

Computing 22-23

Year 5 – Computing systems and networks- sharing information

Remember when:	Key vocabulary
<p>By the end of the unit children must be able to:</p> <ul style="list-style-type: none"> - I can describe the input, process, and output of a digital system - I can explain that computer systems communicate with other devices - I can identify tasks that are managed by computer systems - I can give examples of criteria used by search engines to rank results - I can explain why we need tools to find things online - I can make use of a web search to find specific information - I can refine my web search - I can compare results from different search engines 	<p>google internet research search engine website System, connection, digital, input, process, output</p> <p>refine</p>

National curriculum:

- 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

Features

Learners develop their understanding of computer systems and how information is transferred between systems and devices. Learners consider small-scale systems as well as large-scale systems. They explain the input, output, and process aspects of a variety of different real-world systems. Learners discover how information is found on the World Wide Web, through learning how search engines work



Title / Focus	Lesson outline
<p>Lesson 1 Systems LO- To explain that computers can be connected together to form systems Sticky knowledge- I can describe the input, process, and output of a digital system I can explain that computer systems communicate with other devices</p>	<p>Learners are introduced to the concept of a system. They begin to understand that components can work together to perform a task. Finally, learners explore how digital systems can work and learn about physical and electronic connections.</p>
<p>Lesson 2 Computer systems and us LO- To recognise the role of computer systems in our lives Sticky knowledge- I can identify tasks that are managed by computer systems</p>	<p>Learners consider how larger computer systems work. They see how devices and processes are connected, and reflect on how computer systems can help them.</p>
<p>Lesson 3 Searching the web LO- To identify how to use a search engine Sticky knowledge- I can make use of a web search to find specific information I can refine my web search I can compare results from different search engines</p>	<p>Learners are introduced to a range of search engines. They are given the opportunity to explain how to search, before they write and test instructions. Next, they learn that searches do not always return the results that someone is looking for, and refine their searches accordingly. Finally, learners are introduced to the two most common methods of searching: using a search engine and using the address bar.</p>
<p>Lesson 4 Selecting search results LO- To describe how search engines select results Sticky knowledge- I can explain why we need tools to find things online</p>	<p>Learners gain an understanding of why search engines are necessary to help them find things on the World Wide Web. They conduct their own searches and break down, in detail, the steps needed to find things on the web. Learners then emulate web crawlers to create an index of their own classroom. Finally, they consider why some searches return more results than others.</p>
<p>Lesson 5 How search results are ranked</p>	<p>Learners take part in an unplugged activity to find out about how a webpage's content can influence where it is ranked in search results. In groups, learners create paper-based webpages on a topic that they are familiar with. They then</p>

<p>LO- To explain how search results are ranked</p> <p>Sticky knowledge- I can give examples of criteria used by search engines to rank results</p>	<p>discover how their webpages would rank when searching for keywords relating to their content.</p>	
<p>Assessment</p>	<p>Children to complete a website and internet quiz containing all the key content for the unit.</p> <p>Teacher to assess using the assessment checklists.</p>	
<p>Working towards</p>	<p>End of Unit Assessment</p> <p>Working at Age related expectations</p>	<p>Working at a greater depth</p>