

Pioneer Federation
Medium term plan
Cycle B, Term 1
ICT



Subject: Purple Mash unit 4.2 Online Safety	
Key Concept/ Theme: To understand how children can protect themselves from online identity theft. • To understand that information put online leaves a digital footprint or trail and that this can aid identity theft. • To identify the risks and benefits of installing software including apps. • To understand that copying the work of others and presenting it as their own is called ‘plagiarism’ and to consider the consequences of plagiarism. • To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. • To identify the positive and negative influences of technology on health and the environment. • To understand the importance of balancing game and screen time with other parts of their lives.	
<p>Prior Learning links: Year ½</p> <p>Cycle A</p> <p>Unit 1.1 online safety</p> <p>Safe logins • Concept of privacy • Concept of ownership • The need to logout</p> <p>Unit 1.6 Technology outside school</p> <p>Developing ideas about the concept of technology that we are surrounded by and its purpose</p> <p>Unit 2.5 effective Searching</p> <p>Search engine • Digital footprint • Privacy</p> <p>Cycle B</p> <p>Unit 1.1 online safety</p> <p>Safe logins • Concept of privacy • Concept of ownership • The need to logout</p> <p>Unit 2.2 Online Safety</p> <p>Share to a display board • Approval process • Sharing online • Email simulations • emotional impact of communications • digital footprint</p>	<p>Year ¾</p> <p>Cycle A</p> <p>Unit 3.2 Online safety</p> <p>Good Passwords and password privacy • Communication methods • Shared blog • Reliability of information and spoof websites • appropriate ratings • emotional effects • Cyberbullying • reporting problems</p> <p>Unit 3.5 Email</p> <p>• Evaluating communications • email safety • sharing images - safety • not meeting • attachments</p>

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Vocabulary:	<p style="text-align: center;">AdFly</p> <p>An online advertising marketplace that allows publishers to monetize their website traffic by placing advertisements on their site.</p>	<p style="text-align: center;">Attachment</p> <p>A file, which could be a piece of work or a picture, that is sent with an email.</p>	<p style="text-align: center;">Citation</p> <p>Making reference to the original source of a piece of information quotation or image.</p>
<p style="text-align: center;">Collaborate</p> <p>To work jointly on an activity or project.</p>	<p style="text-align: center;">Cookies</p> <p>A small amount of data generated by a website and saved by a web browser. Its purpose is to remember information about the user.</p>	<p style="text-align: center;">Copyright</p> <p>When the rights to something belong to a specific person.</p>	<p style="text-align: center;">Phishing</p> <p>Practice of sending email pretending to be from reputable companies in order to persuade individuals to reveal personal information, such as passwords and credit cards numbers.</p>
<p style="text-align: center;">Digital footprint</p> <p>The information about a person that exists on the Internet as a result of their online activity.</p>	<p style="text-align: center;">Malware</p> <p>Software that is specifically designed to disrupt, damage, or gain unauthorised access to a computer system.</p>	<p style="text-align: center;">SMART rules</p> <p>A set of rules based around the word SMART designed to help you stay safe when online. SMART represents the words Safe, Meet, Accept, Reliable, Tell.</p>	<p style="text-align: center;">Watermark</p> <p>Watermarks are used mainly on images or videos to show who the content belongs to.</p>
<p style="text-align: center;">Plagiarism</p> <p>Taking someone else's work or ideas and passing them off as one's own.</p>	<p style="text-align: center;">Ransomware</p> <p>A type of malicious software designed to block access to a computer system until a sum of money is paid.</p>	<p style="text-align: center;">Virus</p> <p>A piece of code which can copy itself and typically has a damaging effect on the device, such as corrupting the system or destroying data.</p>	
<p style="text-align: center;">Spam</p> <p>Messages sent over the Internet, typically to many users, for the purposes of advertising, phishing or spreading malware.</p>			

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Resources needed for each lesson – 2dos to set.

Lesson 1:

- Use the 2Respond creator tool (within 2Email) to open the 2Respond Activity SPAM (use the search to find it). This is an Email simulation of SPAM messages, at the end of each message is a line that says '*Email Simulation 2Respond activity'. You can make this activity more realistic by editing the simulation to remove this reference. Edit each of the messages in the thread by clicking on them on the left-hand side and remove this line. Save the file and then click on the share button and set the activity as a 2Do for the class. Use the following Title and Description in the 2Do before you set it: Title = Email Practice, Description = Let's revise what you know about 2Email.
- SMART rules displayed in the classroom or as screensavers or backgrounds on devices. Resources to do this can be found in the Teacher area in Online Safety Resources.
- Digital connections 2Connect file, save a copy of this file in the class folder and enable collaboration by clicking on this button ().
- (Optional) set the 2Respond activity: Confidential Information as a 2Do.

