



**What I should already know:**

- ◆ To have used a tablet computer or desktop computer in foundation stage under supervision
- ◆ To have an awareness that there are people we don't know (strangers)



**By the end of this unit:**

- Children will know that they have personal information such as their name, age and address and this should be kept private
- To know not to share passwords with other children or adults
- To know that they have a responsibility online when communicating to others and the information they share
- Be safe with images of themselves and images of others

**Key Information:**

Through stories and videos, children will learn that they have personal information.

There are people online that attempt to gather their personal information and not everyone you meet on the internet is someone you know

You have a responsibility when taking a photograph or yourself or others not to share it with everyone or sometimes not to share it at all.

**Vocabulary**

<b>Image</b>	A picture or photograph of someone or something
<b>Online</b>	Using a computer or tablet connected to the internet or network
<b>Personal information</b>	Your name, age, birthday, home address, members of your family or other personal details
<b>Private</b>	Not to be shared
<b>Passwords</b>	A secret word or phrase that you would use to gain access to a website
<b>Responsibility</b>	Taking ownership of your actions or choices and behaving in a trustworthy manner.
<b>Sharing</b>	Telling others your information or displaying a image
<b>Stranger</b>	A person who you do not know or is unfamiliar to you

**Links (Websites/Apps):**

- ◆ Digi duck
- ◆ Common sense media
- ◆ Think U Know



**What I should already know:**

- ◆ I have personal information that is private to me and should not be shared with strangers online
- ◆ I have a responsibility to others about the images I share and who I share them with



**By the end of this unit:**

- Children will be able to explain the school rules when accessing the internet
- Children will know that everything they do online leaves a trail that can be traced and is there for years to come
- Children will appreciate that some websites are more appropriate than others.
- Children will know how to be increasingly specific in a search engine enabling them to avoid more inappropriate sites.

**Key Information:**

Through games, activities, stories and videos, children will learn that everything they upload online creates a digital footprint.

Children will learn how to use a keyword when searching for information and use specific child friendly search engines.

**Vocabulary**

<b>Acceptable use</b>	Staying within an agreed set of rules when using the computers or the internet
<b>Digital Footprint</b>	The information about a person that exists on the Internet as a result of their online activity
<b>Keyword</b>	A particular word that you are searching for information about
<b>Online</b>	Using a computer or tablet connected to the
<b>Personal information</b>	Your name, age, birthday, home address, members of your family or other personal details
<b>Search engine</b>	a program or website that searches for and identifies items that match keywords or phrases. They are used especially for finding
<b>Search results</b>	A list of websites that are likely to contain the keywords or phrases.
<b>website</b>	A set of related web pages located under a

**Links (Websites/Apps):**

- ◆ Hectors world                      Common sense media
- ◆ Kid rex
- ◆ Google junior



## What I should already know:

- ◆ I have personal information that is private to me and should not be shared with strangers online
- ◆ I am responsible for my behaviour online and anything I share creates a digital footprint overtime
- ◆ Some websites are not appropriate and I can use keywords to try & avoid these



## By the end of this unit:

- Children will be able to create their own class rules for acceptable use online
- Children will be able to think of suitable ways to represent themselves as an avatar
- Children will be able to explain why we have passwords
- Children will be able to explain that they might receive online messages and how to respond to these
- Children will know about the 'report it' button
- Children will know that copying other peoples work and posting it as your own is called plagiarism

## Key Information:

Through games, activities, stories and videos, children will be able to explain how they should respond in situations online such as receiving online messages.

They will agree on a set of class rules for the use of the internet

They will explore ways to keep themselves safer online by the website the visit, the passwords they choose and how they communicate with others online.

## Vocabulary

<b>Acceptable use</b>	Staying within an agreed set of rules when using the computers or the internet
<b>Avatars</b>	an icon or figure representing a particular person in a video game or internet forum
<b>Connect</b>	Join together so as to provide access and communication
<b>Internet</b>	A global computer network providing a variety of information and communication facilities, consisting of interconnected networks and computers
<b>Online messages</b>	Communicated messages using an app or website
<b>Plagiarism</b>	The practice of taking someone else's work or ideas and passing them off as your own

## Links (Websites/Apps):

- ◆ Childnet Kara & Winston
- ◆ Common sense media



### What I should already know:

- ◆ I have personal information that is private to me and should not be shared with strangers online
- ◆ I am responsible for my behaviour online and anything I share creates a digital footprint overtime
- ◆ Some websites are not appropriate and I can use keywords to try & avoid these
- ◆ I can use the 'report it' button on a website if the content is inappropriate



### By the end of this unit:

- Children will know that sharing some things can be rewarding but to share appropriately
- Children will be able to explain the difference between in-person and online communication
- Children will be able to write clear and respectful emails
- Children will have the strategies to feel strong in the face of cyberbullying

### Key Information:

Through games, activities, stories and videos, children will be able to explain what information could be shared and how it can be shared appropriately.

