

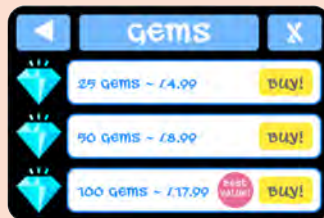
## Year 4 - Online safety

|                              |  |
|------------------------------|--|
| Ad (short for advertisement) | Companies pay to have their website at the top of the list of search engine results.                             |
| Belief                       | Something we accept to exist or be true, usually without proof.  |
| Bot                          | A computer program, sometimes referred to as a chatbot, that can act like a living thing e.g. 'Alexa' or 'Siri'. |
| Fact                         | Something that can be proven to be true by evidence.   |
| In-app purchases             | Extra content or services that are advertised and can be bought when you're using an app.                        |
| Influencer                   | A person who recommends products or services on social media.  |
| Opinion                      | A view or judgement about something.   |
| Respectful                   | Being considerate and polite to others, such as treating people kindly with good manners.                        |
| Snippets                     | A short summary.   |

Companies use lots of techniques to try and encourage you to buy online.



Special offers



Extra lives/objects



Pay to shop advertisements

## Key facts

Search bar

Search... UK best burgers Go

All Images Videos News

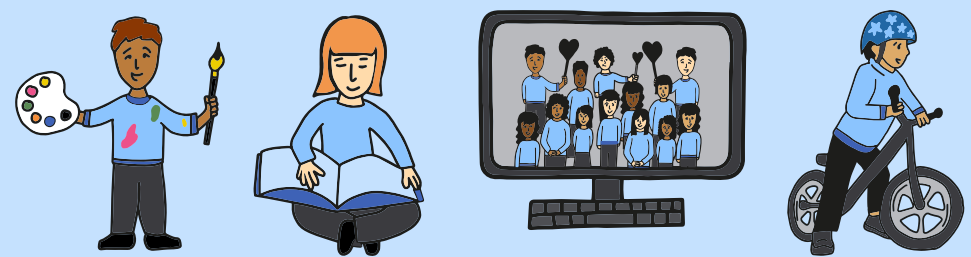
Search results

Adverts

Snippets

All search engines work slightly differently. It is important to understand how the results are found and displayed.

We should behave safely and respectfully both on and offline.



Technology can be both a positive and negative distraction. If technology is making you feel sad or angry, or you are spending too much time on it, then try to find something else to do that doesn't involve 'screentime'.

## Collaborative learning

|                              |  |
|------------------------------|--|
| <b>Collaborate</b>           | Working with others to achieve a specific goal.  |
| <b>Comment</b>               | Verbal feedback or notes to express a opinion on something.  |
| <b>e-Document</b>            | An electronic file which can contain text, images, tables and charts.  |
| <b>Edit</b>                  | To change and amend something.   |
| <b>Email</b>                 | Electronic-mail which allows us to send messages and files from one account to another over a network.   |
| <b>Icon</b>                  | A small image which represents something or someone.   |
| <b>Insert (file)</b>         | To attach or place a file into an email or document.   |
| <b>Link</b>                  | A line of text that, when clicked, directs you to another website or document.   |
| <b>Presentation software</b> | A program that allows you to insert information into slides ready to share with others.  |
| <b>Presentation</b>          | A slide show that is used to display information.  |
| <b>Reply</b>                 | To say or write a message in response to something that has been said to you.  |
| <b>Reviewing comments</b>    | Looking at comments written by others on a document to help the collaborative process.   |
| <b>Share</b>                 | To show or give a part of something to someone else.   |
| <b>Spreadsheet</b>           | A file where you can input, sort and analyse data across a series of cells. Formula can be written to output mathematical solutions from the data. |
| <b>Transition</b>            | Effects that can be applied to occur between slides, images or video clips.  |

## Did you know?

You can work together online on presentations, documents and spreadsheets.



