

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Computing - Online Safety	LKS2 Year 3
<p>NC/PoS:</p> <ul style="list-style-type: none">• 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.	
<p>Prior Learning (what pupils already know and can do)</p> <ul style="list-style-type: none">• 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 protect 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).• <u>Recognise</u> that content on the internet may belong to other people.	
<p>End Points (what pupils MUST know and remember)</p> <ul style="list-style-type: none">• Explain what is meant by the term 'identity'.• Explain how people can represent themselves in different ways online• Explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.• Explain what it means to 'know someone' online and why this might be different from knowing someone offline.• Explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.• Explain how to search for information about others online• Explain the need to be careful before sharing anything personal.• Explain how the internet can be used to sell and buy things• Explain that not all opinions shared may be accepted as true or fair by others• Explain why spending too much time using technology can sometimes have a negative impact on anyone• Explain why some online activities have age restrictions and why it is important to follow them• Know that connected devices can collect and share anyone's information with others• Explain why copying someone else's work from the internet without permission is not allowed <p>All end goals taken from <i>Education for a Connected World</i></p>	
<p>Recommendations:</p> <p>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.</p> <p>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.</p>	

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Autumn Term: Managing Online Information

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

- Use key phrases in search engines.
- Explain what autocomplete is.
- Explain how to choose the best suggestion.
- Be aware that autocomplete suggestions may not be truthful.
- Explain how the internet can be used to sell and buy things.
- Describe different contexts for buying/selling online e.g. websites, auctions, social media, streaming services, app store, apps, in-app/game purchases, influencers.
- Explain the difference between a 'belief, an 'opinion' and a 'fact'.
- Analyse information and differentiate between 'opinions', 'beliefs' and 'facts'.
- Understand what criteria have to be met before something is a 'fact'.
- Explain how to evaluate evidence to determine its credibility.
- Identify how to get help from a trusted adult if needed.

Autumn Term: Privacy and Security

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

- Recognise that passwords protect their reputation and the information that they consider important.
- Be able to suggest methods for keeping password safe and secure.
- Demonstrate an awareness of the people they trust.
- Make decisions about what information they share and with whom.
- Recognise that smart devices often collect and share personal information and other information about people (e.g. tech usage).

Autumn Term: Copyright and Ownership

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

- Understand that we all have rights over the content we create
- Know that whilst the internet may be 'Free' not all content is 'Free to use'

Spring Term: Self-Image and Identity

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

- Explain what is meant by the term 'identity'.
- Explain how they can represent myself in different ways online.
- Explain ways in which and why they might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media).

Spring Term: Online Relationships

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

- Explain what it means to 'know' someone.
- Give different examples of how well they know people eg. friends, family, teachers.

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- Explain the differences between 'knowing' someone online compared to offline
- Explain what is meant by trusting someone online
- Give examples of what 'liking' someone online means and how it can be done
- Understand and can explain the difference between trusting and liking someone online.
- Understand and can explain what trust means and why it is so important, including online.
- Understand that they should be careful when sharing some information about myself and about other people online.
- Understand that trust has to be earned and can give examples of how trust in someone might be lost because of something that happens online.
- Explain the importance of giving permission before sharing things online;
- Explain the importance of gaining permission before sharing things online;
- Understand that the principles of sharing online is the same as sharing offline e.g. sharing images and videos.

Summer Term: Online Reputation

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

- Use a search engine to find information about them and their family
- Use "" to narrow their search
- Understand that they should check the images, news and video results as well as the regular search results
- Understand what 'personal' information is
- Know that they must always ask before they share information about others online
- Name 3 different places or people that they can go to if they are unsure if information is safe to share

Summer Term: Online Bullying

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

- Explain why they should be kind online vs. unkind.
- Know how they should act online.
- Explain how they make sure they are being kind online.
- Say what handful online behaviour looks like/
- Describe methods people may use to bully others including online and offline methods.
- Provide simple examples of where online bullying can take place and what it might look like.

Summer Term: Health, Well-being and Lifestyle

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

- Give examples of and explain the positive impact of using technology and the internet.
- Give examples of tech/online activities that they (could) engage with for extended periods of time.
- Give examples of and explain the negative impact of excessive technology use on health and bodies.
- Give examples of and explain the negative impact of excessive technology use on thoughts and feelings.
- Give examples of and explain the negative impact of excessive technology use on relationships and work (e.g. homework/chores/etc.)
- Explain simple rules/strategies they use to reduce the impact of these issues.
- Explain why some online activities have age restrictions.
- Explain how children can be pressured into watching or doing something online.

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- Know who they can talk to if other people pressure them into doing something that makes them feel uncomfortable.

Future learning this content supports:

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