

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p>Digiduck's big decision story book and app</p> <ul style="list-style-type: none"> • A story of friendship and responsibility online. • Discuss how to be a good friend online. • App: Children can read the story, follow the narration and help bring the illustrations to life by interacting with the app and creating fun actions and animal noises. The app then allows them to take a quick quiz to sum up what they've learned through the story. 		<p>Smartie the Penguin</p> <p>What should we do if something goes wrong when using technology?</p> <ul style="list-style-type: none"> • Who can we tell? <p>Activity: Discuss games / programs children like to play at home. Read Smartie the penguin and discuss his decisions at 'time to chat' as indicated. Focus on who Smartie told and who they could tell at home or in other places. Discuss who they could tell if something happened online which worried them.</p> <p>Resources: <i>Smartie the penguin story</i> at http://www.kidsmart.org.uk/teachers/ks1/readsmartie.aspx</p>		<p>Personal Information – Hector's World</p> <ul style="list-style-type: none"> • Children understand that some information about themselves is special because it makes them unique. • Children know that they should never give out their personal details online without a parent or teacher's permission. <p>Activity: Watch Hector's World Episode 1. <i>Explain</i> that although they do have a lot of things in common, each of them is special and not exactly like anybody else. Some of the things that make us different are our names, what we look like, what we like doing, or our personality (shy, talkative etc.).</p> <p><i>Explain</i> that they are now going to watch a cartoon about how important it is to keep their special 'personal' information safe.</p> <p><i>"In this cartoon you are going to meet a group of friends who live under the sea. Watch carefully and you will soon see that each of the friends is special and different. One of them is in a rush to do things, one is a bit bossy, and another is sensible and likes helping his friends. While you are enjoying the cartoon, think about what the friends are learning about their personal information."</i></p>	
Year 2	<p>Trust – Hector's World</p> <ul style="list-style-type: none"> • Children understand that not everyone they meet is automatically trustworthy. • Children begin to identify the characteristics of people that are worthy of their trust and who can help them make positive choices to keep them safe. <p>Explain to the class that when we are in trouble or have a problem, it is good to turn to people in our lives that we know will help us and give us support. These are people we trust. The class may have suggestions about who they trust in their lives. Introduce the episode to the class by saying that over the next few days they</p>		<p>Staying safe online – Hector's World</p> <ul style="list-style-type: none"> • U/S Importance of messages we send online. • Why is it important to only send nice messages to people? • What should we do if we receive a nasty message by text / email / online? • Who can we tell when something goes wrong? <p>Activity: Watch episode 6 of Hector's world and discuss what happened to Ming, and what she did. Discuss who they could tell if something happened online which worried them.</p> <p><i>World episode 6</i> (at www.thinkuknow.co.uk)</p>		<p>Staying safe online – Animal Magic</p> <ul style="list-style-type: none"> • What is personal information? • U/S Importance of keeping personal information private. • Who can we tell when concerned about content or being contacted? • Why might we use a nickname or screen name? • What could make a suitable or unsuitable name? (i.e. it's unsuitable if it contains real information or clues about you) <p>Activity: Watch Animal Magic and discuss concept of personal information and mistakes that Lee and Kim made. Discuss who they could tell if something happened online which worried them. Children sort or role play what things are ok to tell</p>	

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	<p>are going to be watching some ‘cartoons’ which will help them make smart decisions about who they can trust. View Hector’s World Episode 2: “Welcome to the Carnival”. Review the storyline, then watch the episode again, asking the students to pay attention to which characters the friends share their personal information with (personal information includes their name, address, telephone number).</p> <p>View Hector’s World Episode 3: ‘It’s a Serious Game’ twice. Reevew the story and ask the children to try to remember:</p> <ul style="list-style-type: none"> • How the Squid knew Sprat’s personal information. • Why Hector gives the Squid Tama’s personal information. <p>What Constable Solosolave warns Hector and his friends about.</p>	<ul style="list-style-type: none"> • Model searching online for information – e.g. how to search for information on a new film or playstation game and remind them what we should do if something unexpected comes up? (minimize screen and tell adult) 	<p>people (e.g. favourite food), and what things are personal (e.g. address)</p> <p>Resources: <i>Animal Magic (CEOP)</i> at https://www.youtube.com/watch?v=-nMUbHuffO8</p> <p>Discuss screen names and sites they use that require names. Discuss their screen names and whether they are appropriate, and reasons for their choices.</p>
