

Project 1


Yr	iCompute unit	National Curriculum coverage	Online safety objectives inc. B Internet Legends links
3	<p>Isafe (ONLINE SAFETY) – MIGHTY METALS Computer literacy: Using Chromebooks Safety – new users & passwords and privacy</p> <p>Key Vocabulary:</p> <p>blog, bullying, computer, digital footprint, email, information, internet, logon/off, online, password, PEGI rating, personal, private, safe, save, shutdown, spamming, trust, username, virus, website, webpage</p>	<ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<ul style="list-style-type: none"> To understand that there is a risk in using communication technologies To understand that risks can be reduced by certain safe behaviours To know what personal information is I know that passwords are important and that we should keep them to ourselves I can explain what is and isn't a secure password I know that some online activities require some of my personal information before I can access them but I should check with a trusted adult before I give this information and ask appropriate questions I know that some websites have secure markings (e.g padlock symbol next to URL) that makes them more trustworthy <p>Be internet secure – Activity 1,2, 3 Think before you share- Activity 1, 3 and 4 Lesson 1: pg. 52 -55</p>
4	<p>DATA AND INFORMATION - POTIONS Computer literacy: Microsoft Excel / sheets Safety – new users & passwords and privacy</p> <p>Key Vocabulary:</p> <p>advance mode, average, cells, charts, columns, copy and paste, delete key, equals tool, formula, formula wizard, move cell tool, random tool, rows, spin tool, spreadsheet, timer</p> <p>concept map, cookies, copyright, phishing, plagiarism, spam, website</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> I know that some online activities require some of my personal information before I can access them but I should check with a trusted adult before I give this information. I know that some websites have secure markings (e.g padlock symbol next to URL) that makes them more trustworthy. I know what I should and shouldn't share online I understand that what I see online is a chosen frame and could be inaccurate <p>Be internet sharp – Activity 4, 5 – first lesson of term + Mindful mountain</p>

