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| Subject: Computing – Introduction to Online Safety- Digital Literacy Year: PHASE ONE – Year A – Unit 1 of 4  ELG: no ELG for Computing  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)  How to stay safe and ask for help, not to talk to strangers. |
| End Points (what pupils MUST know and remember)  EfaCW Statements:   * I can use simple rules to stay safe online * I can flag anything upsetting online * I can recognise my private information * I know information can stay online * I know to be kind online * I can explain my work belongs to me * I can search information * I can protect my devices |
| Key Vocabulary  Online, trust, block, share, flag/report, digital footprint, private, public, personal information, permission, internet, search engine, website, browser |
| Session 1: What is the internet and what does ‘online mean?  Should know different devices that could connect to the internet   * Lights * Toys * Televisions * Computers * Watches * Ipads   Explore different tasks that require the use of internet and things that do not.  Why do people go ‘online’? |
| Session 2: Staying Safe Online  Children should understand:   * What does ‘online’ and ‘offline’ mean * The different ways to communicate with people ‘online’0 Facetime, video call, email, texting, calling, teams etc * staying safe online is similar to staying safe in everyday life and that there are rules to follow. * what is meant by personal information and the importance of keeping it private * why they should not speak to strangers * why they should speak with a trusted adult when something happens that they are not happy with * what they should do if somebody makes them feel sad, upset, uncomfortable of embarrassed. * when they put something online, it stays online. * How to deny permission online   Use SMART Rules to devise a class set of rules to follow when working online.  Vocabulary: flag, unkind, guide, hurtful, share, like, trust, block, model |
| Session 3: Digital Footprint  Children should understand:   * what is meant by digital footprint * information could be shared online and how could this be used to create ‘an image’ of someone. * how sharing personal information online lead to danger within real life * to never give out personal information such as name, address, photo etc * They must ask permission to do something and online * information can be kept private online through the use of strong passwords and what private means   Vocabulary: stranger, trust, in person, sharing, cloud, edit, control, information, private, digital footprint, public, personal |
| Session 4: Being Kind Online  Children should understand:   * information that is shared online can stay there for a very long time * importance of thinking twice before posting * even if they try to delete something that doesn’t mean it hasn’t already been seen by someone. * information can be shared by others making it difficult to know where it is and who has seen it. * although they may share something online, someone else may decide to share it as their own.   Vocabulary: strangers, block, unkind, respect, understanding, permission, impersonate, pretend |
| Session 5: Safe Searches  Children should understand:   * we can use the internet to find information that we need; this is done using ‘search engines’. * information on the internet is vast and that not all of it will be relevant. * a good search is one that is simple and specific.   Vocabulary: internet, search engine, search, world wide web, browser |
| Future learning this content supports:  The content of this unit will support other units on online safety and using devices responsibly. |