

Fairisle Infant and Nursery School Medium Term Plan



'We have the right to learn'

'We have the right to be safe'

'We have the right to be the best we can be'

<p>Subject: Computing E-Safety</p>	<p>Year Group: Year 2 Spring 1</p>	<p>Unit: E-safety</p>
<p>Learning Objective:</p> <ul style="list-style-type: none"> - Recognise common uses of information technology beyond school - Use technology purposefully to retrieve digital content from the school public drive and the internet - Use search technologies effectively and appreciate how results are selected and ranked and be discerning in evaluating digital content (KS2) - Use technology safely and respectfully keeping personal information private; identify where to go for help and support when they have concerns about content or contact or other online technologies 	<p>Key Skills and reference to National Curriculum:</p> <ul style="list-style-type: none"> - Use technology safely and respectfully, keeping personal information private: identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p>Hook and content:</p> <p>Children are learning about the great fire of London and will be learning about the houses of that time to build and burn them!</p> <hr/> <p><u>Step 1 Block It</u></p> <p>Explain that they are going to use the internet and Espresso to find out about Great Fire of London. The internet can be very dangerous. Go over the Lock it Block it slogan and briefly go over what each part means. Tell them that we are going to find out why these things are important so that we can use the internet safely. Watch video clip : https://www.youtube.com/watch?v=d5kW4pl_VQw</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Lock it block it show it tell it powerpoint • X2 cartoon clips <p>Cross-curricular links:</p> <p>History – Great Fire of London</p> <p>S&L links:</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>SMSC: ESafety: Revise lock it, block it show it, tell it at the beginning of each session.</p>

Success Criteria:

- can tell you why I use technology in the classroom
- I can tell you why I use technology in my home and community
- I am starting to understand that other people have created the information, creating and communicating
- I can talk about the differences between the internet and things in the physical world.
- I can understand how to use technology safely
- I understand why I need to keep my personal information private

and discuss why we shouldn't click on things that we don't know. Give the children time on espresso in [airs to find out specific information about the great fire (teachers choice that will support history work).

Step 2 Lock It

Watch cartoon clip :

<https://www.youtube.com/watch?v=M-njh8mFvVk>

and discuss why they shouldn't give any personal information out about themselves on line (refer to lock it)

Give the children a task to find out specific information on the internet (about the great fire – to be determined by class teachers to fit in with what children are learning in History). Reinforce the need to find appropriate information (add for children at the end to find child friendly information?)

Step 3 Show It

Watch video and discuss...focus in the show it part. If they tell someone, they can help and make it stop!! Reinforce that its not just if people are being mean to then online, they need to tell an adult if the see anything that makes them feel uncomfortable, they need to tell an adult straight away!!

<http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter4>

Show children how to do an Image search using google (maybe on 1666 houses for making their houses?). Reinforce that they should show/ tell an adult if they see something that makes them feel uncomfortable.

Show children how to copy images and import them into a document to use for their work.

Step 4+

	<p>Children to be given opportunities to search for specific or general information about the great fire. Each time they are to be reminded about Lock it Block it Show it Tell it.</p>	
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<p>Keeping Our Identity Private on the Web Planning by Phil Bagge @baggiepr code-it.co.uk</p> <p>Aimed at Year 5/6 pupils</p> <p>Before the lesson encourage pupils to bring in a photo of themselves that they can clip to their info sheet.</p>	
<p>Learning Objective</p>	<p>Task Design to meet the learning objective (inc key question)</p>
<p>Don't put this up in the class</p> <p>Learning to keep personal information online private</p>	<p>Give out the information sheets and briefly share the Public LO</p> <p>Give children time to fill in the information sheets</p> <p>Give out paper clips so pupils can attach a photo of themselves</p>

<p>Public LO</p> <p>Finding other people who share the same interests</p>	<p>Now peg/sellotape the information sheet to the back of pupils jumpers (Pupils working in pairs to help each other)</p> <p>Now give pupils plenty of time to move round and find people with similar interests by reading their information sheets and signing up to be their friends.</p> <p>Get pupils to group with those with similar interests and say why they are grouped.</p> <p>Line the pupils up and explain that they have been great and because of this we can go and purchase and ice cream in a nearby city town centre. Hopefully some children will start taking the sheets off you can then trigger a discussion about why they don't want to go to town with that information attached to themselves.</p> <p>Finally draw the parallel between walking to town with all this information attached and leaving open information available to everyone on the Internet on Facebook, Bebo or MSN profiles.</p>		
<p>Essential skills for life and learning</p>	<p>Differentiation for your class</p>	<p>How will the learning be assessed?</p>	<p>Resources</p>
<p>Very important skill/understanding to reduce the chance of being stalked by pedophiles online</p>	<p>The amount of information that you get pupils to complete would vary enormously with the age of the child and their ability</p>	<p>The ultimate assessment of this is children restricting personal profiles in any social network that is open on the Internet</p> <p>The immediate assessment is whether a child understands that some information is private and should only be shared with friends or family.</p>	<p>Information sheet (publisher 2010)</p> <p>Information sheet (pdf)</p> <p>Photos of themselves Paper clips, pegs, clips or sellotape that will fix paper to a jumper of shirt</p>