Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Computing – Online Safety   Year: UKS2 – Year A – Autumn

NC/PoS:
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Prior Learning (what pupils already know and can do)
What personal information is and the importance of keeping it protected online, how to stay safe online when communicating with other, how to flag upsetting content, how to complete safe searches, how people can be someone else online, that smart device are becoming increasingly common in households, the need to respect copyright laws, artificial intelligence is when computers appear to have human intelligence, websites track consumers and how they have used their site

End Points (what pupils MUST know and remember)
- To identify spam emails and what to do with them
- To write citations for the websites I use for research
- To create strong passwords
- To recognise when, why and how photographs we see online may have been edited
- To apply online safety rules to real-life scenarios

Key Vocabulary:
email, spam, link, privacy, virus, scam, phishing, inbox, junk, sender, subject, cite, citation, plagiarism, source, website, bibliography, passwords, secure, safe, account, online, private, posts, media, image, photography, digital, photoshop, edit, filter, apps, software, social media, adverts

Recommendations:

It is recommended that the concepts of this unit be taught at the start of the year but then are referred to throughout the computing curriculum.

https://tinyurl.com/UKS2-YA-OnlineSafety

Session 1: Spam

Through using the recommended resource, children should understand how to use technology safely and respectfully in the context of thinking about how online messages can be hurtful.

Introduce and define the word 'spam' and explain that these types of emails are similar to receiving junk mail in the post. Spam can be annoying, but is it dangerous? Discuss the implications of receiving spam emails.

Vocabulary: email, spam, link, privacy, virus, scam, phishing, inbox, junk, sender, subject

Session 2: Sites to Cite

Through using the recommended resource, children should understand how to use technology safely and respectfully in the context of citing the work of others.

Discuss the world plagiarism and that it is easier now as more and more people work online. Explain the need to use technology respectfully and responsibly by citing the online sources we use in our research and our work. Share and discuss the reasons why it is important to cite your sources. Explain that when people write an information text or article, they must cite their sources and write a bibliography and that there is a special way of doing it. Model how to write a citation for a website before allowing children opportunities to try it.

Vocabulary: cite, citation, plagiarism, source, website, bibliography
Session 3: Powerful Passwords Through using the recommended resource, children should understand how to use technology safely and respectfully in the context of following rules to help create strong passwords. As a group, children think of all the ways in which they keep their homes and belongings safe. Discuss the idea of using a key, lock or safe and stress that you wouldn't give these to other people to use. Discuss how passwords are a type of lock. Talk about the types of things you may need a password for. Show children the most common passwords people use and discuss reasons why people should not use a password that is easy to guess and the possible consequences of someone guessing these passwords. Talk through the basic rules for creating a strong password and clarify that, even if a password is really strong, we should not use it for every account. Vocabulary: passwords, secure, safe, account, online, private
Session 4: False Photography Through using the recommended resource, children should understand how to use technology safely and respectfully in the context of finding out how photos can be altered and presented as reality online. Using examples, ask the children to explain what has been changed and if they are real or fake images. Explain that sometimes we may not realise when a photo has been edited, use examples to support. Discuss the impact this can have on people. Explain some of the main ways in which photos can be edited and model this before allowing the children opportunities to try it. Ensure the children are aware that images can be edited for positive reasons, such as to reduce brightness or red-eye. Vocabulary: posts, media, image, photography, digital, photoshop, edit, filter, apps, software, social media, adverts
Future learning this content supports: The content of this unit will support other units on online safety and using devices appropriately.