You can select the following objectives when setting a 2Do to make future assessment easier:

Year:	<input type="text" value="Y4"/>	<input type="button" value="v"/>
Subject:	<input type="text" value="Computing"/>	<input type="button" value="v"/>
Strand:	<input type="text" value="Digital Literacy"/>	<input type="button" value="v"/>
<input type="checkbox"/> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		<input checked="" type="checkbox"/>

Lesson 2

- Set the 2Respond activity 'Downloading Software' as a 2Do for your class, as in the previous session, change the name of the activity to 'Waremal Virus Update' and the description to 'Email installation practice'.

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Set the [Online Safety Top Tips](#) as a 2Do for the class. You can select the following objectives when setting a 2Do to make future assessment easier:

Year:	Y4	▼
Subject:	Computing	▼
Strand:	Digital Literacy	▼
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		<input checked="" type="checkbox"/>

Lesson 3

- Completed Writing Template about Tim Berners Lee. This file contains two pages, the first is plagiarised, the second is not. This will be used as a whiteboard resource.
- Access to Wikipedia.
- Plagiarism Quiz
- Print the Screen-Time Record Card. Each child will need a copy (each sheet has two record cards and can be cut in half), this is to hand out at the end of the session for children to complete over the week in preparation for the next lesson.

You can select the following objectives when setting a 2Do to make future assessment easier:

Year:	Y4	▼
Subject:	Computing	▼
Strand:	Digital Literacy	▼
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		<input checked="" type="checkbox"/>

Lesson 4

- Completed record cards handed out in the end of the last session.
- Screen-Time 2Investigate Database – open this and use the ‘Share’ option in the menu to set this a 2Do before the lesson, with collaboration switched on – see notes in activities.

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- Screen Time Study writing frame to be set as a 2Do.

<p>1. Unit 4.2 Lesson 1</p>	<p>Deeper learning questions: Did anyone click on report to a teacher? What features indicate this is a spam email? Why might replying to a spam email be dangerous? What could an attachment do? Can you remember what a digital footprint is? Is a digital footprint a bad thing?</p> <p>Reconnection: prior online learning. – remind children of the idea of online safety and why it is important to be safe online. What is a digital footprint?</p> <p>LO: To understand how to protect themselves form identity theft and that information put online leaves a digital footprint which can aid identity theft.</p> <p>Activity: Go over vocab for lesson. Children open 2do called email practice. – discuss why they should report to a teacher. Go over Smark rules – apply this to simulation. Go through each email and point out dangers to children. Discuss not replying, not opening attachments ect. Discuss too good to be true emails. Go over what to watch out for in the real world. Go over prior learning of a digital footprint with the class. Open 2connect digital connections file in class folder – this is collaborative. – add positive and negative to this colour coding as you go. – yellow nodes are people who might look at your digital footprint. Recap vocab and success criteria. Extension: Task on slide – consider this situation Amy’s dad has started to use Social Media, but Amy is worried about how her dad is using it. Can you explain why Amy is worried about her dad’s use of Social Media? – Pictures to show activity.</p>
<p>2. Unit 4.2</p>	<p>Deeper learning question: Why should you report these emails? How did you know the app was safe? What makes this website look okay to use?</p> <p>Reconnection: Go over previous vocab and Smart rules – can they remember what they are? Why do we have them? Recap why emails are unsafe. – Recap of HTTPS websites.</p> <p>LO: To identify the risks and benefits of installing software including apps.</p> <p>Activity: open the set 2do Email practice. – Children to have a go at this. – Did anyone click on Report to teacher?</p>

