

**Reception** In Au1 discuss in circle time how to carefully use the IWB and Ipads.

**Task for objectives Books**

<p><b>Au1</b> (Self-image/Identity)</p> <p>1 I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset.</p> <p>2 I can explain how this could be either in real life or online  <a href="https://projectevolve.co.uk/toolkit/content/self-image-and-identity/early-years-7/i-can-recognise-that-i-can-say-no-please-stop-i-ll-tell-i-ll-ask-to-somebody-who-asks-me-to-do-something-that-makes-me-feel-sad-embarrassed-or-upset/?from=years">https://projectevolve.co.uk/toolkit/content/self-image-and-identity/early-years-7/i-can-recognise-that-i-can-say-no-please-stop-i-ll-tell-i-ll-ask-to-somebody-who-asks-me-to-do-something-that-makes-me-feel-sad-embarrassed-or-upset/?from=years</a></p> <p>1 What do you like/not like to do online? What can you do if someone makes you feel sad/embarrassed/upset online? Explain why it is important to say 'no'/find a grown up. <b>Read Webster's friend.</b></p> <p>2 Activity via link above. Place 4 signs around the room 'stop', 'please stop', 'I'll tell', 'I'll ask'. As a class come up with a simple action for each one. Show the online scenarios &amp; get ch to show their action after each one- work in pairs or groups if better.</p>	<p><b>Au2</b> (Online Relationships)</p> <p>1 I can recognise some ways in which the internet can be used to communicate.</p> <p>2 I can give examples of how I (might) use technology to communicate with people I know.</p> <p><a href="https://projectevolve.co.uk/toolkit/content/online-relationships/early-years-7/i-can-recognise-some-ways-in-which-the-internet-can-be-used-to-communicate/?from=years">https://projectevolve.co.uk/toolkit/content/online-relationships/early-years-7/i-can-recognise-some-ways-in-which-the-internet-can-be-used-to-communicate/?from=years</a></p> <p>1 Discuss ways we can speak/chat to people via the internet (text, email, WhatsApp, FB etc)</p> <p>Activity 1 via link- I Spy Technology. Go on a technology walk around school, can they take photos of technology they see. Discuss how it's used to communicate.</p> <p>2 Speak about how we should only speak to people we know as people can lie about who they are. <b>Read 'Chicken clicking'</b> book on IWB- in ICT subject leaders</p>	<p><b>Sp1</b> (Online Reputation)</p> <p>1 I can identify ways that I can put information on the internet.</p> <p>(Copyright &amp; Ownership) 2 I know that work I create belongs to me.</p> <p>I can name my work so that others know it belongs to me.</p> <p>1 Ask the ch if they can tell you ways they can put info online. What do we use at school/home?</p> <p>2 Show a piece of work, ask the ch what is missing? (name) why is it important to put your name on it? Would it be fair for someone else to put their name on your work? No, explain the importance of this so others cannot copy our work.</p>	<p><b>Sp2</b> (Online 'Bullying')</p> <p>1 I can describe ways that some people can be unkind online.</p> <p>2 I can offer examples of how this can make others feel.</p> <p>1 Recap 'The Code' &amp; focus on 'be kind &amp; caring', why is this important? Explain that we also have to remember this when online &amp; speaking to someone else, as what we type/say can hurt his/her feelings.</p> <p>2 Ask the ch to tell their partner which 'part', being unkind online could make bigger (sad, worried, lonely etc).</p>	<p><b>Su1</b> (Managing Online Information)</p> <p>1 I can talk about how I can use the internet to find things out.</p> <p>2 I can identify devices I could use to access information on the internet.</p> <p>3 I can give simple examples of how to find information (e.g. search engine, voice activated searching).</p> <p>1/3 Ask the ch to tell their friend what they could use online to find out facts? (Google/search engines). Explain they would need to type a sentence and press search/ or they could use Siri/Alexa and ask a question-model using an ipad.</p> <p>2 Have pictures of a laptop, mobile, ipad, tablet, google home etc &amp; ask ch to name. Explain they could all be used to find info.</p>	<p><b>Su2</b> (Health, Wellbeing &amp; Lifestyles)</p> <p>1 I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>2 I can give some simple examples.  <a href="https://projectevolve.co.uk/toolkit/content/health-well-being-and-lifestyle/early-years-7/identify-rules/?from=years">https://projectevolve.co.uk/toolkit/content/health-well-being-and-lifestyle/early-years-7/identify-rules/?from=years</a></p> <p>1 Ask the ch 'Is it good to play on technology all of the time?' Why/Why not? What rules do you have at home when using technology e.g. only for an hour etc. Give examples via website link. <b>Read 'Dot' story</b>(in subject leaders resources). Recap safety by looking at school Online safety poster.</p> <p>2 Children to draw a picture of the adults who keep them safe when using technology/ to choose a rule about technology and draw a picture for it (PSHE books). <b>Unplugged' story</b> (in online safety box).</p>
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**(Privacy & Security)** I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). (To be covered at the start of every Online Safety session by sharing/reminding the children of our school Online Safety Poster) <https://projectevolve.co.uk/toolkit/years/early-years-7/privacy-and-security/>

I can describe the people I can trust and can share this with; I can explain why I can trust them. (Covered when we do **5 Safe People** in PSHE & stuck in PSHE books