

**Question: How can we use the World Wide Web as a communication tool?**

Computing systems and networks-  
Communication

**National Curriculum Link:**

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- 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
- 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
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

**International Baccalaureate Learner Profile Link:**

**Communicators.**

How do we express and present ourselves to others?  
How can we communicate with others?  
We can be clear in both written and oral form?

**Principled.**

To take my time and think before acting.  
To remain calm, thoughtful and deliberate in my actions.

**Caring**

What does it mean to be caring?  
What people, actions and ideas do I care most about?  
How do I show that I care through my actions and words?

<b>Prior Skills: Year 5</b>	<b>New Skills: Year 6</b>	<b>Future Skills: KS3</b>
<p>To recall how to use a search engine.</p> <p>To compare the results from different search engines.</p> <p>To demonstrate that different search terms produce different results.</p> <p>To explain that search terms need to be chosen carefully.</p> <p>To evaluate the results of search terms.</p> <p>To identify different ways to communicate without technology.</p> <p>To list methods of communicating using the internet.</p> <p>To choose an appropriate method of internet communication for a given purpose.</p> <p>To evaluate different methods of online communication.</p> <p>To explain which types of media can be shared through the internet.</p> <p>To explain that communicating through the internet can be public or private.</p> <p>To decide what I should/should not share.</p> <p>To classify internet communication by messenger and recipient or audience.</p>	<p>To recall how to use a search engine.</p> <p>To compare the results from different search engines.</p> <p>To demonstrate that different search terms produce different results.</p> <p>To explain that search terms need to be chosen carefully.</p> <p>To evaluate the results of search terms.</p> <p>To identify different ways to communicate without technology.</p> <p>To list methods of communicating using the internet.</p> <p>To choose an appropriate method of internet communication for a given purpose.</p> <p>To evaluate different methods of online communication.</p> <p>To explain which types of media can be shared through the internet.</p> <p>To explain that communicating through the internet can be public or private.</p> <p>To decide what I should/should not share.</p> <p>To classify internet communication by messenger and recipient or audience.</p>	<p>To design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems</p> <p>To understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem</p> <p>To create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability</p> <p>To understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns</p>

**Knowledge, Skills and Understanding**

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.

To learn about the key services that can be used to communicate on the internet.

The opportunities computer networks and the internet offer for communication and collaboration.

To learn about the numerous methods of online communication and how it is used in the world around them.

To use computing to communicate and collaborate.

The children learn: about different online communication tools/apps and how they could be used for different purposes e.g. work and social.

To know about working in a group using collaborative tools.

<p><b>Resources:</b> Hardware: iPads, Computers.</p>	<p><b>Websites or Apps:</b> Apps: Book creator. <a href="https://www.bbc.com/ownit/thebasics/social-mediamyths?collection=know-your-stuff">https://www.bbc.com/ownit/thebasics/social-mediamyths?collection=know-your-stuff</a></p>
<p><b>Vocabulary:</b> www, search engine, communication, searches, results, address bar, unplugged activity, paper-based, internet-based, privacy, information security.</p>	<p><b>Extended Writing Opportunities:</b> Information booklet how to be safe on the Internet. Play script on the dangers of the Internet and how to stay safe.</p> <p><b>Numeracy skills:</b> Tally chart data collection on the different apps people use.</p>
<p><b>Suggested Quality Texts:</b> Goldilocks online book vodaphone <a href="https://www.vodafone.co.uk/mobile/digital-parenting/goldilocks">https://www.vodafone.co.uk/mobile/digital-parenting/goldilocks</a></p>	<p><b>WOW Experience:</b> Acting company in to produce play on the dangers of using the Internet online.</p>
<p><b>Cross Curricular Links:</b> Philosophy: Looking at using the Internet safely. History: Looking at the history of the Internet and social media.</p>	