

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Computing — Online Safety

KS1 Year 1

NC/PoS:

- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.

Prior Learning (what pupils already know and can do)

- Recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.
- Recognise some ways in which the internet can be used to communicate.
- Give examples of how they (might) use technology to communicate with people they know
- Identify ways that they can put information on the Internet.
- Describe ways that some people can be unkind online and offer examples of how this can make others feel
- Talk about how to use the internet as a way of finding information online.
- Identify devices they could use to access information on the internet.
- Know that work they create belongs to them.

End Points (what pupils MUST know and remember)

- Recognise that there may be people online who could make someone feel sad, embarrassed or upset.
- Know why it is important to be considerate and kind to people online and to respect their choices.
- Know why things one person finds funny or sad online may not always be seen in the same way by others.
- Recognise that information can stay online and could be copied.
- Understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.
- Know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.
- Know how passwords are used to protect information, accounts and devices.
- Recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).
- Know why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.
- Know that work they create using technology belongs to them (e.g. 'I designed it' or 'I filmed it').
- Save their work under a suitable title or name so that others know it belongs to them (e.g. filename, name on content).
- Understand that work created by others does not belong to them even if they save a copy.

Recommendations:

Staff should use Project Evolve to create an assessment quiz for their class. This can cover many topics depending on the number of questions available. Following the completion of the baseline assessment, staff should complete lessons using the resources provided that meet any of the unmet objectives.

The terms shown should act as a guide. The time required to teach each strand will ultimately depend on the class and number of lessons required.

Autumn Term: Managing Online Information

At the end of this strand, all children should be able to:

- Give simple examples of how to find information (e.g. search engine, voice activated searching).
- Use the internet to find things out.
- Know that we can encounter a range of things online including things we like and don't like.
- Know that we can encounter things online which are real or make believe / a joke
- Know they can get help if they see content that makes them feel sad, uncomfortable, worried or frightened.
- Know how to get help from a trusted adult.

Autumn Term: Privacy and Security

At the end of this strand, all children should be able to:

- Understand how passwords and PINS keep devices and information secure.
- Recognise some examples of strong and poor password practice.
- Demonstrate the types of data that may be personal to you
- Articulate under what conditions they would ask an adult for help.

Autumn Term: Copyright and Ownership

At the end of this strand, all children should be able to;

- Recognise that objects and work can belong to them.
- Demonstrate how and why they own digital work they have created.
- Explain why digital work belongs to them.
- Understand the benefits of naming my electronic work.
- Demonstrate ways of naming files to help them find them later.

Spring Term: Self-Image and Identity

At the end of this strand, all children should be able to:

- Recognise that there may *be* people online who could make them feel sad, embarrassed or upset.
- Know when they should ask an adult for help with things online that upset them.
- Give examples of different adults they can ask for help.

Spring Term: Online Relationships

At the end of this strand, all children should be able to:

- Understand how to ask permission to use technology/do something online.
- Understand how to ask permission to do something that affects someone else online.
- Give examples of situations where permission must always, **be** sought.
- Name the people they know and **how** they know them, **describing what** they are like..
- Describe how they might use the internet to communicate with family or close friends
- Understand and can describe why they might need some help from an adult when doing this.
- Understand what being considerate/kind means
- Describe what someone might feel like if you were unkind to **them**
- Describe ways in which they can try to be kind both offline and online.
- Explain what they like and dislike and give reasons
- Explain what they like, dislike and find funny and sad online
- Understand that different people may have different reactions to different things online

Summer Term: Online Reputation

At the end of this strand, all children should be able to:

- Understand that information that is shared online can stay there for a very long time.
- Know that information can be copied off the internet.
- Understand that information about them can be copied by others.
- Know that they should not share their personal information online.
- Name different types of personal information that can be shared (photos, text, video).
- Name 3 adults that can help them if they are unsure about information they want to share.

Summer Term: Online Bullying

At the end of this strand, all children should be able to:

- Recognise that certain behaviours online can upset others.
- Give examples of behaviours that are unlikely to upset others.
- Give examples of behaviours that can make others feel more pleasant emotions (e.g. happy, satisfied, proud, etc.)

Summer Term: Health, Well-being and Lifestyle

At the end of this strand, all children should be able to:

- Tell you the rules around their own use of technology in and beyond the home.
- Explain why these rules help keep them safe.
- Identify rules that apply to safety and rules that apply to health/well-being.
- Emerging awareness of how rules may change with simple changes in context (where they are, what they are doing and who they might be with).

Future learning this content supports:

The content of this unit will support other units on online safety, creative media and programming.