## Key facts

Working on an online document editor together:

Animals that live in the desert

Online document editor:

### ANIMALS THAT LIVE IN THE ARABIAN DESERT

- > Bactrian camels
- > Emperor penguins
- > Snakes
- > Addax antelope
- > Scorpiane

Comments:

- Hiya, please can we change the font? I don't like this one...
- Yes I think the same! Which one?
- 17:30 Annie wrote 'Animals that live in the Arabian Desert'
- 17:30 Derek wrote '> Bactrian amels'
- 17:31 Derek left a comment
- 17:53 Annie left a comment
- 17:49 Jack replied to a comment
- 17:55 Jack left a comment
- 18:12 Sophie replied to a comment
- 18:38 Layla left a comment
- ...Layla is editing the background...
- ...Jack is editing 'Scorpiane'
- Are you joking? Emperor penguins??
- Ooo I like this!! I think the background could be brighter?
- I think you spell this 's-c-o-r-p-i-o-n'
- Okay I will check the dictionary :)

Status: offline, away, online, online

Presenting the finished poster together:

### Arabian desert animals

- > Bactrian camel
- > Arabian red fox
- > Rattle snake
- > Addax antelope
- > Scorpion

## Further coding with Scratch

|                       |   |
|-----------------------|---|
| Code (computer)       | A set of instructions written in programming language, to tell a computer what to do.   |
| Code block            | A visual representation for a section of code that performs a certain job. They can be snapped together to build a program.                                   |
| Conditional statement | A rule which states that something cannot happen until certain requirements are met.  |
| Decompose             | To break something down into smaller chunks.  |
| Direction             | A way in which something moves such as up, down, left, right.   |
| Feature               | The individual parts that make up something.  |
| Icon                  | A small image which represents something or someone.  |
| Orientation           | Positioning to a particular place or direction.   |
| Position              | The location of where something or someone is.  |
| Program verb          | To write code based instructions for a computer to process.   |
| Project (Scratch)     | A creation developed within the Scratch program.  |
| Scratch               | A coding program, in which you can develop interactive games and animations.  |
| Sprite                | Visual objects that can be manipulated through code, for example to move, respond, appear or disappear.   |
| Stage (Scratch)       | The background of the Scratch project to suit your game, animation or project.  |
| Tinker                | To explore and play with something to discover the key functions.   |
| Variable              | This could be a number or text, that can change each time the program is run and often in combination with selection to change the end result of the program. |

### Examples of Scratch sprites:



## Key facts

### Scratch coding blocks and what they do:

#### Motion

move  steps

Move your sprite (character), change direction, point towards and position

#### Sound

start sound

Play sounds, add sound effects, change volume and pitch when the sprite performs an action

#### Looks

costume

Include speech and thought bubbles, change the sprite or background appearance and sizes

#### Events

when  clicked

Instruct to perform actions when a certain condition is met or at a specified time

#### Control

repeat

Loops to repeat code, if statements for when conditions are met and cloning code

#### Operators

<

Maths blocks, such as more than, less than, equal to, and, or and not statements; (+, -, x, ÷)

#### Sensing

touching  mouse-pointer ?

Respond to certain actions, such as moving the mouse pointer, questions, timers and dates

#### Variables

set  my variable to

Set a value yourself, such as a score counter

#### My blocks

myBlock

Create your own coding blocks! - Give them a name and add instructions





# Computational thinking

|                        |   |
|------------------------|---|
| Abstraction            | Identifying the important detail and ignoring irrelevant information.   |
| Algorithm design       | Creating a formula or set of instructions to solve the problem.   |
| Code (computer)        | A set of instructions written in programming language, to tell a computer what to do.                                       |
| Code blocks            | A visual representation for a section of code that performs a certain job. They can be snapped together to build a program. |
| Computational thinking | A method of tackling a complex problem, to devise a solution which both computers and humans can understand.                |
| Computer               | Electronic machines that accept and process information to produce an output, and then store the results.                   |
| Decompose              | To break something down into smaller chunks.  |
| Pattern recognition    | Identifying similarities and recurrences in data.   |
| Problem                | A matter or situation that needs to be resolved.  |
| Sequence               | A set order or pattern for something to follow.   |

# Key facts



Data without any identification, order or sequence.



