



Digital Learners



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## Medium Term Plan Digital Learners

Using the K,S,U you have learnt in this unit, how could you use internet services to share information?



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### Aspect of Study

Sharing information through cloud based technology

### Transferable Knowledge:

Use cloud based technology (google docs) to present information

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

### During this area of study students should be taught to:

**Independently, select, use and combine a variety of software to design and create content for a given audience**  
**Use filters in search technologies effectively and appreciate how search results are selected and ranked**

In this unit of work pupils will be introduced to Google classroom and the suite of applications available within it such as slides, docs and sites. Pupils will be learn how search results are selected and ranked and look at the elements of good web design. Pupils will be given the opportunity of exploring google classroom and using either docs or slides to create a short presentation. They should then be able to compare this with powerpoint or word and identify differences and similarities (through discussion).

One of the major benefits of using cloud based technology is that the files can be accessed anywhere as long as there is an internet connection – work is saved automatically to pupil's google drive.



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### Substantive Knowledge (subject-specific)

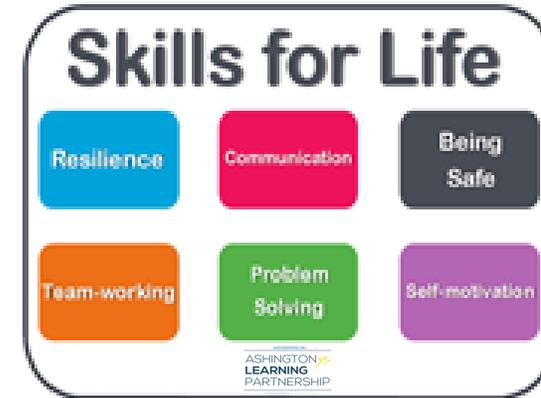
How search results are selected and ranked  
How to access Google classroom through School 360  
Able to identify elements of good webpage design  
Hierarchy of website structure and design  
Cloud – what is meant by “the Cloud” – benefits

### Disciplinary Knowledge?

Meeting audience needs  
Presenting information in a range of forms  
Using cloud based technology to share information

### Real World Links:

Many pupils will use cloud based technology in everyday life without realising it. Saving gameplay when they exit a game, social media posts etc.



Opportunity for Skills for Life - linked to progression framework.

### Influential Figures

### OPAL links

Links to opportunities linked to OPAL

**Curriculum Coverage**

**(Previous, expected and what follows on)**

Prior National Curriculum Coverage	National Curriculum Coverage	Subsequent National Curriculum Coverage
<p><b>Yr3:</b></p> <p>Understand that the internet is a large network of computers and that information can be shared between computers</p> <p>With support select and use a variety of software to accomplish goals</p> <p>Use simple search technologies</p> <p><b>Yr4:</b></p> <p>Understand what servers are and how they provide services to a network</p> <p>With support select, use and combine a variety of software on a range of digital devices to accomplish given goals.</p>	<p>Use filters in search technologies effectively and appreciate how results are selected and ranked.</p> <p>Independently select, use and combine a variety of software to design and create content for a given audience</p>	<p><b>Yr 6:</b></p> <p>Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information</p> <p>Understand how computer networks enable computers to communicate and collaborate</p>

Key vocabulary	Concepts	Language skills
layout design hierarchy navigate target audience cloud storage link upload download	Files and documents can be stored on the internet in a designated area. These can be accessed from anywhere in the world with internet access.	