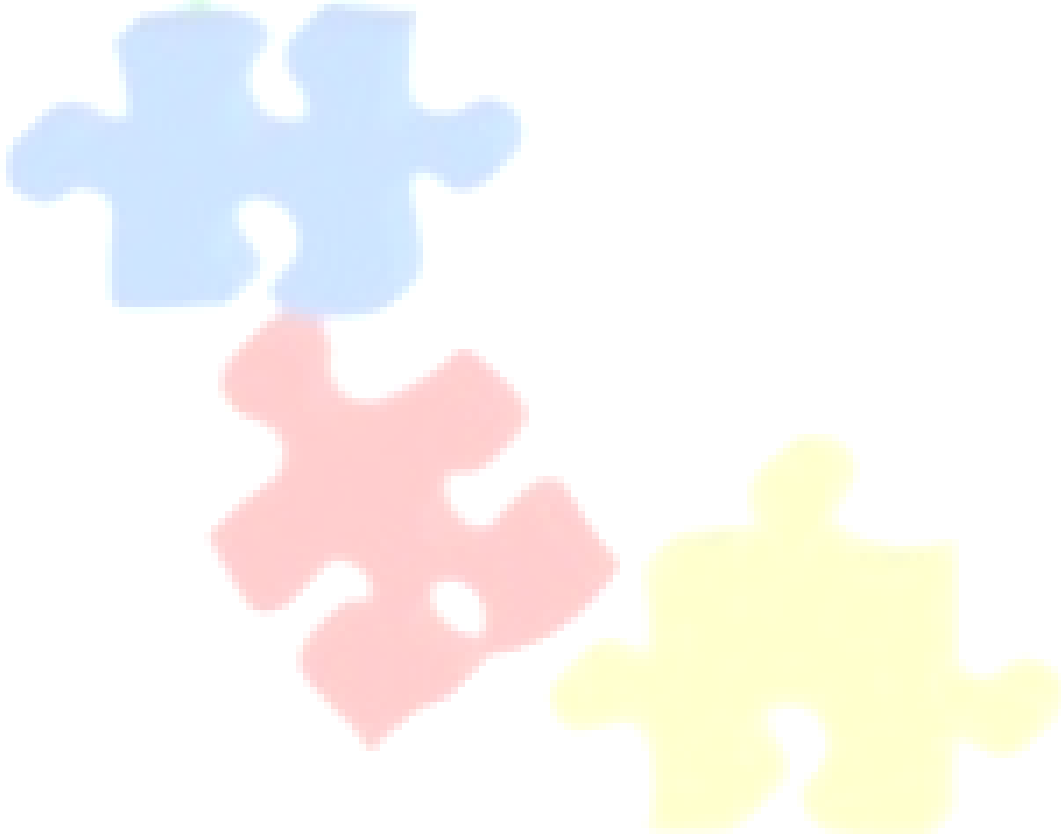
<p>5</p>	<p>CREATING MEDIA - STARGAZERS COMPUTING SYSTEMS AND NETWORKS Computer literacy: Microsoft PowerPoint / HTML Safety – new users & passwords and privacy</p> <hr/> <p>Key Vocabulary:</p> <p>audience, blog, blog page, blog post, collaborative, concept map icon, elements, tags, text-based adventure</p> <p>computer virus, cookies, copyright, digital footprint, identity theft, malware, online safety, smart rules, screen time shared image, reference, spam, spoof website</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Explain why it is important to keep personal information private online. • Describe ways to keep personal information private online by using safety tools and privacy settings. • Describe how to find and ask for help if someone feels unsafe online. <p>Lesson 3 (Digital footprint) pg. 62.</p> <p>Lesson 6 (respectful behaviour online) pg. 72</p>
<p>6</p>	<p>DATA AND INFORMATION - BLOOD HEART Computer literacy – Microsoft excel / sheets Safety – new user’s passwords and privacy</p> <hr/> <p>Key Vocabulary:</p> <p>Ascending, average, calculate, cell, column, cumulative, descending, Edit, format, formula(s), Graph, insert, percent, row, sort, spreadsheet, total</p> <p>context, frame, interpret, representations, reputation,</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Explain why it is important to keep personal information private online. • Describe ways to keep personal information private online by using safety tools and privacy settings. • Describe how to find and ask for help if someone feels unsafe online. <p>Be Internet Legends: Sharp, Lesson One Communication online</p>
<p>Enrichment:</p> <ul style="list-style-type: none"> • Digital Ambassadors selected and trained for role 			

Project 2:

Yr	iCompute unit	National Curriculum coverage	Online safety objectives Inc. B Internet Legends links
3	<i>Iconnect - ROCKS, RELICS AND RUMBLES</i> COMPUTING SYSTEMS AND NETWORKS	<ul style="list-style-type: none"> 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 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 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 	<ul style="list-style-type: none"> I know that not all information on the web is reliable I know the basic steps to help distinguish between safe credible websites <p>PSHE link: Evaluating content for honesty and accuracy</p>
	Key Vocabulary: address bar images audio internet back network browser refresh communicate router connected sort crawl spider data surfing email tab favourite text forward URL home video hyperlinks website world wide web		
4	<i>Iconnect - BURPS, BOTTOMS AND BILE</i> COMPUTING SYSTEMS AND NETWORKS	<ul style="list-style-type: none"> 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 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<ul style="list-style-type: none"> I know that not all information on the web is reliable I know the basic steps to help distinguish between safe credible websites I know that fake websites and emails are sometimes used to get personal information, photos, money and other data. I know that an online search may show a paid for result and/or adverts. I know that there are adverts online which, if clicked on, may take me away from the page I'm looking at. I know that pop-up adverts may persuade me to buy something or download something and I know how to get rid of them. I know that being online offers lots of positives but that there needs to be a balance between time being spent on and offline.
	Key Vocabulary: address book, icon, favourite, attachment, CC, spider, crawl, compose, formatting, hits, tab report send, save to draft internet, world wide web, communicate, router, data, hyperlinks, refresh,		

