



**The Valley Primary School**  
**Class 1 Computing MTP Autumn 1 2023-2024.**  
**Online Safety**

**Unit Overview:**

In this unit, children learn about how what they do online leaves a trail called a digital footprint. They will look at how to improve the efficiency of their online searches, the types of websites that are best for children to access when looking for information, as well as how to identify inappropriate content and the actions they should take if they do. Children will be introduced to the term 'cyberbullying' and look at how they should communicate online and deal with instances of people being unkind via digital means.

**Knowledge / Skills & Concepts:**

In this unit, the children will:

Recognise common uses of information technology beyond school.

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

**Assessment:****All children can:**

- know what 'digital footprint' means;
- know that people can use the information they put online;
- know that a digital footprint contains information about a person;
- identify keywords that will give good search results;
- use a website to search for information;
- begin to identify possible dangers online;
- identify websites suitable for their age;
- know when to ask an adult for advice about accessing a website;
- know what to do if a website makes them uncomfortable;
- talk about what people might want to know about a website;
- give their opinion about a website;
- say what they like and dislike about a website;
- begin to consider who a website could be aimed at;
- identify unkind online behavior;
- know what to do if they think someone is being unkind to them online;
- know how to safely search for information online;
- choose appropriate websites for their age.

**Most children can:**

- explain what 'digital footprint' means;
- know how people can use the information they put online;
- know that a digital footprint contains information about a person;
- know how to use keywords to give better search results;
- use a website to search for information;
- identify possible dangers online;
- explain how to identify websites suitable for their age;
- know when and how to ask an adult for advice about accessing a website;
- explain what to do if a website makes them uncomfortable;
- know what people might want to know about a website in order to determine its usefulness;
- explain their likes and dislikes about a website;
- identify who a website could be aimed at;
- identify unkind online behaviour;
- know the course of action to take if they think someone is being unkind to them online;
- safely search for information online;
- choose appropriate websites for their age.





**Some children can:**










explain what a 'digital footprint' is and how it is generated;

- use keywords to give better search results;
- use a website to safely search for information;
- identify dangers online and know what to do about them;
- know when and how to ask an adult for advice about accessing a website;
- explain what to do if a website makes them uncomfortable and why this is important;
- determine whether a website is useful or not;
- review a website;
- identify unkind online behaviour;
- know the course of action to take if they think someone is being unkind to them or others online;
- choose a range of appropriate websites for their age.

**Key Vocabulary:**

Digital footprint, trail, e-Safety, online, website, advert, content, social media, post, public, Keyword, search engine, Internet, website, safe, secure, appropriate, rating, review, rank, cyberbullying,

