BWJS COMPUTING

Working & Communicating Online
Year Four

Unit Overview

This unit allows children the chance to refresh their understanding of our school e-safety rules, and how to handle our school systems. It will also cover some of the basics of online research.

The lessons in this unit could be taught together or separately throughout the year, but the first session needs to be taught at the beginning of the Autumn Term.

Children will cover:

- Logging on to the school network and bwjsapps.
- Sending and receiving e-mail.
- Commenting on blog posts and writing blog posts of their own.
- Navigating a website using hyperlinks and back and forward arrows.
- Adding a website to a favourites list.
- Using a search engine effectively.

They will do this while considering some of the e-safety issues regarding communication.

Expectations

Children will have an understanding of the school's AUP and how it relates to the school network and BWJSapps.
Children will be able to send and receive e-mails from their bwjsapps account and manage their inbox.
Children will be able to write a blog post and commenting on other people's posts, both on their class blog and on other blogs.
Children will be able to navigate the internet and use a search engine effectively.

Curriculum Links

This unit can be linked to other curriculum areas through the decisions you make about blogging. When writing blog posts, or making comments, children will have the opportunity to share what they have done in other areas of school life.
The skills of internet navigation and searching in lessons 6 and 7 can be taught alongside topic work research, perhaps separately to the rest of the unit.

Prior Skills

Children should come to this unit with some experience of internet navigation, emailing and blogging from Year Three (and elsewhere).

Software Used

- Internet Explorer
- Google Mail (online at bwjsapps.co.uk)
- Primary Blogger (online – class blog)

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Assessment Strands Relevant to this Unit

IT

Bronze	Silver	Gold
Understand that you need a username and password to log on to an ICT system. Understand that your username and password is private. Be able to log on to an ICT system independently. Understand that ICT communications must be used appropriately. Save files to a specific location. Create a folder	Understand that passwords should be difficult to guess. Understand how to use ICT communications appropriately. Report inappropriate use of ICT communications. Copy or move files to new locations and rename them. Transfer files from a device to a computer.	Understand that passwords can be made of numbers, letters and symbols. Create your own online account. Independently organise files. Transfer files from a device to a computer in an organised way.

Working & Communicating Online

Bronze	Silver	Gold
Send an e-mail to a person or group. Leave a comment on a blog or other online item. Reply to or forward an e-mail.	Write a post on a blog. Upload a picture to an online gallery. Create a website which contains text and images.	Create a website with multiple pages containing text, images and other elements. Share a website or document with others. Collaborate with others on an online document.

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E-Safety

Bronze	Silver	Gold
Understand that your username and password is private. Understand that some material on the internet may be unreliable or inappropriate.	Understand that passwords should be difficult to guess. Understand how to use ICT communications appropriately. Report inappropriate use of ICT communications. Understand that personal information should be kept private online.	Understand that passwords can be made of numbers, letters and symbols. Understand that material on the internet may have restrictions on its use.

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	Learning Objectives	Key Skills	Concepts	Lesson Content
1	To understand different types of online communication, and their risks.		- There are lots of ways you can communicate online. - Some are suitable for children, some are not. - Some are more private than others. - You should always be very careful if you are communicating with someone you don't know in the 'real world'.	Show children the following statements: - **You are totally mad** - **That is very silly** - **I hate that** Investigate the meaning of these statements. What could they be talking about? Read them in a friendly voice, then in an angry voice. Does the meaning change? Would you get upset if someone said this to you? Always? Explain that when we communicate online, our meaning is not always clear – you cannot see body language or facial expression, or hear tone of voice. This is why we have to be careful about the things we say when we are communicating online. Talk about some different ways of communicating online. **E-mail:** To send and receive e-mails, you need your own e-mail address. You should only give out your e-mail address to people you know. If you receive e-mails from people you do not know, you should delete them, and not reply. **Instant messaging:** To use instant messaging, you need a username and password. You should keep this information safe and private, just like your other passwords. You should only communicate with people you know on instant messaging services. **Forums:** A forum is a webpage where people can post messages about a particular topic. Often, you will not know the other people who are posting. It is very important that you do not post any personal information on a forum (your full name, age, address, photo, phone number, e-mail address, etc). **Chatrooms:** A chatroom is like an open instant messaging service. You should never use your real name when you use a chatroom, and you should never give out personal information. If someone from a