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## Sequence of Teaching and Learning

	National Curriculum LO/EQ?	Lesson ideas/differentiation
1	<p>Introduction to Google classroom</p> <p>L.O. To be able to access google classroom and create a short presentation using google slides or docs.</p>	<p>During this lesson pupils will need to be able to set up their account on google classroom through School 360. Pupils will need to have their school 360 accounts which they may have set their own passwords on.</p> <p>Once they are logged onto google classroom they need to join their class by using code provided. Pupils should then be given time to explore google slides or docs.</p>
2	<p><b>NC:</b> Independently select, use and combine a variety of software to design and create content for a given audience</p> <p>L.O. To be able to explore and present information using Google slides</p>	<p>Quiz: How do you access google classroom?</p> <p>Pupils should create a presentation by including text, images and choose theme design. Pupils need to be given time to explore and investigate the application and should be able to compare this to Microsoft ppt.</p> <p>Questions: What do they like about google slides? Do they think it is easier to use than ppt, if so why? If not, why not? What problems, if any, have they experienced? Why would creating a presentation on google slides be better than ppt if you wanted to work on it outside of school?</p>



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## Sequence of Teaching and Learning

	National Curriculum LO/EQ?	Lesson ideas/differentiation
<b>3</b>	<p>NC: Use filters in search technologies effectively and appreciate how results are selected and ranked</p> <p><b>L.O. To be able to understand how search engines work</b></p>	<p><b>Quiz: What is a search engine? What should you do when searching for information? (keywords, search appropriately)</b></p> <p>This lesson uses the resources located on the drive from Barefoot computing. There is a lesson plan and activity sheets. It is possible to use the following clip to support understanding: <a href="https://www.bbc.co.uk/bitesize/clips/zspbcdm">https://www.bbc.co.uk/bitesize/clips/zspbcdm</a></p> <p>Pupils are to create their own index of webpages that have specific keywords on them. The webpage link in the lesson plan can be added to an assignment in google classroom where the pupils will simply open the link and then access the webpages from their computers. The index sheet could be printed for pupils to work together on (There are a lot of words and it will not be possible for pupils to get through all of the words – staff could select a few and type these into a word document table and upload this for pupils to complete on their computers, or print out for it to be done by hand).</p>
<b>4</b>	<p>NC: Use filters in search technologies effectively and appreciate how results are selected and ranked</p> <p><b>L.O. To be able to understand how search results are ranked.</b></p>	<p><b>Quiz: How do search engines work?</b></p> <p>This lesson used the resources located on the drive from Barefoot computing in relation to how search results are ranked.</p> <p>There is a lesson plan and a ppt. Pupils are to work in a small group to create a webpage on a particular topic on paper.</p>



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## Sequence of Teaching and Learning

	National Curriculum LO/EQ?	Lesson ideas/differentiation
<b>5</b>	L.O. To be able to evaluate a webpage	<p><b>Quiz: How are search results ranked?</b></p> <p>Display What makes a good webpage ppt (in Google Drive folder). Pupils are to choose a webpage (or be directed to a webpage) take a screenshot and paste into ppt. They can then annotate the image and identify good/bad elements of webpage design. To take a screen shot pupils need to press the prtsc button (usually along top of keyboard) when on the webpage and then go to their ppt and either right click and paste or press Ctrl + V (shortcut for paste).</p>
<b>6 &amp; 7</b>	<p><b>NC:</b> Independently select, use and combine a variety of software to design and create content for a given audience</p> <p><b>L.O. To be able to build a website using text, images and appropriate links</b></p> <p>Pupils should be able to create at least a homepage and one other page to show links. (more if time allows).</p>	<p><b>Quiz: Give examples of good design on a webpage</b></p> <p>(e.g. appropriate use of colour, clear menu, good use of mages, layout is simple to understand, interesting information).</p> <p>Explain that they are going to building a website – teacher to decide on content. The website is to be for pupils of their age (or younger if teacher chooses). What will need to need to include – class discussion – showing an awareness of audience needs. Explain hierarchy in a website i.e. homepage that leads to all other pages and other pages linked to each other.</p> <p>Demonstrate how to open a google sites app. Teacher will need to explain interface and how to change layout, theme, how to add text, images etc. Pupils should begin building their websites taking into consideration audience needs.</p> <p>The webpages themselves do not take long to create but pupils must show an understanding of how to upload images, use sources to find information and insert into webpage.</p> <p>There is a “glitch” with google slides. Sometimes the images disappear, usually refreshing or uploading the image again will work.</p>