

Year 3/4/5/6	Term: Spring 1	Subject: Computing (email and blogging)	
Key Vocabulary: email login username password compose sender recipient inbox outbox junk mail send receive audience blog blog post/page collaborative icon	Key Questions: What does ... mean? How could I...? What would happen if I pressed this...? Can you think of another way to..?	Resources: ipads purple mash account logins 2write 2blog 2email	Cross-curricular links: Reading Writing
National Curriculum Objectives: National Curriculum Objectives: By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Key stage 2 Pupils should be taught to: ♣ 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 ♣ 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 range of ways to report concerns about content and contact.			

Key stage 3

Pupils should be taught to:

- design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem
- use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions
- understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]
- understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
- understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits
- undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
- create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability
- understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns

Most children will be able to: use 2email or 2blog with confidence.

Some children will be able to: understand the need for safety when using communication programmes.

Some children will have developed further and will be able to: use communication programmes to communicate with a variety of audiences.

Progression of Skills (Y3/4)

Log on to an email account, open emails, create and send appropriate replies.
Forward an e-mail.
Save an e-mail in draft format and then return and edit prior to sending.
Attach different files to emails, e.g. text document, sound file or image.

Progression of Skills (Y5/6)

- Independently, and with regard for eSafety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school, e.g., email, discussion forums, blogs, wikis, text messages and other digital communication tools.

Open and save attachments to an appropriate place. Select an email recipient from a class address book.	▪ Make use of webcams and /or video conferencing, if appropriate and available, e.g., to exchange ideas and collaborate on projects with external providers, another class or school, or abroad. ▪ Extend online publishing to a more global audience, e.g. creating and publishing web pages, blog and podcasting. ▪ Evaluate the effectiveness of a variety of digital communication tools for communicating and collaborating.
Planned Learning Experiences:	Assessment Opportunities and Learning Outcomes:
Session 1: open and respond to an e mail and write to someone using the address book; identify the purpose of writing a blog and understand the features of a successful blog.	Write an email and send successfully Discuss the features of a blog
Learning Objective: I can open, respond and write a new e mail to someone in my inbox; I understand the purpose and the features of a successful blog. Activity: Brainstorm how we communicate, list strengths and weaknesses (make sure e mailing and blogging are on the list) compare these. Use 2email to respond to my email. Introduction to 2write.	
Session 2: to learn how to use e mail safely; planning theme and content	Compose some rules and send via e mail Plan a blog
Learning Objective: I can write class rules/compose a quiz to help people stay safe when e mailing; I can plan my blog theme and content Activity: Complete the quiz first as a class then children to e mail their friend with some safety rules, children to reply to their e mail with extra rules. use concept map to plan theme and content for blog	
Session 3: to add an attachment to an e mail; write a blog	Send their quiz as an attachment Create an interesting blog with a specific purpose
Learning Objective: I can attach work to an email and I know what CC means; I understand how to create a blog and the need for updating it regularly. Activity: Create own quiz then attach to recipient. Use 2blog tool to crate personal blog.	

Session 4: to explore a simulated email response; contribute to an existing blog	Respond to emails as appropriate Post additional blog posts
Learning Objective: I can read and respond to a series of email communications; I can contribute to an existing blog and understand why they need approval from an adult Activity: reading and responding to emails Add information to a shared blog.	
Session 5: to explore a simulated email response; comment on blogs and assess impact.	Respond to emails as appropriate Comment and respond to blogs
Learning Objective: I can attach files appropriately and use email communication to explore ideas; I can comment on other people's blogs and assess their impact on others. Activity: reading and responding to emails. Comment on their friend's blogs.	