<p>Year 3</p>	<p>Accepting</p> <ul style="list-style-type: none"> • Why should we be careful about opening messages and files from people we don’t know or are not expecting? • What is an attachment? Junk mail? Spam? • What kind of thing could be dangerous to accept online (attachments from people we don’t know, junk mail, links in texts etc) <p>Activity: Watch Chapter 1 ‘What should you accept?’ from Captain Kara (link below) and look at the A from SMART rules, Accepting. Discuss new vocab.</p> <p>Resources: Chapter 1 http://www.childnet.com/resources/the-</p>	<p>Who should you tell?</p> <p>Activity: Watch Chapter 4 ‘Who should you tell?’ from Captain Kara (link below) and look at the A from SMART rules, Accepting. Discuss new vocab. http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter4</p> <p>Look at T from SMART rules, Tell. Discuss who you could tell e.g. your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried. What should you do if you or someone you know is being bullied online?</p>	<p>Meeting</p> <ul style="list-style-type: none"> • Why could it be dangerous to talk to strangers online? • How do we know that people we meet online are who they say they are? • What could they do if a stranger online asks to meet them? <p>Activity: Watch Chapter 5 ‘Be Careful when meeting up’ from Captain Kara (link below) and look at the M from SMART rules, Meeting. Discuss why this could be dangerous, and remind them of best practice. Children have time to explore the Childnet website to see all SMART rules.</p> <p>Resources: Chapter 5 http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew or</p>

	<p>adventures-of-kara-winston-and-the-smart-crew or https://www.youtube.com/watch?v=ww6fPO8EkSg&index=1&list=PLPbjR5qe6oh9WSQhkl_RBpZfBg-MVS2Z</p>		<p>https://www.youtube.com/watch?v=ww6fPO8EkSg&index=1&list=PLPbjR5qe6oh9WSQhkl_RBpZfBg-MVS2Z</p>
<p>Year 4</p>	<p>Think before you post</p> <ul style="list-style-type: none"> Why do we need to keep personal information secure online? Know a range of ways to report concerns. <p>Activity: Watch Chapter 3 'Safe' from Captain Kara (link below) and discuss personal info online. Link back to y3 lesson. Why should they not give this information out online? How can they help keep safe? Show and discuss CEOP Report Abuse button. Children could create a tagxedo on top tips.</p> <p>Resources: <i>Chapter 3 'Safe'</i> http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter3 or https://www.youtube.com/watch?v=ZAfB3nqHI4&list=PLPbjR5qe6oh9WSQhkl_RBpZfBg-MVS2ZP&index=3</p>	<p>What is reliable?</p> <ul style="list-style-type: none"> What does reliable mean? Why might some things we see online not be reliable? (people and content) – What about sites like Wikipedia? How could we check reliability? (check 2/3 sites, check website endings) <p>Activity: Watch Chapter 2 'What is reliable?' from Captain Kara (link below) and look at the R from SMART rules, Reliable. Discuss new vocab. Give children list of URL endings to find out (eg .org.uk, .sch.uk, .fr, .ie etc)</p> <p>Resources: Chapter 2 http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew or https://www.youtube.com/watch?v=0AeOGeBEE0&list=PLPbjR5qe6oh9WSQhkl_RBpZfBg-MVS2ZP&index=2</p>	<p>Securing our information</p> <ul style="list-style-type: none"> What is a password? What kind of sites do we use passwords for? Password guidelines – how to create 'strong' passwords. NB – a strong password is one that contains letters and numbers, upper and lower case, 8 or more characters, is hard to guess and easy to remember – and is changed frequently <p>Activity: Teacher demo on IWB how secure is my password.net. Demo using common names etc and show how quickly a password could be hacked. Decide which passwords are strong and which are weak. Can the children think of their own rules for coming up with 'strong' passwords? E.g. use the first letter of each word in a short sentence, use capitals, numerals etc. Children could produce a document showing rules for making a 'strong' password.</p> <p>Resources: https://howsecureismypassword.net</p>
<p>Year 5</p>	<p>Think before you post</p> <ul style="list-style-type: none"> What is acceptable / unacceptable behaviour when using technologies and online services? What is the purpose of privacy settings? Demonstrates responsible use of technologies and online services, and knows a range of ways to report concerns. 	<p>Conduct: safe messaging</p> <ul style="list-style-type: none"> What kinds of messages are appropriate to send? If you receive a nasty or worrying message on your phone / computer, what should you do? (keep a copy of the message / screen, tell an adult you trust and block the sender if appropriate) How could links or attachments in messages be dangerous? (refer back to 	<p>Beware what you download</p> <ul style="list-style-type: none"> What is downloading and what is appropriate for us to download? What kind of files could be dangerous? What might happen if we download dangerous or inappropriate content? How can we use clues to determine who a message has been sent from, or if it is legitimate?

