

Component 5:

What we will know after this sequence:

- How to summarise the information learnt so far within this unit.
- How to use a word processing system to create an informative poster including visuals.
- How to give guidance on what someone should do if they feel worried whilst online.

Vocabulary:

Online safety, processing system, informative, information, worries, anxiety, safety, response, outreach, guidelines, support, summary

How will this feed into my next learning:

Children will end the unit by using a word processing system to create an informative poster about how to stay safe online.

SEN:

Mixed ability groups will be used throughout.



Component 4:

What we will know after this sequence:

- How to identify some physical and emotional effects of playing/watching inappropriate content/games.
- How we can relate cyberbullying to bullying in the real-world. Which strategies can be used for dealing with online bullying including screenshot and reporting.

Vocabulary:

PEGI, restrictions, symbols, inappropriate content

How will this feed into my next learning:

Children will summarise their learning so far and create an electronic poster.

SEN:

Mixed ability groups will be used throughout.

Component 3:

What we will know after this sequence:

- How to create their own 'spooF' webpage mock-up.
- How to share their 'spooF' web page on a class display board for the rest of the class to see.
- How to give and receive constructive feedback from peers.

Vocabulary:

Critical thinking, analyse, feedback, spooF, generate.

How will this feed into my next learning:

Children will discuss why online age restrictions exist and where to go to for help if they see inappropriate content.

SEN:

Mixed ability groups will be used throughout.



Component 1:

We should know:

To be cautious when using the internet.
Not to trust everything we read online.
To tell an adult if something inappropriate is seen.



What we will know after this sequence:

- What makes a good password for use on the Internet and the outcomes of not keeping passwords safe.
- The different ways that the Internet can help us to communicate.

How to create a class blog with clear and appropriate messages.

Vocabulary:

Communicate, password, safety, audience.

How will this feed into my next learning:

Children will then consider whether everything they read on websites is factual.

SEN:

Mixed ability groups will be used throughout.

Component 2:

What we will know after this sequence:

- Understand that some information held on websites may not be accurate or true.
- How to search the Internet and how to think critically about the results that are returned.
- How to access and assess a 'spooF' website.

Vocabulary:

Accurate, reliable, trustworthy, spooF, content.

How will this feed into my next learning:

Children will then move on to create their own spooF webpage.

SEN:

Mixed ability groups will be used throughout.

