Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Computing — Online Safety   **KS1 Year 2**

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 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
- Name their work so that others know it belongs to them.

End Points (what pupils MUST know and remember)
- Explain how other people may look and act differently online and offline.
- Identify who can help them if something happens online without their consent.
- Explain why they should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online
- Explain how information put online about someone can last for a long time.
- Know who to talk to if something has been put online without consent or if it is incorrect.
- Explain what bullying is, how people may bully others and how bullying can make someone feel.
- Use simple keywords in search engines
- Know how to navigate a simple webpage to get to information they need (e.g. home, forward, back buttons; links, tabs and sections).
- Explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).
- Explain why some information they find online may not be real or true.
- Explain how passwords can be used to prbtect information, accounts and devices.
- Explain and give examples of what is meant by 'private' and 'keeping things private'.
- Explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).
- Recognise that content on the internet may belong to other
people.

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.

Autumn Term: Managing Online Information

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

- Use keywords in search engines.
- Describe and demonstrate how to get help from a trusted 'adult or helpline if they find content that makes them feel sad, uncomfortable, worried or frightened.
- Demonstrate how to navigate a simple webpage to get to information they need (e.g. home, forward, back buttons; links, tabs and sections).
- Explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Sid).

Explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are true or real.
Explain why some information they find online may not be true.

Autumn Term: Privacy and Security

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

- Identify the features of effective passwords.
- Identify why we need passwords for accounts/devices.
- Describe the difference between information shared op public platforms (Youtube) and privately (Whatsapp/Direct Message)
- Identify the appropriate types of content that can be shared online and suggest ways to protect this.
- Recognise the wide range of internet connected devices at home.
- Name some of the features of a connected device.

Autumn Term: Copyright and Ownership

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

- Identify digital content that belongs to them.
- Describe why content on the Internet may belong to others.

Spring Term: Self-Image and Identity

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

- Know that people can choose different pictures online to what they actually look like in real life.
- Explain why someone might want to change their appearance online.
- Describe ways in which people might make themselves look different online.
- They can recognise issues online that might make them feel sad, worried uncomfortable or frightened.
- Know who and how they can go to for help.
- Know how to ask for help.

Spring Term: Online Relationships

At the end of this strand, all children should be able to:
- List ways people might use technology to talk to: someone in a game, penpal, an agreed adult (help or supervision), name some of the risks of doing this.
- Understand the word consent.
- Give examples of when they might need to ask for help if something happens online without their consent.
- Give examples of where to find support and who they might ask if they are unsure.
- Understand the word permission and give examples when they might ask for permission and how it applies online, particularly when sharing.
- Give examples of when they might need to ask for, give or deny permission when online or when using technology.
- Understand the feelings associated with being asked to do something positive and something which concerns them.
- Identify when to say 'no' and that they have the right to say 'no' online and when to Seek advice. Identify who they might ask if they are not sure or have concerns.
- Empathise, understanding how someone might feel if permission is not sought or if content is shared against someone's wishes.
- Understand next steps and the importance of requesting and giving permission before sharing.
- Understand the online world.is full of things we might not like to see.
- Understand that sometimes 'things online are designed online to encourage us to click 'yes' Or 'accept' because they want us to agree to things or take us to view something else we didn't intend.
- Identify when to seek advice from a trusted adult before clicking online.

Summer Term: Online Reputation

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

- Know how to find information online.
- Find information online that is older than they are.
- Understand that their information can stay online for a very long time.
- Describe how anyone's online information can be seen by others.
- Describe strategies to protect their online information.
- Know what is ok to share and what isn't.
- Understand that if they have a worry about something someone else has put online they should talk to a trusted adult
- Name 3 different people that can help them if they are worried about something a friend has shared online.

Summer Term: Online Bullying

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

- Identify some characteristics that are typical of bullying behaviour (online and offline
- Consider the motives behind bullying behaviour.
- show awareness of the range of emotions that people involved in a bullying situation may feel.
- Identify examples of bullying behaviour.
- Recognise the difference between accidental and intentional behaviours that may affect others.
- Explain reasons why the blame lies with those who display bullying behaviours, not the target.
- Identify who they can turn to for help and support
- Recognise some sources of support in-different contexts (e.g. School, home, online.
- Understand why people sometimes don't ask for help when being bullied.

Summer Term: Health Well-being and Lifestyle

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

- Recount either rules, guidance or conversations around their own use of technology that they think are important.
- Identify a range of simple health/ well-being issues on which technology can impact
- Explain how they can reduce the impact of these issues when using technology
- Explain ways in which they can self-manage their use of technology or with support from their parent/carer/mentor
- Demonstrate simple awareness of physical health risks around over engagement. Eg. eyes get tired; sitting in one place for a long time; missing meals/drinks etc
- Explain simple well-being awareness; eg not physically socialising; not listening to parents/carers; being bored
- Begin to recognise that rules and guidance can vary by context.

Future learning this content supports:
To be content of this unit will support other units on online safety, creative. media and programming.