

25 Years of the Internet

The internet is good. It has changed the world. It is 25 years old. But what is the internet? Who made it? How has it changed the world? Find out as you keep reading!

What is the internet?

The internet holds lots of information. It is like a web. It links lots of things together. Each part is joined to all the other parts. Computers, TVs and phones are all joined together by the internet. We use it to see websites. We use it to watch video clips. We use it to send emails.

Who made it?

Something like the internet we have was made over 50 years ago. It was not as big as it is now. Not many people used it. In 1990, a man called Tim Berners-Lee made the World Wide Web. A year later, he shared it with everyone. Now anybody can use the internet!

Changing the World

Tim Berners-Lee made the first website in 1990. Now half the people in the world use the World Wide Web. People are joined together by the internet. Somebody in China can speak to somebody in America. Someone in Britain can buy a car from Australia. People fall in love on the internet. You can put photos on the internet. You can share ideas on the internet. It has changed the world.

25 Years of the Internet

1. Who made the first website? (C2)
2. Which information goes with which bit of history? Put the letters next to the right answer. (C5/1c)
 - A. The first website was made.
 - B. Something like the internet we have was made.
 - C. Half the people in the world use the internet.

50 years ago	
1990	
Today	

3. Write down one way you use the internet. Then write down one way an adult you know might use the internet. (P1)
4. The title says '25 Years of the Internet'. Find and copy the sentence which shows that this is a good choice for the title. (S1)
5. 'It links lots of things together.' Think of a word which you could use instead of 'links'. (C1/1a)

25 Years of the Internet

1. Who made the first website? (C2) **Tim Berners-Lee**
2. Which information goes with which bit of history? Put the letters next to the right answer. (C5/1c)
 - A. The first website was made.
 - B. Something like the internet we have was made.
 - C. Half the people in the world use the internet.

50 years ago	B
1990	A
Today	C

3. Write down one way you use the internet. Then write down one way an adult you know might use the internet. (P1) **Personal answers which must make sense.**
4. The title says '25 Years of the Internet'. Find and copy the sentence which shows that this is a good choice for the title. (S1) **'In 1991 he shared it with everyone.'**
5. 'It links lots of things together.' Think of a word which you could use instead of 'links'. (C1/1a) **Joins; connects; attaches; combines; ties.**

Comprehension

- Year 1/2 C1/1a Discussing word meanings, linking new meanings to known vocabulary
C2 Answer simple, information retrieval questions about texts*
C3 Drawing on what they already know from background information and vocabulary provided by the teacher
C4 Discussing and expressing views about a wide range of texts
C5/1c Discussing the sequence of events in texts and how items of information are related
- Year 3/4 C1/2a Explaining the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve and record information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
- Year 5/6 C1/2a Exploring the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve, record and present information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
C8/2h Making comparisons within and across texts
C9 Distinguish between statements of fact and opinion

Predictions and Making Inferences

- Year 1/2 P1 Link the text to their own experiences
P2/1e Predicting what might happen on the basis of what has been read so far
P3/1d Making inferences on the basis of what is being said and done
P4 Answering and asking questions
- Year 3/4 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Year 5/6 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Language for Effect

- Year 1/2 L1 Recognising and joining in with predictable phrases
L2 Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear
- Year 3/4 L3 Using dictionaries to check the meaning of words they have read
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Year 5/6 L2 Learning a wider range of poetry by heart
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
L5/2g Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases
L6/2f Identify and explain how content is related and contributes to meaning as a whole

*not currently a curriculum objective

Summarising

Year 1/2	S1	Discussing the significance of the title and events
Year 3/4	S2/2c	Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than one paragraph, identifying key details which support the main ideas

Themes and Conventions

Year 1/2	T1/1b	Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
	T2/1b	Considering the particular characteristics of the above texts
Year 3/4	T3	Reading texts that are structured in different ways and reading for a range of purposes
	T4	Identifying themes and conventions in a wide range of texts
	T5	Recognising some different forms of poetry
Year 5/6	T2	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
	T4	Identifying and discussing themes and conventions in and across a wide range of writing

Reading for Pleasure

Year 1/2	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	R3	Discussing their favourite words and phrases
Year 3/4	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
	R3	Discussing words and phrases that capture the reader's interest and imagination
Year 5/6	R2	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	R3	Discussing words and phrases that capture the reader's interest and imagination
	R4	Recommending texts that they have read to their peers, giving reasons for their choices