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Lesson 2	<p>Discuss apps and who has downloaded apps or software? Discuss dangers of malware. Talk to children about what is malware – discuss if this has happened to anyone and what did they do ? Discuss fake download buttons and how to stop these. Discuss computer viruses and how they can attack large corporations such as the NHS. Go over last lesson of what makes websites seem okay to use. Go over information on cookies on websites and remind children of padlock. Children to complete online top safety tips from their 2do area.</p> <ul style="list-style-type: none"> - This is a comic book style to grab peoples attention. – each box could contain a character with a speech bubble giving information on what we have learnt. - Make sure children save and hand in. – you will set this as a redo to add to next lesson. <p>Go over vocab and success criteria. Extension: Children to make a quiz using 2quiz and create a multiple choice quiz a six-question quiz where the user must decide which aspect of Online Safety is being described.</p>
3. Unit 4.2 Lesson 3	<p>Deeper learning question: Why are some bits in different colours and numbers. Why does the picture of writing under it? Why should we not copy other peoples work and say its our own? How do you decide if someone is copying or collaborating? Reconnection: Go over prior vocab. Adding to previous lessons activity. LO: To understand the concept and consequences of plagiarism. Activity: Open link and look at section on early life. Ask children what they think?</p> <p>Discuss why words are coloured and why there are writing. Explain to the children about copy right and watermarks. Click on one of the links where does it take you? – this doesn't work – when you search with the children you notice someone has copied it from Wikipedia. Compare the 2 versions – which is better and why. Discuss which one is plagiarised and what that means. Discuss following questions: If you share a collaborative 2Connect file, that the class made, on your own blog, what should you do? If you and a friend create a poster, and then you enter it into a competition as your own individual work, is that correct? If you find a piece of work in the class shared folder that you like. Can you open it, change it, and call it your own work? Split class into 2 groups or 4 groups – plagiarism quiz - If a team gets the question correct, they chose their 'team colour'. Select a different question for the next question (otherwise the answer is too obvious!). children are going to record the amount of screen time that they have this week – done at school and at home – and use this data in the next lesson (ideally 1 weeks worth) Go over vocab and success criteria. Extension: Use an online resource, such as the National Geographic for Kids website, to research the Red Panda (or a chosen subject related to a class topic). Produce a short report about your chosen subject, whilst remembering what they have been taught about plagiarism.</p>

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	<p>Use the 'What I have learnt' template within 2Publish to write your report.</p> <p>Can you complete the following tasks?</p> <ul style="list-style-type: none">• Paraphrase the information you have read.• Re-state the information you have read.• Leave out irrelevant information.• Cite the source of the information.• (Optional) Search for a suitable image and include it with attribution.
4. Unit 4.2 Lesson 4	<p>Deeper learning question: How do you feel about the amount of screen time you have? Can technology be both positive and negative, how? Does screen time take away from sleep time? Can you suggest reasons to balance screen time with other activities? What could prevent you from balancing screen time.</p> <p>Reconnection: Recap previous vocab. Look at home study sheets. How to open To-Do</p> <p>LO: To identify the positive and negative influences of technology on health and the environment.</p> <p>Activity: Look at you record card and work out the following:</p> <ul style="list-style-type: none">• The total screen time for the week in minutes.• The total non-screen time activity in minutes.• Which day had the most screen time?• Which day had the least screen time?• Average hours of sleep per night. <p>Think to self weather they have the right balance of screen time and other activities.</p> <p>Class are going to create a screen time database – this will help us investigate screen time. Our 2Investigate database can be used to collect everyone’s information easily.</p> <p>Everybody in the class will create their own record of data which will contain all the details of their screen time.</p> <p>Show children how to fill in data – you could have done this yourself and use it.</p> <p>Show children how to open todo – decide as a class to use first names or do it anonymously. – this will update in real time on the whiteboard.</p>

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Make the data into a graph and discuss what this tells you. – show children the different charts and how they can help you

Children to create a chart and save at least one.

Go through activity 3 analysing the data.

Go over vocab and success criteria.

Extension: children open screen time study and complete writing frame using the data analysed.

End of unit quiz & reflect on gaps from the unit:

Unit 4.2 Quiz – found on unit page on PM

Questions:

Can you match the definitions for: computer, phishing, spam, cookies, copyright, malware?

Do you know the symbols to look for to see whether my identity is being protected?

What are the smart rules?

Do you know what the following words mean and can use them in a sentence: phishing, personal, identity, scam, steal, sell, revealing.

When receiving spam mail what should, and shouldn't you do?

What is malware?

Can you select ways a person can receive malware and the different types?

Can you identify secure sites from addresses?

Can you explain copyright?

End Points:

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Evaluation: What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. **Plan in time to revisit gaps within units, determined by the quizzes.**

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