

## Year One

## Task for objectives Books

<p><b>Au1</b> (Self-image/Identity)</p> <p>1 I can recognise that there may be people online who could make me feel sad, embarrassed or upset.</p> <p>2 If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust. <a href="https://projectevolve.co.uk/toolkit/content/self-image-and-identity/early-years-7/i-can-recognise-that-there-may-be-people-online-who-could-make-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-there-may-be-people-online-who-could-make-me-feel-sad-embarrassed-or-upset/?from=years</a></p> <p>1 Activity via link, helping Alex, work through PP as a class, use question prompts to ask specific linked questions. <b>Read the Adventures of Smartie the Penguin</b> (p31/32 relate to this).</p> <p>2 Recap what to do if someone make them feel sad/worred etc online- tell an adult. Refer to school online safety poster.</p> <p>(Online 'Bullying')</p> <p>1 I can describe how to behave online in ways that do not upset others and can give examples.</p> <p>1 <b>Read DigiDucks Big Decision eBook</b></p>	<p><b>Au2</b> (Online Relationships)</p> <p>1 I can use the internet with adult support to communicate with people I know.</p> <p>2 I can explain why it is important to be considerate and kind to people online.</p> <p>1 Talk about messaging and how we need to be polite even if we can't see the person. What nice messages have you sent with your parents?</p> <p>2 As a class discuss how to should treat our friends (referring to The Code-being kind and caring/having good manners). <b>Read 'Troll Stinks' story</b> (in online safety box). Ask ch to complete a 'Code for Online' sheet for PSHE, bullet pointing how they should be when talking to a friend online eg being kind, having manners, thinking of their feelings etc.</p>	<p><b>Sp1</b> (Online Reputation)</p> <p>1 I can recognise that information can stay online and could be copied.</p> <p>2 I can describe what information I should not put online without asking a trusted adult first.</p> <p>1 Discuss how if we put photos or type messages online, even if we delete them after, they will always be there. Because of this what are the sort of things we can /should put online? <b>Read #Goldilocks a hashtag cautionary tale.</b></p> <p>2 Watch Hector's world: Details, Details Ep 1</p>	<p><b>Sp2</b> (Privacy &amp; Security)</p> <p><a href="https://projectevolve.co.uk/toolkit/years/year-one/privacy-and-security/">https://projectevolve.co.uk/toolkit/years/year-one/privacy-and-security/</a></p> <p>1 I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). <b>Activity via link- sort the cards into personal information/not personal, can be done in groups.</b></p> <p>2 I can explain why I should always ask a trusted adult before I share any information about myself online. <b>Ch to complete '5 safe people' sheet &amp; stick in PSHE book</b></p> <p>3 I can explain how passwords can be used to protect information and devices. <b>Activity via link, discuss why we have passwords and use slides to discuss good/bad ones. What sort of info shouldn't we use as a password?</b></p>	<p><b>Su1</b> (Managing Online Information)</p> <p>1 I can use the internet to find things out</p> <p>2 I can use simple keywords in search engines.</p> <p>3 I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened.</p> <p>1/2 Ask the ch 'How could I use the computer to find information? (discuss using search engines eg Google). Pick a topic linked to this halfterms learning, ask the ch to think of questions about it. Model 1 then ask ch to come and help type thw question (emphasise ?)</p> <p>3 <b>Hectors World Ep 5 'Heroes'</b></p>	<p><b>Su2</b> (Health, Wellbeing &amp; Lifestyles)</p> <p>1 I can explain rules to keep us safe when we are using technology both in and beyond the home.</p> <p>2 I can give examples of some of these rules. <a href="https://projectevolve.co.uk/toolkit/content/health-well-being-and-lifestyle/early-years-7/explain-rules/?from=years">https://projectevolve.co.uk/toolkit/content/health-well-being-and-lifestyle/early-years-7/explain-rules/?from=years</a></p> <p>1 - <b>Activity via link, 2 sorting hoops (rules to keep us safe online &amp; rules to keep us happy and healthy online). Discuss the difference between these. Sort the given statements into the correct hoop. Draw a picture of a rule that helps at home &amp; one when not at home, stick in PSHE books.</b></p> <p>2 <b>Make an e-safety poster for the new year 1 children using knowledge from previous sessions</b> <b>Read 'It's a book'</b></p>
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(Copyright & Ownership) I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). I can save my work so that others know it belongs to me (e.g. filename, name on content).