

Spring Term, Year 1, Computing, Online Safety

Subject specific Vocabulary		Images/Diagrams/Maps	Important Knowledge	
App	Small program you use on a phone, tablet or computer to do a job or have fun	Staying safe online Strangers are people you don't know online.  Be kind online as you would in real life.  Keep personal information private.  Tell a trusted adult if you are unsure. 	To know that the internet is many devices connected to one another. To know what to do if you feel unsafe or worried online - tell a trusted adult. To know that people you do not know on the internet (online) are strangers and are not always who they say they are. To know that to stay safe online it is important to keep personal information safe.	
Digital footprint	All the information about you that exists online		Writing/Provision/Enrichment opportunities English: Write simple sentences or labels about staying safe online. Art: Draw emojis or faces to show emotions linked to online experiences. PSHE: Link to keeping safe and asking for help. Computing: Practise basic device skills while reinforcing safety rules.	To know that 'sharing' online means giving something specific to someone else via the internet and 'posting' online means placing information on the internet.
Online	Computer, tablet or phone is connected to the internet			
Offline	Your computer, tablet or phone is not connected to the internet			
Screen time	Amount of time you spend using screen like a TV, tablet, phone or computer			
sharing	Give or show something to someone else			
technology	Any tool or machine or device that helps people do things more easily			
unkind	Someone says or does something that hurts someone else either with words or actions			
website	Place on the internet where you can find information, play games, watch videos or learn new things			

Presentation	Assessment		
1	To recognise what the internet is and how to use it safely.	Discussing what the internet is and how to stay safe online; naming people they would go to if they needed help online.	Identifying what unsafe behaviour looks like online and how to report it.
2	To identify how people's feelings and emotions can be affected by online content.	Recognising how internet use may affect mood or emotions; identify ways to stay happy and safe online; suggesting sensible actions in different online safety scenarios.	Explaining how internet use may affect mood or emotions; can name a trusted adult and clearly describe how they can help with online problems; explain how to stay safe and happy when using the internet.
3	To recognise how to treat others, both online and in person.	Recognising how others can be hurt by unkind words and actions online; identifying the similarities between online and in-person interactions.	Identifying ways in which kindness can be shown in both the online and real-world; explaining how kindness can be shown in their everyday lives.
4	To recognise the importance of being careful when posting and sharing online.	Identifying what they share and post online and recognising how this creates a digital footprint.	Identifying rules to help others avoid sharing or posting inappropriate information; setting some rules for their own internet activities.
5	To discuss ways to balance time spent online and offline.	Recognising how to have a healthy online experience by having a balance of online and offline activities; identifying how to balance their own use of screen time at home.	Explaining the pros and cons of online activities (such as the affect they can have on their eyes and feelings); describing signs that someone might be spending too much time looking at screens; recommending ways other people can balance their screen time.