode? What makes a good presenation?** **Reconnection:** Remind children of online safety rules. Go over previous words encountered in previous units. Recap the learning from the previous session. ❷ How did we use 2Connect last session? ❷ Can you think of any other times when 'Story Mode' could be effective? **LO:** • To create a collaborative concept map and present this to an audience **Activity:** Go over new vocab for lesson Demonstrate how to set up and use collaborative mode. Introduce the activity. **Setting up the collaborative concept maps for each group in advance will save time. The children can choose their own concept or you may wish to choose for them related to their current learning.** After allowing children some time to add to their collaborative concept maps, use **slides 8 & 9** to introduce and demonstrate how to use Presentation Mode. Introduce Activity 2, allowing children time to rehearse their presentations in their groups. Display the questions for children to peer assess each other's presentations. Go over vocab and success criteria. **Extension: How would you improve next time?**
	End of unit quiz & reflect on gaps from the unit: Unit 5.7 Quiz – found on unit page on PM Questions:

	Look at the text above and place the missing words in the correct place.
	Key Vocabulary: Match the description to the name.
	All these icons or functions are found in 2Connect. Match each one to its purpose.
	What does notes mode allow a user in 2Connect to do?
	Select all the statements which are true for presentation mode.
	Select all the statements which are true for the notes feature in 2Connect.

End Points: What is a concept map? A concept map is a pictorial way of showing relationships between concepts and ideas. A concept map allows you to show information, pictures and links to support an idea or concept.

How is information arranged on a concept map? On a concept map ideas or concepts are organised into nodes which are linked together with lines to show how the concepts and ideas link together.

How does a concept map help share ideas? A concept map in 2Connect allows many users to contribute to the map which means that ideas or concepts can be quickly amended or additional information provided.

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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