

Spring Term, Year 3, Computing, Online Safety

Subject specific Vocabulary		Images/Diagrams/Maps	Important Knowledge	
Auto complete	When software guesses what is being typed and suggests a word or phrase		To know that not everything on the internet is true: people share facts, beliefs and opinions online. To understand that the internet can affect your moods and feelings. To know that privacy settings limit who can access your important personal information such as your name, age, gender etc. To know what social media is and that age restrictions apply.	
Belief	Something we accept to exist or be true, usually without proof			
Fact	Something that can be proven to be true by evidence			
Fake news	Online news or stories that are not true			
Opinion	A view or judgement about something			
Privacy settings	The controls put in place to manage what kind of information and how much of your information can be shared with or seen by other people and companies	Writing/Provision/Enrichment opportunities		
Social media platforms	Websites and apps where people can share information about what is happening in their lives	English: Write an advice letter or guide for a friend about online safety. Art: Design infographics, posters, or emojis to illustrate online safety rules. PSHE: Discuss respect, empathy, and the impact of online behaviour. Computing: Practice using devices safely, reinforce privacy settings, and explore secure logins		

Presentation	Assessment		
1	To understand how the internet can be used to share beliefs, opinions and facts.	knowing what fake news is; differentiating between fact, opinion and belief.	recognising that not everything we read online is true; knowing how to look for whether a source of information is reliable.
2	To explain what should be done before sharing information online.	Understanding they need to ask permission before sharing content online; explaining how it might make others feel if they have not asked permission or have shared information about someone else when asked not to.	Thinking critically about the content they share about themselves and others and how it makes them feel; explaining why they should seek permission of the person the content is about or ask their own guardian if it is about themselves.
3	To identify the effects that the internet can have on people's feelings.	Identifying different emotions that are evoked as a result of online activities; identifying actions that can be taken if something on the internet is upsetting or worrying.	Identifying organisations, charities and helplines that can provide advice when a trusted adult is not available; explaining how different strategies can help in dealing with upsetting issues.
4	To understand the ways personal information can be shared on the internet.	Understanding that digital devices share personal information amongst each other	Recognising how devices communicate with the internet to provide information and data and can name examples of this in action