

Foundation Subject Medium Term Planning

Subject: Computing	Concept/Theme: Digital Literacy E-Safety	Year Group: Year 4	Term: Spring 1
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Vocabulary:		End of Unit Milestones:	
content	Content is the text, pictures, video, or anything else in the page or file.	<ul style="list-style-type: none"> • I know how to protect my online reputation and digital footprint. • I know how to work out whether information online is true and reliable. • I know how to protect my online reputation. • I know how to get help if I regret sharing something online. • I know how not to be an over-sharer. • I know what phishing is. • I know what a cyberbully is and how to deal with them. • I know top tips on how to 'Be Internet Sharp' and 'Be Internet Alert' • I know how to create a strong password online. • I know how to show kindness online. 	
autocorrect	A software function that automatically makes or suggests corrections.		
body	The main content (text) on the page.		
phishing	Phishing is when someone tries to steal information through an email, text, or other online communication.		
digital footprint	Everything on the internet that makes you, you. For example: photos, audio, videos, texts, blog posts and messages that you write on friends' pages.		
fake	Not real or an imitation that is designed to trick someone into thinking it is real when it isn't.		
online reputation	Online reputation is anything that appears about them on the internet.		
cyberbully	Someone who uses electronic communication to bully a person, for example by messages or comments.		
upstander	An upstander is someone who takes action against bullying behaviour		
Prior Learning: Year 3 Term: Spring 1 <ul style="list-style-type: none"> • I know the SMART rules. • I know what I should accept online. • I know what is reliable online. • I know the dangers of meeting up with someone I don't know in the real world. • I know who I should tell if I come across something not safe online. • I know things that I can do to keep safe online for each of the SMART rules. • I can give advice about how to stay safe online. 		Future Learning: Year 5 Term: Spring 1 <ul style="list-style-type: none"> • I know some risks in sharing videos publicly. • I know what privacy settings are used for and how they can help. • I know how to recognise when something 'doesn't feel right'. • I know examples of content which may be appropriate or inappropriate to share online. • I know the possible consequences of sharing without consent. • I know people I can turn to for help. • I know different tactics someone might use to pressurise or manipulate another person online. 	

	<ul style="list-style-type: none"> • I know what to do if someone tries to pressure or manipulate me. • I know how technology can be used positively.
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<h2>Week One</h2>

<p>Objective:</p> <ul style="list-style-type: none"> • I know how to protect my online reputation and to work out whether information online is true and reliable 	<p>Success Criteria:</p> <ul style="list-style-type: none"> • I know what an online reputation is • I know how to protect my online reputation • I know what kind of information to put online to protect my online reputation
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<h3>Learning And Teaching</h3>	Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i>
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<p>Discuss with the children that this half-term the focus is going to be on E-Safety. Ask the children what E-Safety is. Why is it important to be safe online? Class discussion around the two pillars 'Be Internet Sharp' and 'Be Internet Alert' to gauge the pupils' starting point. Explain to the class that someone's online reputation is anything that appears about them on the internet. Then ask, 'How can someone make sure what they do or say online does not damage their online reputation?'. Examples may include: don't post embarrassing photos or videos online, don't write unkind or hurtful comments and posts online, be kind to others, check privacy settings to make sure people can't see all your personal information. 'Being Internet Sharp' means knowing what kind of information to put online to protect your online reputation. Explain that today we will also look at 'Being Internet Alert' which means being able to work out whether things we see online are true.</p> <p>Activity 1: Is it OK to share? In pairs, ask pupils to invent a character of around their age. Ask them to draw this character or write the character's name in the middle of a piece of paper. Write up a list on the board of a character's 'personal' information (e.g. name, address, photo of a friend, date of birth, password). Ask them to choose those which would help the person to build a positive online reputation. Feedback as a class and ask them to discuss what the consequences of posting or sharing the other examples would be.</p> <p>Be Internet Sharp – Activity 4: Keeping it private Invite pupils to work in groups to review the three written privacy scenarios. Ask each group to discuss and agree upon the best privacy solution for each character. Privacy scenarios: what should you do?</p>	<p>Children to invent a character for around their age. Children to answer questions about the scenarios. Upload characters and scenarios to the folder in Google Classroom.</p> <p>Pupils needing extra support: If pupils need more support, provide them with a list of a character's 'personal' information (e.g. name, address, photo of a friend, date of birth, password). See the support worksheet. Ask them to say, or to put a smiley or sad face next to each aspect to indicate if it is OK to share this information online or not</p> <p>Pupils working at greater depth: If pupils need more of</p>
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<p>Example 1: A child at your school has a bad haircut and isn't happy with it. Someone takes a picture and shares it online.</p> <ul style="list-style-type: none"> • Is it kind to share another person's bad hair day? • How do you think that person would feel? <p>Example 2: Someone writes in their diary. Another person copies what they wrote and posts it online.</p> <ul style="list-style-type: none"> • Was the other person wrong to post the diary entries? • How would you feel if someone did this with your diary? <p>Example 3: A group of friends decide to meet at a friend's house after school to play video games. One person in the group posts the house address and mobile number of the friend they are going to.</p> <ul style="list-style-type: none"> • Can you think of any reason why sharing a home address or a phone number on a public place online could be a problem? • Are there more private ways to communicate this message – e.g. sending a private message or text? <p>For each scenario ask: 'Is this OK to share?' For pupils who need more of a challenge, provide them the definition for 'digital footprint' from the vocabulary section and ask how each scenario could leave a negative digital footprint.</p>	<p>a challenge, ask them to design a poster for the classroom with 'Dos and Don'ts' for a positive online reputation.</p> <p>Provide them the definition for 'digital footprint' from the vocabulary section and ask how each scenario could leave a negative digital footprint.</p>
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Week Two