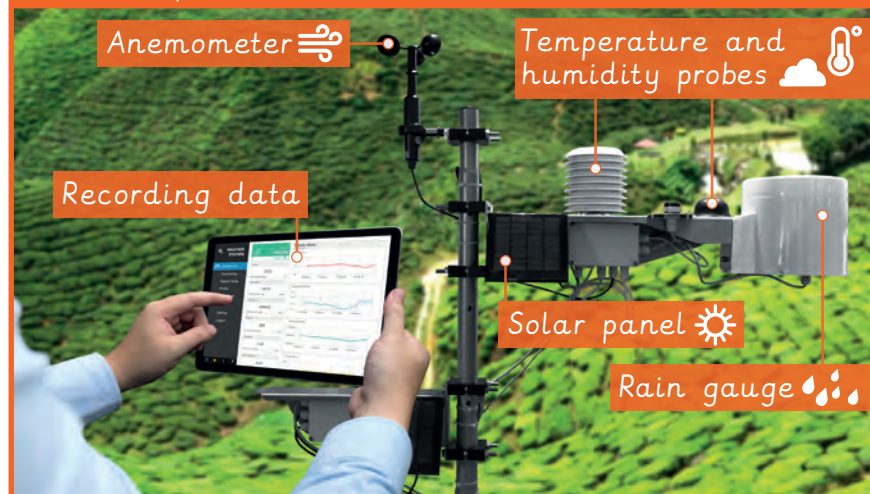
| Sequence of dance moves: | Decomposition: | Pattern recognition: |
|--------------------------|----------------|----------------------|
| <p>Start</p>             |                |                      |

# Investigating weather

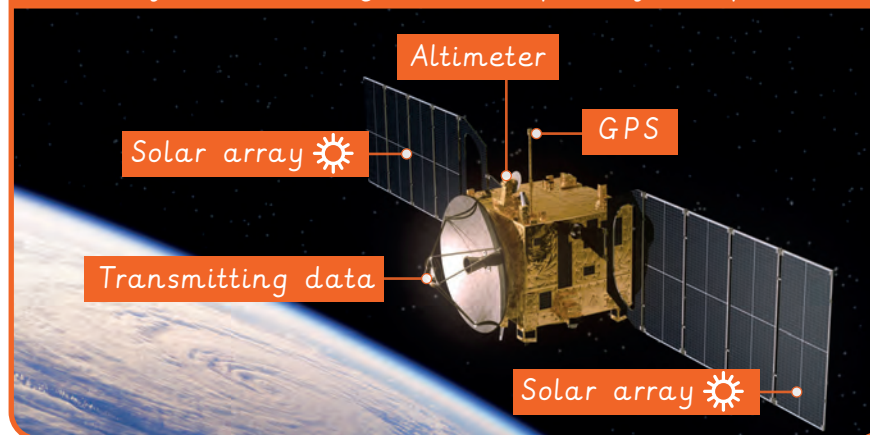
|                   |   |
|-------------------|---|
| Algorithm         | A sequence of instructions which, when followed, solve a problem.   |
| Automated machine | Works without the need for human interaction, after being programmed to carry out a specific job.   |
| Calculate         | To use mathematics to discover, prove or solve something.   |
| Climate           | The weather conditions you would normally expect in a location.   |
| Device            | Equipment created for a certain purpose or job.   |
| Forecast          | To predict what might happen or occur as the result of something in the future (for example, weather forecasts).  |
| Log data          | A record of information that has been collected by a person or a computer, while monitoring something.  |
| Predict           | To make an educated guess, as to what might happen or occur as the result of something in the future.   |
| Record            | To log information in the present (for example data during a science experiment), to look back on it in the future.   |
| Sensor            | A tool or device that is designed to monitor, detect and respond to changes for a specific purpose, such as a smoke alarm, which will ring if smoke is detected in the air. |
| Source            | Where something comes from, for example milk is a source of calcium.  |
| Spreadsheet       | A file where you can input, sort and analyse data across a series of cells.   |
| Temperature       | How hot or cold something is.   |
| Weather           | The current condition of the atmosphere around the world, such as the temperature, rain, wind, clouds and sunshine.   |

# Key facts

A weather station uses a system of sensors to monitor the atmosphere:



Weather satellites collect and send data back down to Earth, after monitoring the atmosphere from space.



## When filming remember to:

Don't film into the light e.g by a window



Don't stand too close or too far away



Make sure your surroundings are quiet



Let the presenter know when to start by saying, "3,2,1 action!"



Keep the presenter in the middle of the screen - no chopped off heads!