

Au1 (Self-image/Identity)

1 I can explain how other people's identity online can be different to their identity in real life.

2 I can describe ways in which people might make themselves look different online.

3 I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help.

<https://projectevolve.co.uk/toolkit/content/self-image-and-identity/early-years-7/i-can-explain-how-other-people-s-identity-online-can-be-different-to-their-identity-in-real-life/?from=years>

1 Remind ch of what an avatar is, use rescoures from link. Give ch chance to update PM avatar- remind it shouldn't look just like you! (could be done during transition)

2 Discuss how other people could make themselves look different online eg in games, using different pictures, using a different name/email etc **Read 'Chicken Clicking'**. Discuss how they fox changed his identity online..

3 Recap school online safety poster- if we saw something online that worried us what would we do? (could be done during transition)

Au2 (Online Relationships)

1 I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country).

2 I can give examples of how I might use technology to communicate with others I don't know well.

<https://projectevolve.co.uk/toolkit/content/online-relationships/early-years-7/i-can-use-the-internet-to-communicate-with-people-i-don-t-know-well-e-g-email-a-penpal-in-another-school-country/?from=years>

1/2 Activity via link, discuss what communicate means, talk about people the ch know & how they know them etc, discuss who we may communicate with online who we don't know that well, complete 'who, how, why' activity as a whole class, fill in together.

(Health, Wellbeing & Lifestyles)

1 I can explain simple guidance for using technology in different environments and settings

2 I can say how those rules/guides can help me.

1/2 Recap previous learning what do they know about this? Ask ch to share with TP what happens if they have been using technology for too long? Ch to create a poster in pairs for how to manage the amount of time spent online, display around school & PSHE books.

Sp1 (Online Behaviour)

1 I can give examples of unkind behaviour and how it could look online.

2 I understand how being unkind can make someone feel.

3 I can talk about how someone can/would get help about someone being repeatedly unkind online or offline.

1 /2/3 Jack Attack vs Robotron video-Is being unkind online the same as offline? **Digiduck story**

(Online Reputation)

1 I can explain how information put online about me can last for a long time.

2 I know who to talk to if I think someone has made a mistake about putting something online.

3 I can describe how online information about me could be seen by others.

2 **'Goldilocks a hastag cautionary tale'** (in online safety box). Discuss how the info G put online was seen by others..

Sp2 (Privacy & Security)

1 I can describe and explain some rules for keeping my information private and I can explain what passwords are and can use passwords for my accounts and devices

2 I can explain how many devices in my home could be connected to the internet and can list some of those devices.

<https://projectevolve.co.uk/toolkit/content/privacy-and-security/early-years-7/i-can-describe-and-explain-some-rules-for-keeping-my-information-private/?from=years>

1 Recap school online safety poster and focus on 'keeping personal information private'. Ask the ch 'do we have any passwords that we use?'- Discuss PM logins and how it is important we only share these with our 5 safe people, ch to complete 5 safe people to go in PSHE books.

2 Ask the ch 'what devices' do you have at home that can go on the internet?'. As a class make a list and take a photo- place a copy of the list in ch's PSHE book.

Su1 (Managing Online Information)

1 I can use keywords in search engines.

2 I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).

3 I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).

4 I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.

5 I can explain why some information I find online may not be true.

1/2 As a class use Google to research something to do with topic. Ask ch to help navigate the page and discuss buttons

3 How else could we search for information? What other devices could we use where we don't have to use our spelling?- Ch to use an

Su2 (Copyright & Ownership)

3 I can describe why other people's work belongs to them

4 I can recognise that content on the internet may belong to other people.

1/2 Read **'Tek the modern cave boy'** (in online safety box). Discuss the message in the story.

3/4 Have a photocopied piece of a child in the classes work- claim it is your own. Ch should notice this is not yours and after this, discuss how it is very important that we do not use others work and say it's our own. This is the same for things we find online, if we find a photo we cannot put it in our school website etc as we would get in trouble.

Ch to complete end of year online safety task- What do you know about online safety?

				<p>iPad to voice search for information.</p> <p>4/5 Show a false advert is this real? how do they know? Why can we not believe everything we see online?</p>	
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<https://projectevolve.co.uk/toolkit/>

More activities will become available throughout the year. PMc to check and update if relevant. Go to year groups- select year group- and the module