<p>Objective:</p> <ul style="list-style-type: none"> • I know how to protect my online reputation and not to be an oversharer 	<p>Success Criteria:</p> <ul style="list-style-type: none"> • I know what an online reputation is • I know how to protect my online reputation • I know what kind of information to put online to protect my online reputation • I know what to do or how to get help if I share something I later regret online
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<p>Learning And Teaching</p>	<p>Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>
<p>Recap with the children what it means to 'Be Internet Sharp' Explain to the children that they are going to play a game 'Mindfulness Mountains'. An online game navigating the world of online privacy. This is followed by a discussion.</p> <p>The mountainous town centre of Interland is a place where everyone mingles and crosses paths. But you must be very careful</p>	<p>Children to mind-map responses to the discussion questions and upload their answers to the folder in Google Classroom.</p>

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<p>about what you share and with whom. Information travels at the speed of light and there's an oversharer among the Internauts you know.</p> <p>Open a web browser on desktop or mobile device (e.g., tablet), visit g.co/interland, and navigate to the land called Mindful Mountain.</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> • Why is the character in the game called an oversharer? • How do the oversharer's actions affect the game? • How has playing the game made you think about what people should share online? • When is making something public online, instead of just with friends, not a good idea or potentially unsafe? • What can someone do, or how can they get help, if they share something they later regret online? <p>Children to mind-map responses and upload their answers to the folder in Google Classroom.</p>		<p>Pupils needing extra support: Mixed ability groupings</p> <p>Pupils working at greater depth: Mixed ability groupings</p>
<h2>Week Three</h2>		
<p>Objective:</p> <ul style="list-style-type: none"> • I can create a leaflet providing top tips on how to 'Be Internet Sharp' and 'Be Internet Alert' 	<p>Success Criteria:</p> <ul style="list-style-type: none"> • I know what phishing is • I know top tips on how to 'Be Internet Sharp' • I know top tips on how to 'Be Internet Alert' 	
<h2>Learning And Teaching</h2>		<p>Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>
<p>Recap with the children what 'Be Internet Alert' means.</p> <p>Activity 1: Don't bite that phishing hook! (15 mins) Divide the class into groups and give each group the examples of messages and websites. Pupils decide which are real and reliable and which are fake and untrustworthy, giving reasons why. Which examples seemed trustworthy and which seem suspicious? Did any answers surprise you?</p> <p>What is this phishing thing anyway? Phishing in the online world (not to be confused with 'fishing' with an 'f') is when someone tries to steal information like your login or account details in an email, text, or other online communication by pretending to be someone you trust. Phishing emails — and the unsafe sites they try to send you to or the downloads and attachments they try to get you to open — can also put</p>		<p>Children to design an advice leaflet or poster based on what they have learned in the activities. (What it means to be 'Internet Sharp' and 'Internet Alert' and tips on how they can achieve this.)</p> <p>Pupils needing extra support: For pupils who need more support, use the real/fake clue cards and ask them to match each</p>

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viruses on your computer that use your contacts list to target your friends and family with more phishing emails. Other scams might try to trick you into downloading malware or unwanted software by telling you that there's something wrong with your device. Remember: A website or ad can't tell if there's anything wrong with your machine! Some phishing attacks are obviously fake. But others can be sophisticated and convincing. For instance, when a scammer sends you a message that includes some of your personal information, it's called 'spear phishing', and it can be very effective. It's important to know how to spot anything odd or unusual in emails and texts early, before you click on questionable links or enter your password on risky websites.

