


<p>Timing</p> <p>3 sessions of approximately 40 minutes</p>	<p>Children will</p> <ul style="list-style-type: none"> • Search for information online and discuss the best ways to find answers • Learn about the World Wide Web as part of the Internet • Search for a copyright safe picture and edit it • Learn how to refine a search query through filters
<p>e-safety links</p>  <ul style="list-style-type: none"> • I can recognise websites and games appropriate for my age. 	<p>Objectives</p> <p>Technology in our Lives</p> <ul style="list-style-type: none"> • Describe the World Wide Web as the part of the Internet that contains websites • Use search tools to find and use an appropriate website • Think about whether I can use images that I find online in my own work. <p>Multimedia</p> <ul style="list-style-type: none"> • I can create different effects with different technology tools (optional activity in planning)
<p>Links to other learning:</p> <p>Year 3 Multimedia 1</p> <p>English: ask relevant questions to extend their understanding and knowledge</p>	
<p>Resources</p> <p>Search engines</p> <p>What is the internet? PowerPoint presentation</p> <p>Copyright safe image websites</p> <p>(Paint program or App – optional activity)</p>	<p>Preparation</p> <p>Look at the presentation to familiarise yourself with the differences between the Internet and the Word Wide Web.</p> <p>Ensure that you have a range of search engines available for learners as hyperlinks, QR codes or list of web addresses:</p> <p>www.kiddle.co. https://primaryschoolict.com/ http://www.swiggle.org.uk www.safesearchkids.com www.google.co.uk www.bing.com</p> <p>Provide PDF for children to follow links to image websites, or create QR codes/hyperlinks to appropriate sites</p>

Expectations	Activity	Success Criteria
<p>1</p> <p>Technology in our Lives</p> <p>I can describe the World Wide Web as the part of the Internet that contains websites</p> <p>I can use search tools to find and use an appropriate website</p>	<ul style="list-style-type: none"> • Explain that children are going to make a non-fiction e-book about Roman mosaics <i>(or any subject/topic that the children are learning about)</i>. • What do we already know? What do we want to find out? Discuss and children write at least 3 questions to research. • Where could we find the information we need? Where can we look with a computer? Will we find what we need on the school server? What is the best way to look on the World Wide Web? <p>What is the internet?</p> <ul style="list-style-type: none"> • At this point, ask children ‘What is the World Wide Web?’ Children may respond with ‘it’s webpages’, or ‘it’s the Internet’. Explain to children that the World Wide Web is not the same as the Internet – rather, it is the part of the Internet that contains webpages. A collection of webpages is called a website. • Go through ‘What is the Internet?’ presentation, giving the children time to chat in pairs about new ideas as they come up. • Use slide 19 to encourage the children to talk through what they now know about the internet. Slides 20 and 21 can then be used to emphasis the learning you hope has taken place. <p>Searching the World Wide Web</p> <ul style="list-style-type: none"> • Review the questions for research. Ask children to highlight key words. • Assign groups of children different search engines to use e.g. www.kiddle.co www.safesearchkids.com, https://swiggle.org.uk/, www.primaryschoolict.com www.google.co.uk www.bing.com (Google and Bing are best assigned to confident readers) • Agree one key word for all children to search for. What are the first 3 results? Compare across the different search engines used. What is the same/different between the given search engines? 	<p>Gold: Can I explain why one search engine is more suitable to use than another?</p> <p>Silver: Can I choose a suitable search engine to use?</p> <p>Bronze: Can I find the answer to my question using a search engine?</p>

		<ul style="list-style-type: none"> Do the search engines give the information you were looking for? Is it easy to read and understand? Discuss and which is the most suitable for them and why. Groups could score the search engine they used based on agreed criteria eg understandable language, images, relevance Agree the search engine(s) to use and give the children time to research one of the questions. Remind children to use keywords. 	
2	<p>(Multimedia</p> <p>I can create different effects with different technology tools)</p> <p>Technology in our Lives</p> <p>I think about whether I can use images that I find online in my own work.</p>	<p>Finding an image</p> <ul style="list-style-type: none"> Review previous learning about suitable search engines to search the World Wide Web. Model how to select Image when searching with www.safesearchkids.com, https://swiggle.org.uk/, www.primaryschoolict.com Let children select a search engine to find an image of a Roman mosaic (or other topic area). Discuss copyright – that all content on the World Wide Web belongs to someone who created it. <i>Just because we find an image doesn't mean we can use it.</i> Show children safe images and sites which can be used (e.g. Creative commons images, SWGfL media gallery http://gallery.nen.gov.uk/gallery-swgfl.html, Philip Martin clip art http://www.phillipmartin.info/clipart/homepage.htm Children choose image and save in dedicated folder on school server, within camera roll on iPads or Google photos on Chromebooks. Use as part of a task in topic work. <p>Optional:</p> <ul style="list-style-type: none"> Copy and paste into Paint program or app. Enlarge image chosen and experiment with altering colours. Save each version of picture created with a different name (Save As john1, john2 etc.). Children choose edited picture they like the best and why and use in their work. 	<p>Gold: Can I find an image with correct permissions for me to use in my work?</p> <p>Silver: Can I use an appropriate website to find an image I can use in my work?</p> <p>Bronze: Can I search for an image to use in my work?</p> <p>Optional:</p> <p>Gold: Can I import, edit, and explain why I need to use 'Save as'?</p> <p>Silver: Can I open, edit and save a picture in a paint program?</p> <p>Bronze: Can I open and edit a picture in a paint program?</p>

3	<p>Technology in our Lives</p> <p>I can use search tools to find and use an appropriate website</p>	<p>Refining a search</p> <ul style="list-style-type: none"> • Review what children found out about search engines. • We know that some search engines are better at finding information for children than others. What else can we do to make our search smarter? • Show how the search results change by putting AND/+ between words or by putting – eg Search for Mouse, <ul style="list-style-type: none"> ○ Search for Mouse+Computer, ○ Search for Mouse-computer. What is the difference? • Model putting inverted commas around words ‘the mouse ran up the clock’. This will ensure the exact words you want are included in the search results. • Review the questions identified in session 1. Have we found all the information we need to answer these? Agree further research required. • Provide an opportunity for children to use their research within their learning. 	<p>Gold: Can I use a range of filters to search for information to support my learning?</p> <p>Silver: Can I filter a search for information using +/-?</p> <p>Bronze: Can I search for information to support my learning?</p>
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