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				chatroom tries to speak to you privately, you should ignore them. **Social networking:** A social networking site allows you to make 'friends' and communicate with them. Usually, you will have to 'allow' people to get in touch with you. You should only allow people you know. Many of the services above have specified age restrictions. You should make sure you know whether you are allowed to use the method you want to use. If you are communicating with somebody on the internet, you should tell a trusted adult.
2	To manage my bwjsapps inbox.	- Add a website to your favourites. - Send an e-mail. - Reply to an e-mail. - Forward an e-mail. - Delete an e-mail.	- Passwords should be kept private.	Log on to the school network. Go to bwjsapps.co.uk in your browser. Add to favourites (if not already there). Log in to your account (reset passwords if necessary). Show children how to: - Send an e-mail - Reply to an e-mail - Forward an e-mail - Delete an e-mail Allow children time to do each of these things, and in particular, to tidy up messages from previous years.
3	To know how to manage an e-mail account.	- (Review of previous sessions)	- (Review of previous sessions)	Visit the thinkuknow cyber café: (https://www.thinkuknow.co.uk/8_10/cybercafe/Cyber-Cafe-Base/ Work through Sunil's e-mail activity.
4	To comment on a blog post.	- Sign into an online account. - Leave a comment on a blog post.	- Revision of discussion from first session. - Logging in means you don't have to supply a name and an e-mail address every time you want to comment.	**NB – Before this session, there will need to be some posts on your blog which can be commented on.** Visit the class blog and add it to your favourites. Log in to the blog and explain why this is a good idea when you are leaving comments. Upload your avatar (from last week) via 'Edit my profile'. Show children how to comment, and encourage them to post longer, good quality posts rather than lots of pointless ones. (If your class is set up for Quadblogging, this would be a good opportunity to have a go.)

5	To write a blog post.	- Write a blog post.
		- Put a blog post into a category.
			- Revision of discussion from first session. Remember that blog posts are public, so be very careful about personal information.
			Explain the process of moderation.
				NB – This session relies on having something good to post about, probably something curriculum based.
				Visit the class blog. Log in if needs be. Demonstrate how to write a blog post.
				   - Post title
				   - Post text
				   - Assigning the blog to a category.
				Give children the opportunity to write their own blog post. When complete, give them the chance to comment on each other's posts.

6	To write a comment on a different blog.	- Write a blog comment.	- Revision of previous discussion. How do we interact with people we don't know?	Look at some blogs from different schools (through Quadblogging if you're signed up – if not, choose some local schools).
				Why is commenting on these blogs different to commenting on our own class ones? We have no established relationship with the people we're communicating with, so our messages should reflect that. How should we structure our comments?
				   - Introducing ourselves.
				   - Responding to the post well.
				   - Asking a question.
				What level of detail about ourselves should we use? (First name only, etc).

7	To navigate a website and find information.	- Use the address bar to navigate to a website. - Use hyperlinks and the back and forward arrows to navigate around a website.	- Some websites are more trustworthy than others.	Before this lesson, identify a subject to research and find a suitable website to investigate. Show children how to open Internet Explorer and enter a website address into the address bar. Explain that every website has its own unique address, and you need to type this address accurately for the computer to be able to find it. Talk about where information on the internet comes from – that it is unregulated, and that anyone can publish. Because of this, it is important to consider how reliable a website may be before trusting the information it contains. Give children a task to complete using information from this website (which could be open ended research, or a specific set of questions).

| 8 | To use a search engine effectively. | - Combine words in a search engine to narrow a search,
 - Use additional tools to narrow a search. | - Google is a very popular and effective search engine, but it's not the only one in existence! | Ask children what they understand by 'Search engine'. Can they name any examples?
 Open up google and show how to narrow a search.
 (Eg – if you search for 'India', you'll see 465 million results. Narrow this to India farmer, and you'll get 82 million – you'll narrow even further if you search for a phrase in speech marks. Show children how the search tools can narrow your search by country, time and reading level – this is especially useful).
 Give children a task to complete using information through web-searching (which could be open ended research, or a specific set of questions). |

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