Here are some questions to ask when you're assessing a message or site:

- Does it include the indicators of a trustworthy site, such as badges?
- Does a site's URL match the name and title you're looking for?
- Are there any pop-ups? (They're often bad news.)
- Does the URL start with 'https://' preceded by a green padlock? (That means the connection is encrypted and secure.)
- What's in the fine print? (That's where they put the sneaky stuff.)

And what if you do fall for a scam? Start with this: Don't panic!

- Tell your parent, teacher, or another trusted adult right away. The longer you wait, the worse things could get.
- Change your passwords for online accounts.
- Let any friends who might be targeted as a result know.
- Use settings to report the message as spam, if possible.

Explain to the children that they are going to play the second Interland game 'Reality River'.

The river that runs through Interland flows with fact and fiction. But things are not always what they seem. To cross the rapids, use your best judgement and don't fall for the antics of the phisher lurking in these waters.

Open a web browser on your desktop or mobile device (e.g., tablet), visit g.co/interland, and navigate to the land called Reality River.

Reality River should get pupils thinking. After they play, these questions should encourage a discussion of the game's themes.

- How did you know if something in the game was real or fake? What were the signs?
- Do you think that playing this game will help you to be safer online in the future?
- Now that you've played this game, what will you always try to remember when you're online in future?
- What should you do if you're unsure or worried about something you come across online?

Ask pupils to design an advice leaflet or poster based on what they have learned in the activities. They could take this home to their parents to teach them what it means to be 'Internet Sharp' and 'Internet Alert' and tips on how they can achieve this.

card against the scenario they think it belongs to. Discuss the clues to ensure that they understand why the messages could be examples of scams or phishing.

Pupils working at greater depth: For pupils who need more of a challenge, ask them to write their own 'Look out for Phishing!' top five clues checklist.

Week Four	
<p>Objective:</p> <ul style="list-style-type: none"> I know how to build a strong password online in order to keep my personal information safe 	<p>Success Criteria:</p> <ul style="list-style-type: none"> I know what a password is and why it is important to have one. I know the importance of being able to create a strong password.
Learning And Teaching	
<p>Protecting my personal information online: how confident am I? Ask pupils to draw a scale from 0-10. 0/1 representing not at all confident, to 10 representing very confident. Invite them to mark on their scale how confident they feel in terms of their knowledge and understanding of protecting their own personal information online. Ask pupils to close their eyes and to put up their hand when you call out where they have rated themselves, 0-3, 4-7, 8-10. This will be re-visited at the end of the lesson. Ask pupils to discuss in groups why it is important to protect personal information and to write as many reasons as they can on separate sticky notes. Invite one or two pupils from each group to bring up their sticky note ideas and place on a flipchart/display board. Summarise and share what pupils have written on their sticky notes. Possible answers: people may access your home address, phone number, see photos, messages and emails that you don't want made public etc. Ask the pupils: What is a password and why is it important?</p> <p>Be Internet Secure - How to build a strong password Explain to pupils that one of the ways that can help to ensure personal information is safe online is to use a 'strong' password. Ask them what they think is meant by a 'strong' password. (mix of upper and lowercase letters, symbols, numbers for letters, etc) Divide the class into teams of two pupils. Each team has 60 seconds to come up with what they think is a 'strong' password. Ask two teams at a time to write their 'strong' passwords on the board. Invite the class to vote on which passwords they think are 'strong'. Pupils could also come up with examples of weak passwords and what makes them weak.</p> <p>Be Internet Secure - Interland: Tower of Treasure Mayday! The Tower is unlocked, leaving the Internaut's valuables such as personal information and passwords at high risk. Outrun the hacker and build an untouchable password every step of the way to secure your private information once and for all. Open a web browser on your desktop or mobile device (e.g., tablet), visit g.co/interland, and navigate to the land called Tower of Treasure.</p>	<p style="text-align: center;">Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p> <p>Children to upload photographs of completed tasks (see below).</p> <p>Pupils needing extra support: Pupils needing support could be given some examples of weak passwords and asked how they could improve them. (e.g. 'password' 'school' 'their name')</p> <p>Pupils needing support should be given a one-to-one explanation of the demonstration and could then create a 'Shh.. Keep it to yourself!' cartoon giving key advice, to reinforce their learning.</p> <p>Pupils working at greater depth: Pupils needing to be challenged could create a 'Dos and Don'ts' checklist on how to write a strong password and give clues to</p>

