

Subject: Computing

Key Concept/ Theme: Computer Networks and Systems. Year 3 unit – Emailing.

In this unit, pupils learn how to use email as a communication tool. They will gain a secure understanding of what email is, how to use it appropriately and safely, and will practise sending and receiving messages in a closed platform. The unit also covers email etiquette, recognising spam, and understanding the importance of privacy.

Skills and Knowledge for subject units:

Skills:

- ✓ Learning to log in and out of an email account.
- ✓ Writing an email including a subject, 'to' and 'from'.
- ✓ Sending an email with an attachment.
- ✓ Replying to an email.
- ✓ Understanding the purpose of emails.
- ✓ Learning about cyberbullying.
- ✓ Learning that not all emails are genuine, recognising when an email might be fake and what to do about it.

Knowledge:

- ✓ To understand that email stands for 'electronic mail.'
- ✓ To know that an attachment is an extra file added to an email.
- ✓ To understand that emails should contain appropriate and respectful content.
- ✓ To know that cyberbullying is bullying using electronics such as a computer or phone.

Vocabulary for unit: attachment, bcc (blind carbon copy), cc (carbon copy), compose, content, cyberbullying, document, domain, download, email, email account, email address, emoji, emotions, fake, font, genuine, hacker, icons, inbox, information, link, log in, log out, negative language, password, personal information, positive language, reply, responsible digital citizen, scammer, settings, send, sign in, spam email, subject bar, theme, tone, username, virus, wi-fi

Federation/school specific areas to cover (Add in any local areas of study, trips and people)

1.	<p>Prior learning reconnection (year group, cycle & term): Children understand how people use technology to communicate (e.g. messages, video calls, class apps). Some typing experience (Cycle A, Year 2, Term 6)</p> <p>Cross – curricular links: PSHE – respectful communication; Literacy – understanding audience and purpose.</p> <p>LO: To Understand how we communicate with technology</p> <p><i>Activity ideas to achieve the LO: Discuss different forms of communication, introduce email concept, explore safe use</i></p> <p>End point: Pupils can describe what email is and how it's used.</p> <p>Vocabulary focus for this lesson: email, communication, inbox, recipient</p> <p>Possible misconceptions to consider: - Pupils may assume email is instant and always private.</p>
2.	<p>Prior learning reconnection: Children may have seen adults use email at home or school. Some typing experience (Cycle A, Year 2, Term 6)</p> <p>Cross – curricular links: Literacy – writing for a purpose.</p> <p>LO: To understand what emails are and how to send one.</p> <p><i>Activity ideas to achieve the LO: Pupils compose a short message to a classmate or teacher on a closed platform.</i></p> <p>End point: Pupils can write and send a simple email including a subject line.</p> <p>Vocabulary focus for this lesson: compose, subject line, body, draft</p> <p>Possible misconceptions to consider: - Forgetting email etiquette such as greetings or spelling.</p>
3.	<p>Prior learning reconnection: Lesson 2 – sending an email</p> <p>Cross – curricular links: None</p> <p>LO: To know how to create and email with an attachment</p> <p><i>Activity ideas to achieve the LO: Practical activity: send and receive emails with attachments</i></p> <p>End point: Pupils are able to attach simple files to an email</p>

	<p>Vocabulary focus for this lesson: send, receive, reply, attachment</p> <p>Possible misconceptions to consider: - Forgetting to attach or attaching the wrong file</p>
4.	<p>Prior learning reconnection: Lessons 2 and 3 – children are able to send emails. Some typing experience (Cycle A, Year 2, Term 6)</p> <p>Cross – curricular links: PSHE - That people sometimes behave differently online, including by pretending to be someone they are not. - That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>LO: To learn about respectful, clear digital communication. To understand the importance of being kind online.</p> <p><i>Activity ideas to achieve the LO:</i> write a positive email to someone in the class that has a positive tone and includes kind content.</p> <p>End point: All pupils send and receive a positive email.</p> <p>Vocabulary focus for this lesson: etiquette, tone, respect, audience, positive, emotions, BCC, CC, cyberbullying</p> <p>Possible misconceptions to consider: - Thinking recipients can't see CC contacts</p>
5.	<p>Prior learning reconnection – Online safety sessions (every cycle, every term)</p> <p>Cross – curricular links: RSE – online relationships</p> <p>LO: to recognise when an email is not genuine</p> <p><i>Activity ideas to achieve the LO:</i> Identifying fake emails and spotting clues that point to disingenuous emails</p> <p>End point: Pupils successfully identify fake emails</p> <p>Vocabulary focus for this lesson: spam, phishing, privacy, secure, fake, genuine</p>

	Possible misconceptions to consider: - Clicking on a fake link – Mistaking fake emails as genuine
6.	Assessment – see quiz and knowledge capture
Things to note: For a 6 week term 4 lessons and an assessment For a 7/8 week terms 5 lessons and an assessment The progression of skills and knowledge need to be thought about so that they are covered by the teaching and learning this term	
Adaptions: Examples could be: <ul style="list-style-type: none"> resources (technology, physical/concrete) Location of the lesson Groupings/.staffing support SEND/Inclusion 	
Summative End Points: Which NC statements from the overview document are expected to be achieved or specifically developed?	
Pupils should be taught to: <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...content that accomplishes given goals. 	

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- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.