Learning Sequence & Objectives	Activities	Resources
<p><b>To understand that the information I put online leaves a digital footprint.</b></p>	<p>Footprints: Show the map on the <a href="#">Lesson Presentation</a> and ask children to list write a list of where Penelope has been on their whiteboards. Use the question prompts to make sensible guesses about her, using the information about where she has been. Explain that when we go online, we also leave a footprint.</p> <p>Digital Footprints: Using the <a href="#">Lesson Presentation</a>, explain that when we go online, everything we do leaves a type of 'footprint' that other people might be able to see - not just our online posts, but also the websites that we have looked at. Introduce the word 'digital' and explain what this means. Ask children for an example of something they have done online in the last week - ask other children to say what this activity tells us about them. <a href="#">Can children describe what is meant by 'digital footprint'?</a></p> <p>All about Penelope: Give each child an <a href="#">All about Penelope Activity Sheet</a> and ask them to walk around the room, looking for the <a href="#">Online Information Cards</a>. As they find the information on the trail, ask them to record this on their sheets using the information they have found.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p> Children complete the differentiated <a href="#">All about Penelope Activity Sheet</a>, recording the information they find out about Penelope using the clues on the <a href="#">Online Information Cards</a>.</p> </div> <div style="width: 45%;"> <p> Children complete the differentiated <a href="#">All about Penelope Activity Sheet</a>, recording the information they find out about Penelope using the clues on the <a href="#">Online Information Cards</a>. Children then add how they found out each piece of information about Penelope.</p> </div> </div> <p><b>How Much Do We Know?</b> Ask the children to share what we now know about Penelope. (Ensure that the children have drawn logical conclusions.) Check the answers on the <a href="#">Lesson Presentation</a> and show how all the small pieces of information can tell us a lot about a person. <a href="#">Can children explain how a digital footprint contains information about a person?</a></p> <p><b>How Can Your Digital Footprint Be Used?</b> Give each child a whiteboard. Working in mixed-ability pairs, ask children to write down who they think this information could be used by. Click through the uses on the <a href="#">Lesson Presentation</a>. <a href="#">Can children explain how people might use the information they put online?</a></p>	<p><b>Teaching slides</b></p> <p>Lesson Pack</p>
<p><b>To use keywords in an online search to find key information about a topic.</b></p>	<p><b>Need to Know...</b> Tell the children that you want to have a holiday, but you're not sure where to go for your holiday. Ask children to write down, on large paper, the things you would need to know about the list of holiday destinations on the <a href="#">Lesson Presentation</a> and where you could find that information. Show examples of the information you may need and discuss them.</p> <p><b>How to Search:</b> When asked how to find out information about the holiday destinations, some children may suggest searching the Internet. Using the information on the <a href="#">Lesson Presentation</a>, define what a keyword is and talk about how an Internet search needs to include the most important words about a topic to get the best results. Demonstrate how to use your chosen search engine. <a href="#">Can children identify which keywords will give them good results?</a></p> <p><b>Where Should I Go?</b> Sort children into mixed-ability pairs. Give an <a href="#">All about... Activity Sheet</a> to each pair. Children should find out about each aspect of their given location and what words they used to search for the information. <a href="#">Can children use a website to search for information?</a></p> <p><b>Share:</b> Join pairs who have researched the same locations together to form groups. Children then feed back the information they found about each place, discussing whether they used similar keywords and found similar information.</p> <p><b>Which Words?</b> Display each of the questions on the <a href="#">Lesson Presentation</a>. Children choose the best keywords to find the answers to the questions given. <a href="#">Can children explain why some choices of words are better than others?</a></p>	<p><b>Teaching slides</b></p> <p>Lesson Pack</p> <p>Laptops/desktops/tablets – per pair</p> <p>Large paper and pens</p> <p>Search engine</p>
<p><b>To recognise whether a website is appropriate for children.</b></p>	<p><b>Staying Safe:</b> Children watch the child walking down the street on the <a href="#">Lesson Presentation</a>. Encourage them to write on whiteboards the possible dangers they see. Discuss how we judge dangers in the real world and how the Internet can also present possible dangers which we need to be aware of. <a href="#">Can children think about how to identify possible dangers or things which might make them uncomfortable online?</a></p> <p><b>How to Judge:</b> Ask children how they would decide if a website is appropriate for a child to use. Discuss some of the suggestions on the <a href="#">Lesson Presentation</a>. Repeat the discussion process, using the slides of the <a href="#">Lesson Presentation</a>, to discuss how to identify websites that should be looked at only with an adult or that should be discussed with an adult to identify whether it is appropriate or not, and websites that are not suitable for children.</p> <p><b>Sort Them Out:</b> Children cut the <a href="#">Wonderful Websites? Activity Cards</a> and identify the appropriateness of each for children. Children record their work on the differentiated <a href="#">Sort Them Out Activity Sheet</a>. <a href="#">Can children identify websites that are suitable for their age? Can children identify when to ask an adult for advice about accessing a website?</a></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p> Children use the <a href="#">How to Judge Support Sheet</a> to support them in identifying how appropriate each website detailed on the <a href="#">Wonderful Websites? Activity Cards</a> is for children.</p> </div> <div style="width: 45%;"> <p> Children sort the <a href="#">Wonderful Websites? Activity Cards</a> into the <a href="#">Sort Them Out Activity Sheet</a>, adding a brief explanation of how they decided which websites were appropriate for children.</p> </div> </div> <p><b>Wonderful Websites:</b> Using the <a href="#">Lesson Presentation</a>, children check their answers to the Wonderful Websites task. Were they able to correctly identify which website were appropriate for children? Discuss how they made their decisions. Discuss how children could respond to a website which made them feel uncomfortable, ensuring they know who to speak to. <a href="#">Do children know what to do if a website makes them uncomfortable in any way?</a></p>	<p><b>Teaching slides</b></p> <p>Lesson Pack</p>