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<ul style="list-style-type: none"> • What makes a super-strong password? • When is it important to create strong passwords in real life? What tips have you learned about how to do so? • Name one thing that you'll remember to do now after playing the game. 	<p>what a weak password would be. Pupils needing to be challenged could create a 'Shh... Keep it to yourself!' rule to be shared in assembly. This could take the form of a mnemonic poem or rap.</p>
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Week Five		
<p>Objective:</p> <ul style="list-style-type: none"> • I know how to take care of myself and others online 	<p>Success Criteria:</p> <ul style="list-style-type: none"> • I know what to do if I feel unsafe online • I know who I can talk to if I feel unsafe online • I know how to show kindness online 	
Learning And Teaching		Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i>
<p>Be Internet Kind – Activity 3: Taking care of yourself and others This activity revisits the scenarios in Lesson1,Activity4(Keeping it private),this time focusing on help-seeking. Give out the three scenarios/dilemmas from Pillar 1, Activity 4 to pupils to be discussed in their table groups. Key questions to answer are:</p> <ul style="list-style-type: none"> • What can the person do if they feel unsafe online? • Who they can tell or go to? • What might happen when they tell? • What might happen after that? <p>Ask each group to share their responses with the rest of the class. Label the corner of each room teacher, parent, no one, CEOP (the Child Exploitation and Online Protection command of the National Crime Agency). Read the scenario and ask pupils to move to the corner for the one they would tell and explain why they chose this option. Key point – you don't tell 'no one' if you see something upsetting!</p> <p>Be a 'Kindness Superhero'</p>		<p>Children to upload a photograph of the Be a 'Kindness Superhero activity to the folder on Google Classroom.</p> <p>Pupils needing extra support: Ask pupils who need support to discuss the scenarios with you, the teacher, or another adult, focusing on what the person could do if they feel unsafe online and whom they tell in school and outside of</p>

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<p>Ask pupils to draw someone who treats others kindly when they are online. Around the outside, ask pupils to draw or write what this person is thinking, saying and doing to demonstrate kindness online. Remind pupils about extending real life behaviour into online behaviour – e.g. don't say things online that you wouldn't say to someone face-to-face.</p>	<p>school in each case.</p> <p>Pupils working at greater depth: Ask those that need more challenge to design a 'Who to go to' flyer or poster for display in the classroom.</p>
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Week Six		
<p>Objective:</p> <ul style="list-style-type: none"> I know how to take care of myself and others online 	<p>Success Criteria:</p> <ul style="list-style-type: none"> I can describe feelings for a bystander I know when it would be right to block someone online I know what a 'cyberbully' is 	
Learning And Teaching		Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i>
<p>Be Internet Kind –How can I stand up to others online? (see information sheet for support)</p> <p>Ask pupils to make a circle of words describing feelings for a bystander who has witnessed or read unkind behaviour online. In groups, invite pupils to write down on a sticky note one practical suggestion for what the bystander could do to deal with the situation. Make a class graffiti wall of the suggestions and read them out to the pupils. Which ones do they think would be particularly helpful? Ask pupils to devise their own 'Be cool when someone is cruel' online advice checklist.</p> <p>Be Internet Kind –Reacting to role models</p> <p>There are plenty of examples of how bullying and harassment aren't just issues for children – look at how celebrities can treat each other online and offline too. We've been talking about how important it is to be kind to classmates and friends online, as well as offline. Can you think of any examples when celebrities acted negatively towards each other? Do you think some children start bullying or making unkind comments because they see celebrities behaving this way?</p> <p>Be Internet Kind –Interland: Kind Kingdom</p> <p>Vibes of all kinds are contagious – for better or for worse. In the sunniest corner of town, cyberbullies are running amok,</p>		<p>Children to upload a photograph of their 'Be cool when someone is cruel' online checklist to the folder in Google Classroom.</p> <p>Pupils needing extra support: For pupils requiring support ask them to use the graffiti wall suggestions to compose their own 'Be cool when someone is cruel' advice message or tweet.</p> <p>Pupils working at greater depth: Pupils needing to be challenged could create a</p>

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spreading negativity everywhere. Block and report bullies to stop their takeover and be kind to other Internauts to restore the peaceful nature of this land. Open a web browser on your desktop or mobile device (e.g., tablet), visit g.co/interland, and navigate to the land called Kind Kingdom.

Discussion questions:

- When would it be right to block someone online?
- When would it be right to tell someone about someone else's behaviour?
- Why do you think that the character in Kind Kingdom is called a 'cyberbully'?
- What's this character like? How does the cyberbully's behaviour affect the game?

rap/poem to share at a school assembly giving advice on how to combat unkind online behaviour