			<ul style="list-style-type: none"> I know that time spent online means less time to do other activities and that this can lead to being physically inactive. <p>Be Internet secure – Activity 4</p>																		
5	<p>OFF WITH HER HEAD! CREATING MEDIA (Google Drawings/Vectr)</p> <p>Key Vocabulary:</p> <p>vector outcome shape object moving re-sizing rotating duplicate zoom alignment modify layer</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> I know that not all information on the web is reliable I know the basic steps to help distinguish between safe credible websites <p><i>Children learn strategies to work out if something is credible online and test their skills in Reality River.</i></p>																		
6	<p>iSafe - BRITAIN AT WAR ONLINE SAFETY CREATING MEDIA</p> <p>Key Vocabulary:</p> <table border="0"> <tr> <td>Be Internet Sharp</td> <td>illegal</td> </tr> <tr> <td>Be Internet Alert</td> <td>inaccurate</td> </tr> <tr> <td>Be Internet Secure</td> <td>inappropriate</td> </tr> <tr> <td>Be Internet Kind</td> <td>legal</td> </tr> <tr> <td>Be Internet Brave</td> <td>misleading</td> </tr> <tr> <td>accurate appropriate</td> <td>privacy (settings)</td> </tr> <tr> <td>biased</td> <td>private</td> </tr> <tr> <td>cyber crime</td> <td>reliability</td> </tr> <tr> <td>harassment</td> <td>scam</td> </tr> </table>	Be Internet Sharp	illegal	Be Internet Alert	inaccurate	Be Internet Secure	inappropriate	Be Internet Kind	legal	Be Internet Brave	misleading	accurate appropriate	privacy (settings)	biased	private	cyber crime	reliability	harassment	scam	<ul style="list-style-type: none"> Demonstrate ways to build positive and healthy online relationships and friendships. Describe strategies they can use to respond to hurtful online behaviour, in ways that keep them safe and healthy. Identify sources of support that can help friends and peers if they are experiencing hurtful behaviour online. 	<ul style="list-style-type: none"> Explain what it means to have a positive digital footprint, and why this is important. Explain things someone can do to build a positive digital footprint. Describe ways to critically evaluate what we see on social media. Explain how social media can mislead or misrepresent reality. Identify different types of online scams people our age may experience, including 'phishing'. Identify sources of support for someone who is worried about anything online. Explain why it is important to keep personal information private online. Describe ways to keep personal information private online by using safety tools and privacy settings.
Be Internet Sharp	illegal																				
Be Internet Alert	inaccurate																				
Be Internet Secure	inappropriate																				
Be Internet Kind	legal																				
Be Internet Brave	misleading																				
accurate appropriate	privacy (settings)																				
biased	private																				
cyber crime	reliability																				
harassment	scam																				

