


<p>Timing</p> <p>2 sessions of approximately 40 minutes</p>	<p>Children will</p> <ul style="list-style-type: none"> • Talk about the school network and the different resources they can access, including the Internet • Consider a search query based on topic learning and identify the key words that you would use in a search engine • Create a learning resource for others using hyperlinks to content on the World Wide Web
<p>e-safety links</p>  <ul style="list-style-type: none"> • Talk about the ways I can protect myself and my friends from harm online 	<p>Objectives</p> <p>Technology in our Lives</p> <ul style="list-style-type: none"> • Tell you whether a resource I am using is on the Internet, the school network or on my own device • Identify key words to use when searching safely on the World Wide Web • Create a hyperlink to a resource on the World Wide Web
<p>Links to other learning:</p> <p>English: Pupils will ask relevant questions to extend their understanding and knowledge of technology</p> <p>Links can be made to History or Geography learning by creating a learning resource to support the topic</p>	
<p>Resources</p> <p>Device to access the Internet</p> <p>School network structure</p>	<p>Preparation</p> <p>Children will need access to the school network and the Internet. Where Chromebooks or tablets are used the teacher may need to model access to the school network for that part of the activity. Children can then investigate an effective folder structure for their online digital learning eg Google Drive OR Office 365 OR other tool.</p> <p>Familiarise yourself with the structure of your school network – the various drives for staff and students, and the file structure within them. If your class do not already have their own folder inside the student drive, create one for them or ask a technician to do this for you. You may wish to create a simple map of your school network or ask your technician if they can help you complete one.</p>

Expectations	Activity	Success Criteria
<p data-bbox="129 523 353 595">Technology in our Lives</p> <p data-bbox="114 635 371 927">1 I can tell you whether a resource I am using is on the Internet, the school network or on my own device</p> <p data-bbox="114 967 360 1150">I can identify key words to use when searching safely on the World Wide Web</p>	<p data-bbox="398 248 965 284">School network and World Wide Web</p> <ul data-bbox="398 308 1570 802" style="list-style-type: none"> • Discuss with the children where we store digital information in school. List responses to include documents/images on public drive, those in an online learning space and those on local drive of devices – laptops/tablets. • On a windows device, model how to search all the files, documents and media that are available on the school server. • List selection of existing files on the school network for children to search for using this function. • Focus on the digital resources that are frequently used by the children. Model how to use the search function on their desktop in Windows, Ctrl f shortcut on a Chromebook or swipe down on an iPad. Talk about resources on the local device, those on a shared public drive and resources online. Refer to resources on web sites being part of the World Wide Web. <p data-bbox="398 818 813 853">Web-based search engines</p> <ul data-bbox="398 877 1599 1409" style="list-style-type: none"> • Which web-based search engines do children use? • Consider a search query based on topic learning and identify the key words that you would use in a search engine. Use Google (so that adverts can be identified in search results). Discuss with the children the results that appear. • Model analysing the page; explaining that the top results with Ad beside them have been paid for by the websites that they link to. This means that they not be the top search results for this topic. (<i>You may need to search for Mosaic tiles rather than Roman Mosaic to see results with Ad beside them</i>). Talk about how some searches will show results with Ad, other don't. Why would this happen? • Move down the page and now focus on the actual hits for the page. Explain to the children how to read the synopsis of the page before clicking on the link. Point out that many of the sites may not be relevant to the topic they searched for, but may just contain the word. 	<p data-bbox="1626 635 2152 743">Gold: Can I describe how documents are stored in our shared learning space on the public drive or online?</p> <p data-bbox="1626 783 2136 893">Silver: Can I find a document on the school network or in our online learning space?</p> <p data-bbox="1626 933 2159 1042">Bronze: Can I find a document on our public drive or in our online learning space?</p>

		<ul style="list-style-type: none"> • Compare a Google search with a Swiggle search. What are the similarities and differences? Which can we use most easily to find the information we want? • Ask the children for questions they would like to investigate for their current topic. Highlight the key words to use as part of a search. Can children remember how they can 'filter' their search. Remind them of the use of +/- and inverted commas that they used in year 3. 	
2	<p>Technology in our Lives</p> <p>I can tell you whether a resource I am using is on the Internet, the school network or on my own device</p> <p>I can create a hyperlink to a resource on the World Wide Web</p>	<p>Storing and finding information</p> <ul style="list-style-type: none"> • Plan a folder structure for the Student drive which will allow everyone in the school to find their work and resource they need to use. (OR the equivalent online storage structure where this is used eg Google Drive OR Office 365 OR other online digital tool.) • Review previous session learning on searches and networking. • Set children a 5 minute challenge: on paper map all of the steps they have to go through to get to a folder in their class area of the school's P:drive. OR their Google Drive OR Office 365 OR other online digital tool. • Review the maps drawn and agree the most direct route to find the folder. Explain that each step is taking them into a new location on the school network in that drive. Model by clicking on each step and slowly arriving at the final destination. • Model how to create a shared folder for them to access on the network or online storage. Make it explicit that this folder will be open for all members of the school to access and remind them of online safety agreement about sharing and looking after each others' information. • Explain that we are now going to create a document inside this folder that will contain hyperlinks to sites on the WWW – do children know what a hyperlink is? • Go to Google and search for something simple. When the results appear explain that the text line that is underlined is a hyperlink to the website. Relate this to their map of the network to get to their folder. Explain that a hyperlink skips many of the clicks normally needed and makes a direct link to that location. 	<p>Gold: Can I describe where I create a resource which can help my friends learn about a topic?</p> <p>Silver: Can I create a document with hyperlinks to useful websites?</p> <p>Bronze: Can I create a hyperlink to a website?</p>

- Model creating a document and adding a hyperlink to a web page with information about your current topic. Talk about going to different windows for the different parts of the task. One window is the document, another window is the webpage. On a PC device use save as once new document is made and navigate to the shared folder created. In GSuite or Office 365, go to folder and create the document. Give it an appropriate name.

Challenge: Create a learning guide to help both yourself and your friends to increase their knowledge of their current topic. What process will you go through?

- Create a flow chart of the process which may be something like:
 - Create a new document (or some children may choose to use a slide(s).
 - List questions to find information about the topic.
 - Highlight key words.
 - Use search engine to find useful results.
 - Type heading on document / slide
 - Create hyperlink from heading to information.
- What could help other children use your learning guide? This may include colour coding or the use of images. Where images are used, remind children of the copyright considerations. You may want to set the number of links you expect different groups of children to create.
- Allow children time to work individually or in pairs to create their learning guide.
- Provide an opportunity for children to use the learning guides made by their friends to increase their knowledge of their topic.
- Discuss ways in which the hyperlinks have been presented that help them find information which is interesting and useful.