

Accuracy Counts

Phase	EYFS	KS1	Lower KS2	Upper KS2	Strand	Create	Info...info	eWorlds	Digital research	Digital communication	2014 NC mapping 2.iv 2.v 2.vi 2.vii
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Children discuss computer networks including the internet and the services it offers. They explore how search engines work and what influences results, evaluating search engines and using sources. They learn about the threat from computer viruses and develop understanding of intellectual property and relate this to their own content. They use spreadsheet software to create graphs and to explore number patterns.

For information and planning support on the learning objectives in this theme, please see the **Accuracy Counts** theme guide, available from the online resources area: <http://www.hertsforlearning.co.uk/user/login> (note you will need your school's username and password, and a current subscription to the Primary Computing Scheme, to access these materials.)

Learning objectives for the term	 	Date/comments	Those needing more challenge	Those needing some support
To understand the internet is a global system of linked computer networks hosting many services.				
To know identifying key words is central to research. <i>Write their own version of the text.</i>				
To know the World Wide Web is an internet service accessed by web browsers and searched using search engines.				
To understand that search engines locate information on the World Wide Web rapidly, but rank it when providing results.				
To understand that digital searches results can be inaccurate, biased, unsafe, irrelevant and may differ from one search engine to another. <i>Use more than one search engine, comparing results.</i>				
To understand the malware and computer viruses are programs which can harm your device or steal your information.				
To understand works are the creator's own intellectual property.				
To understand electronic data is held about us on the internet.				
To understand that spreadsheets have a specific structure which enables us locate and enter data and create tables and graphs.				
To understand spreadsheets allow us to explore number and number patterns.				
On-Going Learning Objectives				
<i>To review and evaluate their work, discussing the choices they have made and checking for accuracy.</i>				
<i>To understand the school's eSafety rules and to know what to do in the event of an incident at home or school.</i>				
<i>To recognise acceptable/unacceptable behaviour when using technology</i>				
<i>Use appropriate file-naming conventions and understandable folder structure to save, organise and retrieve their work.</i>				

Vocabulary – see Glossary for definitions (for terms in blue)

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| <ul style="list-style-type: none"> • Internet, • world wide web, • URL, • hyperlink, • browser, • search engine, | <ul style="list-style-type: none"> • intellectual property, • copyright, • spreadsheet, • formula, • virus, malware, • Creative Commons |
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Suggested Independent Task

Any open-ended activity (2-3 sessions) enabling the children to demonstrate their computing capability around the knowledge and understanding provided in the term

- > Carry out some research related to a curriculum topic, ideally designing their own research questions and identifying key words. The research should include numerical data.
- > Present the information they have found, including using a spreadsheet to produce appropriate supporting graphs.
- > Evaluate their work and consider how it could be improved further.

Other considerations:

Does the task provide for children to work at different levels?

Is there support available for children to select if they wish?

Are there opportunities for the children to review and develop their work?

Is there an opportunity for the children to evaluate the finished task?

Summative and formative assessment statements

Review the pupil's independent task and on-going work, and for any statement consider the pupil to be Entering, Developing, Securing or Deepening. Use the process formatively to provide next steps.

See [Assessment section \(Page xx\)](#) for more detail.

Phase A steps 4/5/6	Phase B steps 1/2/3	Phase B steps 4/5/6
<i>Reliable use of some technologies; beginning to explore some alternatives</i>	<i>Developing engagement in technology; some reliable use</i>	<i>Using varied approaches; beginning to explore alternatives</i>
<ul style="list-style-type: none"> • Know the school has a computer network, not individual machines • Know that the World Wide Web is one of many internet services • Know search engines retrieve from many sites on the World Wide Web • Know anyone can put information online and it may not be true; check information • Use simple keyword searches • Know internet materials belong to others; we must ask before using • Know a computer can get a virus • Begin to see data is held about us on internet; try to keep own data secure • Enter data in prepared spreadsheets • Use graph/s to present findings • Use prepared formulae in spreadsheet • Know they should check their work • Save/retrieve work in prepared folders; generally use suitable file names • Talk about using internet for their work at home and school 	<ul style="list-style-type: none"> • Begin to understand computer networks can be linked by the internet • Talk about services on the internet including the World Wide Web • Know the web uses hyperlinks to connect millions of websites • Understand how a search engine locates and displays information • Know a search engine uses key words to locate information from websites • Know search results may not be relevant or appropriate and should be checked • Use key words to find relevant information • Understand what a computer virus is and the damage it can do • Show understanding of school eSafety rules for copyright and personal data • Understand data is held about us on internet; keep our own data secure • Enter and format data in a spreadsheet • Create appropriate graphs/charts • Use arithmetic operators in formulae • Check data for reliability and accuracy • Save and organise their work in folders on network; use appropriate file names • Discuss how they use internet in and beyond school for their learning 	<ul style="list-style-type: none"> • Understand the internet links global computer networks; relate to the school network • Explain how selected services on the internet help us communicate and share information • Describe how the WWW works • Explain in simple terms how a search engine finds information from different websites • Always check research results using different sources • Compare results in different search engine • Turn questions into search criteria • Understand what a computer virus / malware is and take steps to prevent the spread of computer viruses • Regularly check their online profile in order to keep their data secure • Apply school's eSafety rules in their work; respect copyright and keep personal data safe • Create a spreadsheet to collect and analyse their findings; draw conclusions • Develop simple formulae using arithmetic operators to carry out calculations for a purpose • Create different graphs; explore options/formats • Check their data for accuracy and reliability • Save and organise their work using appropriate file names and folder structure • Show growing understanding of how the internet is used in the wider world
<p>B+ Extending methods and approaches to solve problems; Develops alternative solutions. Proactively explores different software or other resources; suggests methods/approaches which they have used in different contexts. Works, possibly collaboratively, to investigate the potential of different approaches for a task or to achieve an objective; review the effectiveness of decisions</p>		