

Week commencing	Children will learn:	Children will create to evidence and support across school:
1	<p>Self Image and Identity</p> <ul style="list-style-type: none"> I can explain how other people may look and act differently online and offline. I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help. <p>PSHE Links: R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p>	<p>Children will create posters to display around school about keeping safe on the internet.</p>
2	<p>Online Relationships</p> <ul style="list-style-type: none"> I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country). I can explain who I should ask before sharing things about myself or others online. I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. I can identify who can help me if something happens online without my consent. I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online. <p>PSHE Links: L8. about the role of the internet in everyday life</p>	<p>Children will create a set of 10 rules e.g. Digital Commandments that they will expect others to follow when they are online.</p>
3	<p>Online Reputation</p> <ul style="list-style-type: none"> I can explain how information put online about someone can last for a long time. I can describe how anyone's online information could be seen by others. I know who to talk to if something has been put online without consent or if it is incorrect. 	<p>We will carry out an investigation where we will track where our digital content has been seen. We will do this through our twitter feed – we will post a photo and ask people to comment where they are in the world when they have seen our photo.</p>
4	<p>Online Bullying</p> <ul style="list-style-type: none"> I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying is not to blame. I can talk about how anyone experiencing bullying can get help. <p>PSHE Links: R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p>	<p>Children will create posters to display around school about cyber bullying and how to deal with it.</p>



	<p>Managing online information</p> <ul style="list-style-type: none"> • I can use simple keywords in search engines. • I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). • I can 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). • I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. • I can explain why some information I find online may not be real or true. <p>PSHE Links: L9. that not all information seen online is true L7. about how the internet and digital devices can be used safely to find things</p>	<p>Children will create a step by step guide to how to use search engines and voice activated searching. This will be done through a video.</p>
6	<p>Health, well being and lifestyle</p> <ul style="list-style-type: none"> • I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. • I can say how those rules / guides can help anyone accessing online technologies. <p>PSHE Links: L8. about the role of the internet in everyday life H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p>	<p>Children will explore their local area and places they can access the internet. We will create a slideshow to show others around school where you can access the internet.</p>
1	<p>Privacy and security</p> <ul style="list-style-type: none"> • I can explain how passwords can be used to protect information, accounts and devices. • I can explain and give examples of what is meant by 'private' and 'keeping things private'. • I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). • can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions). <p>PSHE Links: H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p>	<p>We will create a quiz using Microsoft Forms for other children to complete which links to privacy and security when on the internet. We will collect the results.</p>
2	<p>Copyright and ownership</p> <ul style="list-style-type: none"> • I can recognise that content on the internet may belong to other people. • I can describe why other people's work belongs to them. <p>PSHE Links: L7. about how the internet and digital devices can be used safely to find things L8. about the role of the internet in everyday life</p>	<p>As digital leaders we will find examples of copyright and learn why this protects people's work. We will role play an example of how someone may feel when they have their work copyrighted.</p>