<p><b>To rate and review informative websites.</b></p>	<p><b>Recommendations:</b> Ask children how they might know if a book or film is one they will enjoy and how they decide whether to see or read it or not. Discuss their answers and then use the prompt on the <a href="#">Lesson Presentation</a> to discuss how people recommend things to each other. You might like to link this to any previous work children have done related to book reviews.</p> <p><b>Important Information:</b> Using the prompt on the <a href="#">Lesson Presentation</a>, explain that reviews can also be written for websites. In mixed-ability groups, children note down the type of information they think they might need to include in a review of a website. Allow time for groups to feed back to the class before discussing example answers on the <a href="#">Lesson Presentation</a>. Can children discuss what people might want to know about a website to decide whether it is useful or not?</p> <p><b>Website Review:</b> Display one of the pre-approved websites for the class to see. Using the prompts on the <a href="#">Lesson Presentation</a>, children discuss the website as if reviewing it. Can children explain what they like or dislike about a website?</p> <p><b>Roaring Reviews:</b> Sort children into pairs. Provide children with the list of websites you have approved prior to the lesson. Working together, children view the websites and complete the <a href="#">Roaring Reviews Activity Sheet</a> in their pair to record their thoughts about each. Encourage each pair to discuss the websites as modelled in the previous section of the lesson. Can children explain what they like or dislike about a website? Can children use clues to decide who a website is aimed at?</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center; vertical-align: top;">             Children review two websites, recording who they think the website is for, their favourite thing about it, and a star-rating out of five.         </td> <td style="text-align: center; vertical-align: top;">             Children review three websites, recording who they think the website is for, their favourite thing about it, something that could be improved and a star-rating out of five.         </td> <td style="text-align: center; vertical-align: top;">             Children review four websites, recording who they think the website is for and how they know, their favourite thing about it, something that could be improved and a star-rating out of five.         </td> </tr> </table> <p><b>Share:</b> Join pairs to form small groups. Encourage children to discuss the websites they looked at in the previous task and compare similarities and differences in their thoughts. Ask each group to rank the websites in order from favourite to least favourite. Encourage children to provide reasons for their rankings. Can children explain what they like or dislike about a website?</p>	 Children review two websites, recording who they think the website is for, their favourite thing about it, and a star-rating out of five.	 Children review three websites, recording who they think the website is for, their favourite thing about it, something that could be improved and a star-rating out of five.	 Children review four websites, recording who they think the website is for and how they know, their favourite thing about it, something that could be improved and a star-rating out of five.	<p><b>Teaching slides</b></p> <p>Laptop/desktop/tablet – per pair</p> <p>Whiteboards and pens</p>
 Children review two websites, recording who they think the website is for, their favourite thing about it, and a star-rating out of five.	 Children review three websites, recording who they think the website is for, their favourite thing about it, something that could be improved and a star-rating out of five.	 Children review four websites, recording who they think the website is for and how they know, their favourite thing about it, something that could be improved and a star-rating out of five.			
<p><b>To be able to identify kind and unkind behaviour online.</b></p>	<p><b>Being Kind:</b> Give each child a coloured sticky note. Ask children to write down something kind that they can do for someone on their note and stick them up on a wall or display. Read some out and discuss. Give out a different coloured sticky note and ask them to now write something that is unkind and stick them up alongside the first set. Read and discuss.</p> <p><b>Being Unkind Online:</b> Ask children what someone might do if they were being unkind/mean to somebody online. Introduce the word ‘cyberbullying’ (some children may have raised this in the previous task). Ask children for suggestions on what to do if they received the message shown on the <a href="#">Lesson Presentation</a>.</p> <p><b>What Would You Do?</b> Hand out the <a href="#">Being Kind Online Cards</a> and ask children to write on them what they would do if the scenario had happened to them.</p> <p><b>What Should You Do?</b> Discuss the scenarios on the cards. Can children identify when someone is being purposefully unkind? Allow children time to amend the answers they may have written.</p> <p><b>Share:</b> Children move around the room and pair up to discuss the scenarios and answers they have written (encourage mixed-ability pairings where possible). If both children agree with the responses on the backs of their cards, they should swap cards and move to another partner. If they disagree, they work together to rewrite an appropriate response before swapping cards.</p> <p><b>How to Be Kind:</b> Refer to the sticky notes. The children have demonstrated that they know how to be kind in real life. Discuss how to apply those rules online.</p>	<p><b>Teaching slides</b></p> <p>Lesson Pack</p> <p>2 different coloured packs of sticky notes</p>			

## To apply knowledge of safe and sensible online activities to different situations.

**Recap:** Using the [Lesson Presentation](#), ask children to recap what they have learnt in previous lessons. You may choose to invite children to discuss their ideas in pairs before sharing with the whole class. Word prompts on the [Lesson Presentation](#) can be used to guide discussion.

**Speedy Snakes:** Use the [Lesson Presentation](#) to introduce the concept of the snakes and ladders game. Invite a child to explain how the game is played, ensuring children understand the rules and key aspects of play. As a whole class, play a single roll of the snakes and ladders game, using the animations on the slides. Using the multiple-choice questions on the [Lesson Presentation](#), children vote for their answer by writing the corresponding letter on their whiteboards. Clarify the instructions with the children before they play in pairs. *Can children choose a sensible course of action if they feel uncomfortable online?*

**Cyber Snakes and Ladders:** Working in ability pairs, children play the Cyber Snakes and Ladders game in pairs. Children use the [Cyber Snakes and Ladders Board](#). When they land on a snake or ladder, their partner will turn over one of the differentiated [Cyber Situation Snake Cards](#) or differentiated [Cyber Situation Ladder Cards](#) and read the instruction and question. The winner is the first of the pair to reach the 100 square. *Can children choose a sensible course of action if they feel uncomfortable online? Can children explain how to safely search for information online? Can children choose appropriate websites for someone their age?*



Using the differentiated [Cyber Situation Snake Cards](#) and differentiated [Cyber Situation Ladder Cards](#), children answer multiple-choice questions, applying their knowledge of staying safe online to progress through the game.



Using the differentiated [Cyber Situation Snake Cards](#) and differentiated [Cyber Situation Ladder Cards](#), children answer more complex questions without multiple-choice answers, applying their knowledge of staying safe online to progress through the game.

**Cyber Situations:** Choose one of the [Cyber Situation Cards](#) and discuss the answers children gave in their pairs. Discuss other answers and situations that children encountered during their pair game.

## Teaching slides Lesson Pack