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| Year Group | Activities | Outcomes | KLIPS Targets |
| EYFS | Use the Smarty the Penguin powerpoint and related questions to discuss internet use with the children. Have the children recall how Smarty made the right choices and what the dangers where.You may use the websites below as guides for building Smarty masks or sock puppets and then perform ways to stay safe to the rest of the class (resources will be needed).<https://www.activityvillage.co.uk/penguin-mask-craft> <https://www.birthdayinabox.com/pages/animal-crafts-penguin-sock-puppets> Safer Internet Day resources. Choose session from the resources to work with the children on. This will be related to the children’s knowledge or misunderstandings.<https://www.saferinternet.org.uk/safer-internet-day/2018/sid2018-education-packs/education-pack-3-7s>  | Children discuss ways to stay safe online.Children make resources for presenting their understanding to their peers or parents.Children complete one of the activities from the teacher pack. | * Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purpose.
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| Year 1 | <https://www.youtube.com/watch?v=-nMUbHuffO8> Show the children the video and pause at different points to question their understanding e.g. *Who goes online? Who plays games with their family? Who has used online games with/against other people? What mistakes have the children made? What could they do to stay safe? What where Sid’s top tips?* Ensure that where to seek support is discussed e.g. CEOP, NSPCC, teachers, parents!Use the DigiDuck e-book to discuss how we treat information online and how it is similar to how we act in real life. Safer Internet Day resources. Choose session from the resources to work with the children on. This will be related to the children’s knowledge or misunderstandings.<https://www.saferinternet.org.uk/safer-internet-day/2018/sid2018-education-packs/education-pack-3-7s> | Children produce a set of instructions in the form of a poster to help others stay safe online. They can use Sid’s tips or others discussed in class. The poster could have drawings of themselves as avatars or use photographs in a Pic-collage with blank boxes next to them for the instructions.Class discussion linked to how we treat one another in real life and online.Children complete one of the activities from the teacher pack. | * Recognise common uses of information technology beyond school.
* Understand the rules and responsibilities outlined by the school’s acceptable use policy and begin to understand where to go for help when they have concerns.
* Develop an understanding of how to keep their personal information private and understand they need to use technology safely and respectfully.
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| Year 2 | <https://www.youtube.com/watch?v=-nMUbHuffO8> Show the children the video and pause at different points to question their understanding e.g. *Who goes online? Who plays games with their family? Who has used online games with/against other people? What mistakes have the children made? What could they do to stay safe? What where Sid’s top tips?* Ensure that where to seek support is discussed e.g. CEOP, NSPCC, teachers, parents!Ways we use the internet and technology. Discuss the various forms of technology we use every day and whether it has internet access or stores information about us which others can access.Safer Internet Day resources. Choose session from the resources to work with the children on. This will be related to the children’s knowledge or misunderstandings.<https://www.saferinternet.org.uk/safer-internet-day/2018/sid2018-education-packs/education-pack-3-7s> | Children produce a set of instructions in the form of a poster to help others stay safe online. They can use Sid’s tips or others discussed in class. The poster could have drawings of themselves as avatars or use photographs in a Pic-collage with blank boxes next to them for the instructions.Class discussion which investigates the forms of technology we use every day and whether others can use it to access our information. Teacher may provide a list for children to discuss e.g. phones, laptops, tablets, smart TVs etc.Children complete one of the activities from the teacher pack. | * Know their responsibilities from their school’s acceptable use policy and how to report any concerns they have.
* Recognise situations using technology and the internet involving content and contact that are not safe and know where to go for help.
* Begin to develop an understanding of the importance of computers and the internet to communicate.
* Develop their knowledge of the technology used in everyday life in a range of situations and be able to discuss their ideas.
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| Year 3 | Use the video link below and discuss the messages involved. The children will then be writing a class rap which can be recorded. <https://www.youtube.com/watch?v=wtiAAyTJXig>Use the video link below to develop discussion about staying safe online and some of the main dangers. <https://www.youtube.com/watch?v=GAXBz5kC3CQ> Truth or lies – Have the children come up with three statements about themselves which others may not know the answer to. Two should be truths and one lie. *Can others detect the lie? Why is this difficult? What do we need to know to identify the lie?*Use this to discuss the idea of reliability online. Use photoshopped images to discuss the idea of true and fake online. | Create rap for e-safety. Upload video to VLE and put lyrics on school website.Group discussion regarding internet safety and the things we do online which others can access.Children can produce bubbles for the computing big book which explains what they know about elements on the internet which may be false or untrue e.g. profiles, images, news, advertisements. | * Use technology safely and respectfully and have an understanding of how to keep information secure.