They will explore examples of online and in-person communication and from this create their own respectful emails  
Children will explore example situations of cyberbullying and appropriate ways to respond such as seeking adult support.

### Vocabulary

<b>Cyberbullying</b>	the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
<b>email</b>	Messages distributed by electronic means from one computer user to one or more people
<b>In-person</b>	Contact with another person or group of people, usually face to face, where you would communicate your ideas or opinions
<b>Online communication</b>	Any messages that are sent and received via a website, chat, app or email.
<b>Sharing</b>	To tell someone else something. Post or repost on a website or app
<b>respectful</b>	To be mindful of and respect the feelings, wishes, or rights of others

### Links (Websites/Apps):

- ◆ Common sense media
- ◆ 2email



### What I should already know:

- ◆ I have personal information that should be kept private but there are things that can be shared and the benefits of this
- ◆ Anything I do online creates a digital footprint overtime
- ◆ Some websites are not appropriate and I can use the 'report it' button on a website if the content is inappropriate
- ◆ I can compose a respectful email to others
- ◆ I know strategies that will help me in the event of any cyberbullying



### By the end of this unit:

- Children will know how to deal with spam emails safely.
- Children will be able establish group norms that create a positive online community that promotes responsible and respectful digital behaviour
- Children will know what constitutes a secure password to protect their private information
- Children will know that some photos can be changed on the computer and can consider how this affects our own feelings about ourselves

### Key Information:

Through games, activities, stories and videos, children will explore the difference between spam mail and junk mail.

They will consider what makes a strong password.

The children will think about how edited images that they view of others (such as celebrities) and themselves can make them feel

They will think about their own digital behaviour and the advice they can give to others

### Vocabulary

<b>Cyberbullying</b>	the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
<b>Digital behaviour</b>	How you behave when communicating with others online. What you consider posting or reposting and the websites you visit.
<b>Editing</b>	Making an alteration to information or images
<b>In-person</b>	Contact with another person or group of people, usually face to face, where you would communicate your ideas or opinions
<b>Junk mail</b>	unwanted emails, typically in the form of advertising or promotional material
<b>Spam</b>	Email spam, also referred to as junk email, is unwanted messages sent in bulk by email
<b>Strong Password</b>	A <i>strong password</i> consists of at least six characters (and the more characters, the <i>stronger</i> the <i>password</i> ) that are a combination of letters, numbers and symbols (@, #, \$, %, etc.) Passwords are typically case-sensitive, so a <i>strong password</i> contains letters in both uppercase and lowercase.
<b>respectful</b>	To be mindful of and respect the feelings, wishes, or rights of others

### Links (Websites/Apps):

- ◆ Common sense media
- ◆ Think U Know
- ◆ 2 email



### What I should already know:

- ◆ I can keep my personal information safe with a secure password
- ◆ I can share appropriately using digital platforms or respectful emails
- ◆ Anything I do online creates a digital footprint overtime and I should always consider my own digital behaviour
- ◆ Some websites are not appropriate and I can use the 'report it' button on a website if the content is inappropriate
- ◆ I know strategies that will help me in the event of any cyberbullying
- ◆ I know that photos can be edited on a computer/tablet



### By the end of this unit:

- Children will know how to be a good digital citizen
- Children will know that not everything they read online is true
- Children will appreciate to respect the work of others and that some work online is under copyright laws
- Children will know what to do if they are a bystander or a target of cyberbullying
- Children will be able to explain the appropriate response to a number of scenarios relating to the actions they take online

### Key Information:

Through games, activities, stories and videos, children will explore the what it means to be a good digital citizen. They will discuss that not everything posted online is true. They will also find out that some documents or pictures belong to someone else and how copyright affects them. The children will consider different scenarios relating to cyberbullying and the choices they make when online.

### Vocabulary

<b>bystander</b>	a person who is present at an event or incident but does not take part
<b>Cyberbullying</b>	the use of electronic communication to bully a person, typically by sending messages of
<b>copyright</b>	Copyright is a law that gives the owner of a work (for example, a book, movie, picture, song or website) the right to say how other people can use it.
<b>Digital citizen</b>	A person who develops the skills and knowledge to effectively use the Internet and other <i>digital</i> technology, especially in order to participate responsibly in social and civic activities .
<b>Editing</b>	Making an alteration to information or images
<b>fake</b>	not genuine; imitation or counterfeit.
<b>reputation</b>	The beliefs or opinions that are generally held about someone or something.
<b>target</b>	A person selected as the aim of an attack

### Links (Websites/Apps):

- ◆ Common sense media
- ◆ Google Be Internet Awesome