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	<p>Activity: Watch Jigsaw and discuss Becky's choices – focus on her privacy settings. Where did she go wrong? Who did she tell and who could they tell if something happened? Discuss CEOP Report Abuse button. Discuss 'digital footprint'. Children create comic / poster / info sheet / tagxedodigital footprint on top tips.</p> <p>Resources: <i>Jigsaw from CEOP, SMART rules, www.thinkuknow.co.uk</i></p>	<p>y3 SMART rule, 'reliable'). Will be discussed in more detail next term</p> <p>Activity: Discuss key questions above. Use e-safety scenario cards to see what children would do in those situations. Children explore Chloe's activity in the cybercafé</p> <p>Resources: <i>E-safety scenario cards (http://files.lgfl.net/eSafety/Education/Resources%20-%20Scenario%20Cards.doc)</i></p> <p><i>Cybercafe</i></p>	<p>Activity: Discuss downloading and what types of things you might download – music, apps, games etc Discuss key questions above. Watch the Lady Jane Grey Horrible History clip (link below) and discuss, focusing on pop ups, attachments and viruses.</p> <p>Children create either short video on iPads illustrating the theme, or 'selfies' of themselves holding up their tip illustrating the theme.</p> <p>Resources: <i>Lady Jane Grey Horrible History clip http://www.bbc.co.uk/cbbc/clips/p01g2pp/</i></p>
<p>Year 6</p>	<p>Think before you post</p> <ul style="list-style-type: none"> • What is acceptable / unacceptable behaviour when using technologies and online services? • Why are some images not ok to post? • What happens to content we have posted? • Demonstrates responsible use of technologies and online services, and knows a range of ways to report concerns. <p>Activity: Recap on Jigsaw from y5 (watch if required) and discuss Becky's choices – focus on the images she posted. Remind children of CEOP Report Abuse button. Discuss 'digital footprint'. Children create comic / poster / info sheet / tagxedodigital footprint on top tips.</p> <p>Resources: <i>Jigsaw from CEOP, SMART rules, www.thinkuknow.co.uk</i></p> <p>www.tagxedo.com</p>	<p>Copyright and plagiarism</p> <ul style="list-style-type: none"> • What is copyright? • Who 'owns' content on the web? Eg music, films etc • Importance of respecting individuals and intellectual property; • Ensure they keep to copyright rules when publishing their work or sharing files • Know where to access copyright free resources e.g. music and images <p>Activity: Watch copyright film on BBC and discuss issues and new terminology. Watch plagiarism film and discuss. Children produce glossary of new terms using chosen application (e.g. presentation, popplet etc)</p> <p>Resources: Copyright film on BBC (http://www.bbc.co.uk/programmes/p011sqfy)</p> <p>Plagiarism film on BBC http://www.bbc.co.uk/programmes/p011t79y</p>	<p>Digital Literacy</p> <ul style="list-style-type: none"> • Using tech responsibly, securely and safely • How can we be discerning in evaluating digital content? • Is everything we see online accurate or age appropriate? • How can we check accuracy / bias? • How would they convince someone that these sites below are true? <p>Activity: Use www.easywhols.com to check site ownership.</p> <p>Tree octopus activity (http://www.theconsultants-e.com/Libraries/Workshop_Handouts/PacificNorthwestTreeOctopus-LessonPlan_sflb.ashx)</p> <p>http://allaboutexplorers.com/</p> <p>http://www.thedogisland.com/</p> <p>http://resources.woodlands-junior.kent.sch.uk/homework/tudors/explorers.htm</p>