* Realise the importance of reporting any concerns they have using the internet and other communication technologies, and know some ways in which they can do it.
* Develop an understanding of what is acceptable and unacceptable online behaviour.
* Realise that not all information on the internet is trustworthy and there is a need to verify its reliability.
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| Year 4 | Use the video link below to discuss popup ads and safe ways to use the internet. <https://www.youtube.com/watch?v=d5kW4pI_VQw><http://www.childnet.com/resources/film-competition/2017/primary-finalists> Discuss some of the key factors involved in cyberbullying and treating others with respect. Show the children the videos which won the 2017 Childnet e-safety awards and explain that the children will be making videos of their own. | Children create speech bubbles for big books linked to the class discussion.Children work in groups to create a video about being kind online. | * Use technology respectfully, responsibly and safely, knowing how to keep their information and passwords secure.
* Know different ways of reporting concerns about content and contact involving the internet and other communication technologies.
* Have a greater understanding of what is acceptable and unacceptable online behaviour.
* Start to develop strategies to verify the reliability and accuracy of information on the internet and develop an awareness of copyright.
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| Year 5 | Have the children review the e-safety documentation in the suite (notably the posters on staying safe). Have the children recreate these posters in their own way and use Publisher/Word to add comments and questions. These images will then be used to replace the existing ones.PEGI ratings – use the powerpoint to discuss the use of PEGI ratings and the games which children play. This will require some honesty amongst the class and will need to be dealt with subtly as many children may be allowed by parents to play over-age games.Use the play scripts if necessary to discuss ways of investigating internet safety. The children will be writing their own 3 minute play scripts in which they need to present an issue, a danger and a solution. These can be filmed to show to other classes.Discuss the age limits on social media sites and who has access to their own or parent’s pages. Use the video below to discuss measures they can take to stay safe. <https://www.youtube.com/watch?v=GHW6O3Mf0qE>  | Children produce new informative posters for the computing suite to engage other classes in staying safe online. Ensure that children focus on how to report elements which they find offensive etc.The children will discuss the reasons for PEGI ratings and why they may not be followed or adhered to.Children produce a play script which will be performed and filmed for other classes. These may be uploaded to the VLE.Children discuss the ways in which social media may be unsafe and ways to stay safe. Ensure that age restrictions are the main focus of the session. | * Use technology safely, respectfully and responsibly and continue to develop skills to identify risks involved with contact and content including developing an understanding of digital footprints.
* Know a range of ways of reporting concerns about content and contact involving the internet and other communication technologies.
* Understand what acceptable and unacceptable online behaviour is.
* Use strategies to verify the reliability and accuracy of information on the internet and understand copyright.
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| Year 6 | Create multimedia presentations linked to internet safety using prezi – include hyperlinks (internal and external), videos, images and research.Emoji posters – children produce Safer Internet Posters for local businesses and establishments which use different emojis to get the message across. Friendbook analysis – the children will be studying a fake ‘Facebook’ profile and discussing what we could learn as a stranger. *Use Jigsaw video to support this.*<https://www.youtube.com/watch?v=yrln8nyVBLU> Use the video link to discuss internet usage and the ways in which children can help educate other computer users at home. Discuss the concept of the digital footprint. | Children create informative presentations using a range of elements from recommended sites.Children use the language of emojis to inform others about online safety.Children discuss the way in which we can stay safe online and how our information can be protected (digital footprint).Group discussion linked to digital footprint and staying safe online. | * Be competent users of technology using it safely, respectfully and responsibly and know about digital footprints and ‘strong’ passwords.
* Demonstrate that they can identify the risks involved with content and contact and they know a wide range of ways of reporting any concerns they have.
* Understand what acceptable and unacceptable online behaviour is.
* Use strategies to verify and evaluate the reliability and accuracy of information on the internet and understand what copyright and plagiarism is and how it relates to their work.
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