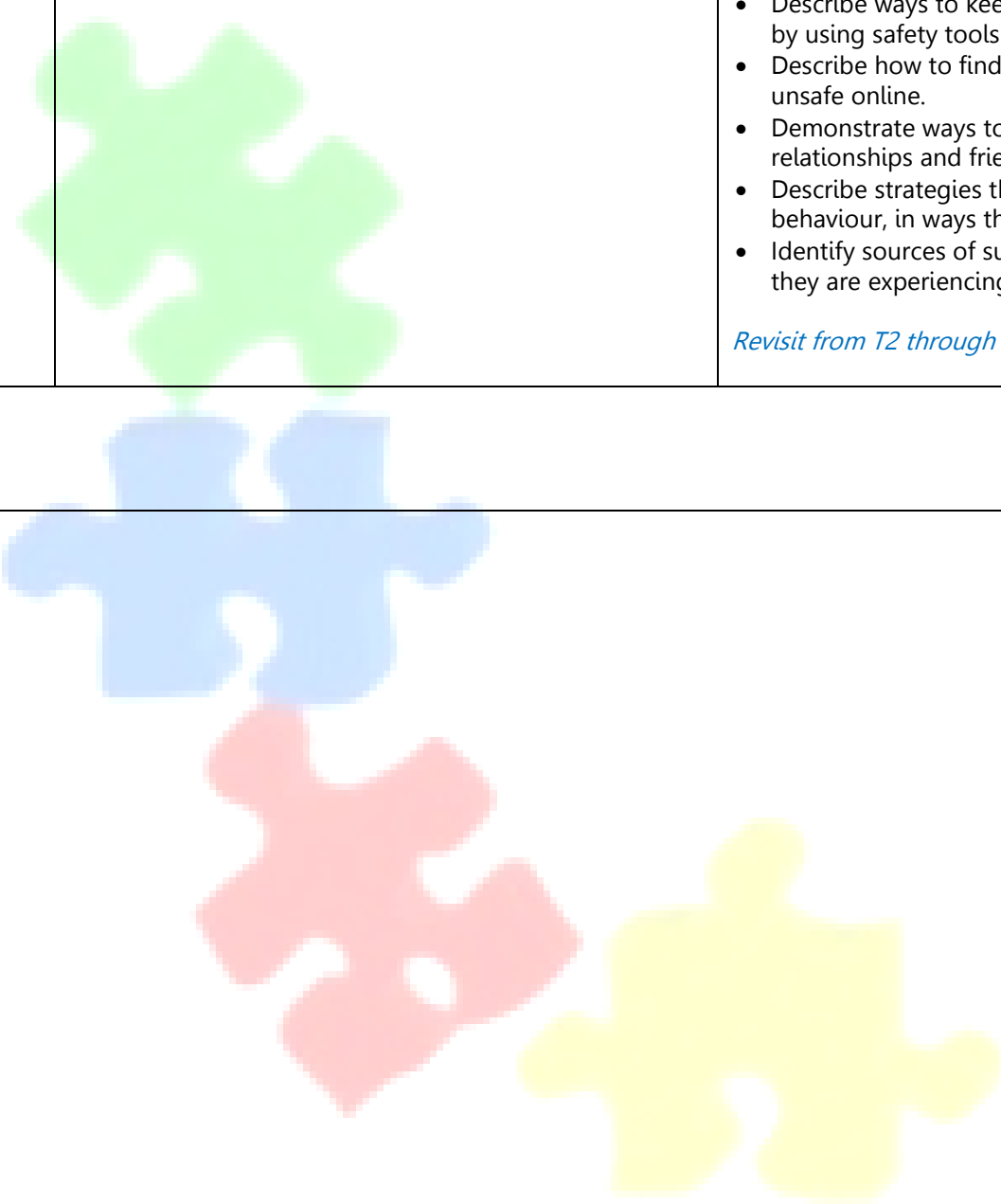
			<ul style="list-style-type: none">• Describe how to find and ask for help if someone feels unsafe online.• Demonstrate ways to build positive and healthy online relationships and friendships.• Describe strategies they can use to respond to hurtful online behaviour, in ways that keep them safe and healthy.• Identify sources of support that can help friends and peers if they are experiencing hurtful behaviour online.
<p>Enrichment:</p> <ul style="list-style-type: none">• Anti-bullying week – cyber-bullying (whole school)			



Project 3:

Yr	iCompute unit	National Curriculum coverage	Online safety objectives inc. B Internet Legends links
3	<p>iProgram – PREDATOR PROGRAMMING</p> <hr/> <p>Key Vocabulary:</p> <p>Sprite, up, down, left, right, repeat, if statement, wait, coordinates, sequence, animate, import, record, turn, degrees, image</p>	<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts -use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 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 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 search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<ul style="list-style-type: none"> I know that some online activities have age restrictions because they have content which is not appropriate. I know why age restrictions exist and how the content may be damaging to under-age consumers. I know that some websites have secure markings (eg padlock symbol next to URL) that makes them more trustworthy. <p>Lesson 1: pg 52 -55 revisit.</p>
4	<p>ANCIENT CIVILIZATIONS ONLINE SAFETY CREATING MEDIA</p> <hr/> <p>Key Vocabulary:</p> <p>account private cyber bullying profiles search engine public digital citizenship register digital footprint reputation</p>	<ul style="list-style-type: none"> I know that not all information on the web is reliable I know the basic steps to help distinguish between safe credible websites 	<ul style="list-style-type: none"> To understand that risks can be reduced by certain safe behaviours To understand that there is a risk in using communication technologies To be aware of the SMART thinking messages that will keep them safe To know what personal information is To learn to ask appropriate questions when being asked to divulge personal information To know how to use email, TEAMS and other programs safely

	<p>e-safety hacker moderate online passcode password plagiarism privacy</p>	<p>responsibility security settings social media strong weak</p>			
5	<p>iProgram - <i>ALCHEMY ISLAND</i> PROGRAMMING</p>	<p>Key Vocabulary:</p> <p>amend boolean condition design false if</p>	<p>input loop output</p>	<ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<ul style="list-style-type: none"> • 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 • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact <p>Lesson 5 (Safe habits online) pg. 68</p>
6	<p>iProgram - <i>FROZEN KINGDOMS</i> PROGRAMMING</p>	<p>Key Vocabulary:</p> <p>repeat repetition selection sense sequence statement storyboard</p>		<ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p>Explain what it means to have a positive digital footprint, and why this is important.</p> <ul style="list-style-type: none"> • Explain things someone can do to build a positive digital footprint. • Describe ways to critically evaluate what we see on social media. • Explain how social media can mislead or misrepresent reality. Identify different types of online scams people our age may experience, including 'phishing'. • Identify sources of support for someone who is worried about anything online. • Explain why it is important to keep personal information private online.

