



Digital
Learners



Engineers



Global
Enquirers



Designers



Healthy
Citizens



Sustainability
Ambassadors



Cultural
Explorers



Careers



Medium Term Plan Digital Learners

Using the K,S,U you have learnt in this unit, what does acceptable behaviour look like online?



Aspect of Study

E-safety

Transferable Knowledge:

Using technology safely and be able to identify unacceptable and acceptable behaviour when using technology

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

During this area of study students should be taught to:

Use technology safely and recognise acceptable and unacceptable behaviour
Use technology safely and respectfully, keeping personal information private

Through a series of activities pupils will further develop their understanding of how to use technology safely, to include how to report concerns, identifying reliable information, knowing what to do when they receive requests from people they do not know. This work puts the focus on behavior and actions that they should take.

<https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew>

In the resource folder there are additional resources that can be accessed to support this unit in PSHE.



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ASHINGTON LEARNING PARTNERSHIP



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Substantive Knowledge (subject-specific) Links with PSHE - keeping themselves safe.

How to respond to message requests from people they do not know

Checking for reliable information

Sharing information online

Disciplinary Knowledge?

Real World Links:

Keeping themselves safe when using technology.
Understanding how to deal with messages, friends requests from people they do not know
Appropriate behaviour when online.

Skills for Life



Opportunity for Skills for Life - linked to progression framework.

Influential Figures

OPAL links

Links to opportunities linked to OPAL

Curriculum Coverage

(Previous, expected and what follows on)

| Prior National Curriculum Coverage | National Curriculum Coverage | Subsequent National Curriculum Coverage |
|--|---|--|
| <p>Year 1: Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Use technology purposefully to create digital content</p> <p>Year 2: Use technology safely and keep personal information private</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> | <p>Use technology safely and recognise acceptable and unacceptable behaviour</p> <p>Use technology safely and respectfully, keeping personal information private</p> <p>With support, select and use a variety of software to accomplish given goals.</p> | <p>Year 4: Use technology responsibly and understand that communication online may be seen by others</p> <p>Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies</p> <p>With support select and use a variety of software on range of digital devices</p> |

| Key vocabulary | Concepts | Language skills |
|--|--|-----------------|
| accept email gaming meeting Friend request | not everyone can be trusted keeping themselves safe | |