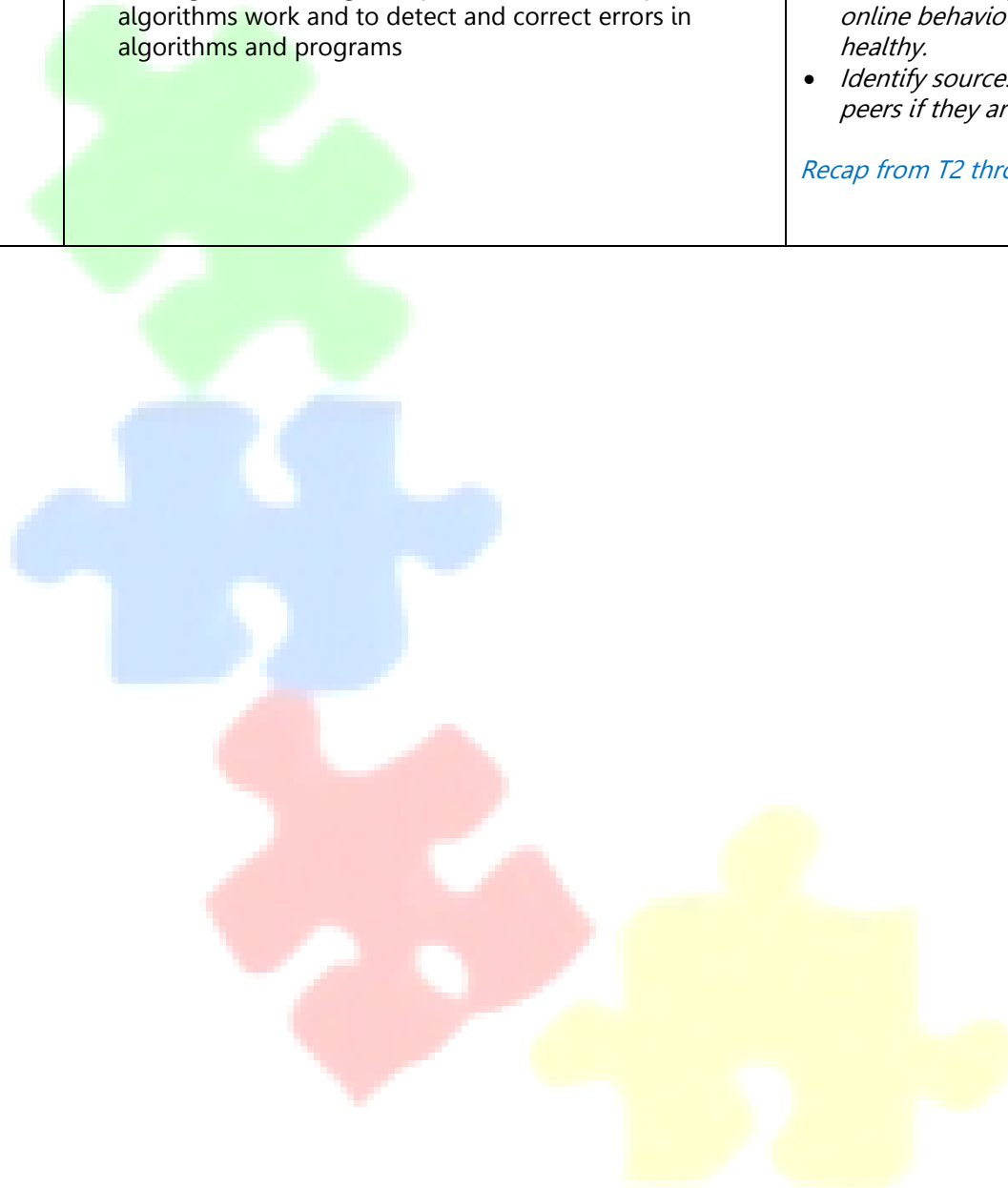
	<p>systematically test true value variable</p>		<ul style="list-style-type: none"> • Describe ways to keep personal information private online by using safety tools and privacy settings. • Describe how to find and ask for help if someone feels unsafe online. • Demonstrate ways to build positive and healthy online relationships and friendships. • Describe strategies they can use to respond to hurtful online behaviour, in ways that keep them safe and healthy. • Identify sources of support that can help friends and peers if they are experiencing hurtful behaviour online. <p><i>Revisit from T2 through Safer Internet Day/ Week</i></p>
<p>Enrichment:</p> <ul style="list-style-type: none"> • Safer Internet Day (whole school) 			

Project 4:

Yr	iCompute unit	National Curriculum coverage	Online safety objectives inc. B Internet Legends links																							
3	<i>Algorithm: THROUGH THE AGES</i> DATA AND INFORMATION	<ul style="list-style-type: none"> • solve problems by decomposing them into smaller parts • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<ul style="list-style-type: none"> • Demonstrate ways to build positive and healthy online relationships and friendships. • Identify sources of support that can help friends and peers if they are experiencing hurtful behaviour online. • Understand what types of situations call for getting help or talking things out with a trusted adult. • Consider what options there are for being brave and why bringing adults into the conversation is important. <p>Be Internet Legends Activity 4 - Respect each other – kindness p 91</p>																							
	<p>Key Vocabulary:</p> <table> <tr><td>2D</td><td>internet</td></tr> <tr><td>animate</td><td>kindness</td></tr> <tr><td>caption</td><td>left</td></tr> <tr><td>communication</td><td>pen</td></tr> <tr><td>conflict</td><td>record</td></tr> <tr><td>context</td><td>repeat</td></tr> <tr><td>degrees</td><td>respect</td></tr> <tr><td>down</td><td>right</td></tr> <tr><td>empathy</td><td>sequence</td></tr> <tr><td>image</td><td>sprite</td></tr> <tr><td>import</td><td>turn</td></tr> <tr><td>import</td><td>up</td></tr> <tr><td></td><td>x y coordinates</td></tr> </table>			2D	internet	animate	kindness	caption	left	communication	pen	conflict	record	context	repeat	degrees	respect	down	right	empathy	sequence	image	sprite	import	turn	import
2D	internet																									
animate	kindness																									
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communication	pen																									
conflict	record																									
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degrees	respect																									
down	right																									
empathy	sequence																									
image	sprite																									
import	turn																									
import	up																									
	x y coordinates																									
4	<i>Program: MISTY MOUNTAIN, WINDING RIVER</i> PROGRAMMING	<ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • 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 • 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, 	<ul style="list-style-type: none"> • How to develop respectful, empathetic and healthy online relationships. • Ways to manage and respond in a healthy and safe way to hurtful online behaviour. <p>Roleplay session focusing on 'When in Doubt, discuss': children learn about the choices they have if there is someone being bullied, practice what to do when they see or hear something upsetting online. SEL focus.</p>																							
	<p>Key Vocabulary:</p> <table> <tr><td>angle</td><td>remote control</td></tr> <tr><td>back</td><td>repeat</td></tr> <tr><td>condition</td><td>right</td></tr> <tr><td>degrees</td><td>robot</td></tr> <tr><td>else</td><td>sequence</td></tr> <tr><td>execute</td><td>statement</td></tr> <tr><td>false</td><td>then</td></tr> <tr><td>forward</td><td>true</td></tr> <tr><td>if</td><td>turtle</td></tr> <tr><td>left</td><td>value</td></tr> <tr><td>paint</td><td></td></tr> </table>			angle	remote control	back	repeat	condition	right	degrees	robot	else	sequence	execute	statement	false	then	forward	true	if	turtle	left	value	paint		
angle	remote control																									
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		<p>analysing, evaluating and presenting data and information</p> <ul style="list-style-type: none"> • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	
5	<p>Isafe – SOW, GROW AND FARM ONLINE SAFETY</p> <p>Key Vocabulary: Spam, cybercrime, private, personal, harassment, trust, biased, plagiarism, (in)accurate, (il)legal, mobile, phone, reputation, social networking,</p>	<ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • be discerning in evaluating digital content 	<ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • I know that some people (or fake profiles and 'bots') or groups may share false information to deliberately deceive or may mistakenly share false information (misinformation) • I know that fake profiles, websites and emails are sometimes used to persuade eg to get personal information, images, money and other data • I know why age restrictions exist and how the content may be damaging to under-age consumers. <p>Be internet alert – don't bite that phishing hook Activity 1 and 2 Lesson plans – p65-67</p>
6	<p>iapp CREATING MEDIA</p> <p>Key Vocabulary: algorithm event amend event handler android hardware apps interact bugs interface code iOS communication component</p>	<ul style="list-style-type: none"> • 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 • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output 	<ul style="list-style-type: none"> • <i>Identify sources of support for someone who is worried about anything online.</i> • <i>Explain why it is important to keep personal information private online.</i> • <i>Describe ways to keep personal information private online by using safety tools and privacy settings.</i> • <i>Describe how to find and ask for help if someone feels unsafe online.</i> • <i>Demonstrate ways to build positive and healthy online relationships and friendships.</i>

	condition decomposition debug design	operating system properties pseudo-code smartphone software test	<ul style="list-style-type: none"> • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<ul style="list-style-type: none"> • <i>Describe strategies they can use to respond to hurtful online behaviour, in ways that keep them safe and healthy.</i> • <i>Identify sources of support that can help friends and peers if they are experiencing hurtful behaviour online.</i> <p><i>Recap from T2 through first iApp lesson</i></p>
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Project 5:

Yr	iCompute unit	National Curriculum coverage	Online safety objectives inc. B Internet Legends links
3	<p>URBAN PIONEERS CREATING MEDIA Digital literacy: Microsoft Word</p> <hr/> <p>Key Vocabulary:</p> <p>Save, print, save as, file, control, shift, space bar, caps lock, num lock, print screen, copy, paste</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • I know that an online search may show a paid for result and/or adverts. • I know that there are adverts online which, if clicked on, may take me away from the page I'm looking at. • I know that pop-up adverts may persuade me to buy something or download something and I know how to get rid of them. • I know that people should treat others respectfully when they are online. • I know what good online behaviours do and don't look like and know what to do if I see bad online behaviour. • I know that being online offers lots of positives but that there needs to be a balance between time being spent on and offline. • I know that time spent online means less time to do other activities and that this can lead to being physically inactive. <p>Lesson 1/2 Pg 56-61 Revisit any activities relevant for cohort.</p>
4	<p>ldata – BLUE ABYSS DATA AND INFORMATION</p> <hr/> <p>Key Vocabulary:</p> <p>Binary, series, on, off, data, digital, field, file, database, search, chart</p>	<ul style="list-style-type: none"> • understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers (e.g. binary addition) • 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 	<ul style="list-style-type: none"> • I know that some people or groups may mistakenly share false information (ie misinformation) or deliberately deceive (ie disinformation). <p>Lesson 1: pg 54-55</p>

<p>5</p>	<p><i>BEAST CREATOR</i> PROGRAMMING (Crumble Kits)</p> <hr/> <p>Key Vocabulary:</p> <p>algorithm command condition- controlled count-controlled de-bug infinite loops microcontroller output repetition selection</p>	<ul style="list-style-type: none"> • Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • 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 	<ul style="list-style-type: none"> • Understand what types of situations call for getting help or talking things out with a trusted adult. • Consider what options there are for being brave and why bringing adults into the conversation is important. • demonstrate what to say, and who to say it to, if they encounter something online that makes them feel uncomfortable. • Identify ways to help if they witness a bullying incident. <p>Identifying inappropriate content and learning strategies for refusing and reporting it.</p>																								
<p>6</p>	<p><i>inetwork: DARWIN'S DELIGHTS</i> CREATING MEDIA COMPUTING SYSTEMS AND NETWORKS Microsoft Publisher</p> <hr/> <p>Key Vocabulary:</p> <table border="0"> <tr> <td>address</td> <td>LAN</td> </tr> <tr> <td>algorithm</td> <td>network</td> </tr> <tr> <td>browser</td> <td>packet</td> </tr> <tr> <td>checksum</td> <td>publish</td> </tr> <tr> <td>collaborate</td> <td>ranking</td> </tr> <tr> <td>communicate</td> <td>router</td> </tr> <tr> <td>connected</td> <td>search engine</td> </tr> <tr> <td>copyright</td> <td>search terms</td> </tr> <tr> <td>crawling</td> <td>spider</td> </tr> <tr> <td>CSS</td> <td>tags</td> </tr> <tr> <td>data</td> <td>trace</td> </tr> <tr> <td></td> <td>URL</td> </tr> </table>	address	LAN	algorithm	network	browser	packet	checksum	publish	collaborate	ranking	communicate	router	connected	search engine	copyright	search terms	crawling	spider	CSS	tags	data	trace		URL	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Identify sources of support for someone who is worried about anything online. • Explain why it is important to keep personal information private online. • Describe ways to keep personal information private online by using safety tools and privacy settings. • Describe how to find and ask for help if someone feels unsafe online. • Demonstrate ways to build positive and healthy online relationships and friendships. • Describe strategies they can use to respond to hurtful online behaviour, in ways that keep them safe and healthy. • Identify sources of support that can help friends and peers if they are experiencing hurtful behaviour online. <p>Recap from T2 through iNetwork lessons</p>
address	LAN																										
algorithm	network																										
browser	packet																										
checksum	publish																										
collaborate	ranking																										
communicate	router																										
connected	search engine																										
copyright	search terms																										
crawling	spider																										
CSS	tags																										
data	trace																										
	URL																										

devices HTML hub hyperlink images index ISP	WAN webpage webserver website wired wireless World Wide Web	range of ways to report concerns about content and contact	
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