

Pioneer Federation
Medium term plan
Cycle B, Term 1
ICT



Subject: Purple Mash unit 6.2 Online Safety		
Key Concept/ Theme: To identify benefits and risks of mobile devices broadcasting the location of the user/device. • To identify secure sites by looking for privacy seals of approval. • To identify the benefits and risks of giving personal information. • To review the meaning of a digital footprint. • To have a clear idea of appropriate online behaviour. • To begin to understand how information online can persist. • To understand the importance of balancing game and screen time with other parts of their lives. • To identify the positive and negative influences of technology on health and the environment		
<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>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> <p>Cycle B</p> <p>Unit 4.2 Online safety</p> <p>Phishing • Digital footprint • Malware and viruses • Plagiarism • Screen time</p> <p>Unit 4.7 Effective searching</p> <p>Reliable sources • Search algorithms - impact on what you see</p>	<p>Year 5/6</p> <p>Cycle A</p> <p>Unit 5.2 Online safety</p> <p>Responsibility to others when sharing • Sources of support • SMART rules • Sharing passwords Word Processing • Use of images • Plagiarism • Citing sources • Image manipulation • Citing sources • Searching • Reliability</p>

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Share to a display board • Approval process • Sharing online • Email simulations • emotional impact of communications • digital footprint

Vocabulary:

Data analysis
 The process of interpreting and understanding data that has been collected and organised.

Location sharing
 A way of sharing with others your device's location, these can be switched off for added security.

Phishing
 The 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.

Digital footprint
 The information about a person that exists on the Internet as a result of their online activity.

Password
 A secret word, phrase or combination of letters, numbers and symbols that must be used to gain admission to a site or application such as a website.

Print Screen
 Capturing an image of the current screen on a device. Also known as a screen shot.

Secure websites
 Secure website have particular privacy features to look out for such as a padlock or https.

Inappropriate
 Something that is not suitable or proper in the situation.

PEGI rating
 These show the age that digital content is suitable for and the type of content that it contains.

Screen time
 The time spent using a device with a screen, such as a computer, television, tablet or phone.

Spoof
 An imitation of something that appears to look genuine.

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Resources needed for each lesson – 2dos to set.

Lesson 1:

- 2DIY3D Online Safety Game example, set this as a 2do.
- Extension: Location Sharing Debate. Set this as a 2do.

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

Year:	Y6	▼
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.



Lesson 2

- 2Investigate database Applicants Database, set this as a 2do for the class.
- Digital Footprint Detectives sheet – print out one for each child.
- Digital Footprint writing template; set this as a 2Do for the class.
- 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.
- Optional (if children have not followed these units in previous year groups) o Digital Footprint Slideshow o Digital Footprint Quiz o Digital Connections

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

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Year:	Y6	▼
Subject:	Computing	▼
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Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Lesson 3

- Completed record cards handed out in the end of the last session.
- Screen-Time 2Investigate Database. You should save this in the shared class folder in Purple Mash but do not set the database to be collaborative yet.
- Screen Time Study writing frame to be set as a 2Do.
- Improving Lives with Technology; This writing frame can be found in Computing > Writing Projects. Some children might choose to research this area for Activity 4 and use this alternative writing frame. It could be set as a 2do if you wish to use it.

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

Year:	Y6	▼
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.

1. Unit 6.2 Lesson 1	<p>Deeper learning questions: Why is online safety important? Who does it effect? What might happen if you don't practice online safety? What is the advantage of the setting "Allow location to be accessed whilst using app," that some phones have an option for</p> <p>Reconnection: Revisit idea of privacy, identity theft and digital footprint. Refresh previous vocab and icons/symbols associated with online safety.</p> <p>LO: To know the benefits and risks of giving personal information online and to apps including location.</p> <p>Activity: Go over vocab for lesson.</p>
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	<p>Children open online safety game – complete this to recap prior learning. There are eight risks and 8 safety features. Children should work out what all the 16 symbols are and what they represent to determine whether they are good or bad to online safety</p> <p>Go over symbols with class and address any mistakes or misconceptions.</p> <p>Children are going to create a game using either 2DIY, 2Quiz, 2DIY 3D or 2Code that uses online safety as the theme.</p> <p>If there was an aspect that you did not recognise from the example game then this could be the focus of your game: Research this area of online safety.</p> <p>Get children to think about</p> <ul style="list-style-type: none"> ● Type of game tool: Refresh your knowledge using the help videos if you need to. ● Plan your game on paper first: Think about the characters and what the message of the game is? ● Should your game have different levels? Which will be the most appropriate tool to use in Purple Mash if it does? <p>Go over vocab and success criteria.</p> <p>Extension:</p> <p>Consider whether allowing apps / websites to access user location information is a good idea.</p> <p>Use the debate framework set as a 2do.</p> <p>Create a positive / negative list of reasons.</p> <p>Use the Think About Prompts box to help you.</p>
<p>2. Unit 6.2 Lesson 2</p>	<p>Deeper learning questions: Is a digital footprint a bad thing? Janey has a great application form, is her digital footprint information suitable? Based on the digital footprint information who should be offered a place? Who should get the scholarship? Do you have complete control over your digital footprint? What can effect it?</p> <p>Reconnection: Recap of what a digital footprint is. Know that online presence is permanent.</p> <p>LO: To understand how people use online presence to create a virtual image for themselves and why appropriate behaviour online is important.</p> <p>Activity: Go over new vocab.</p> <p>Recap what a digital footprint is and whether its always a bad thing.</p> <p>Open applicants database. Show children how to access this database and use it. Children will need digital footprints detective sheets. – they will use the database to answer questions about candidates.</p> <p>Review information to help children analyse what they have found out.</p> <p>Use writing frame to discuss issues about digital footprints. (questions to help on slides.</p> <p>Task to complete out of school – screen time record. – complete for next lesson.</p> <p>Go over vocab and success criteria.</p> <p>Extension: Consider this situation: A child took a photo of a classmate that they found funny, but the subject of the photo did not. They asked for it to be deleted.</p>

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	<p>Before it was deleted, the child who took the photo thought they would share it with just two friends. Now, the sharing of that image is out of control. The two friends shared it with two of their friends, and each of those friends shared it with two more friends and this has now 'gone viral' and is happening every five minutes. How many people could have seen the image after only two hours?</p>
3. Unit 6.2 Lesson 3	<p>Deeper learning questions: Did you make any changes after finding out about screen time. Is it eay to slip back into habits? Look up the recommended hours of sleep for children of your age and compare this to the data; does screen time take away sleep time? What happens to your screen at night? What positive and negative influences of technology can you think of:</p> <ul style="list-style-type: none">● On your education,● On your physical health,● On your mental wellbeing,● On the environment. <p>Can you suggest reasons to balance screen-based activities with other activities in your life? What could prevent you from doing so; temptation, peer pressure, used to a routine, financial, weather, etc.</p> <p>Reconnection: reconnection to year 4 unit on screen time.</p> <p>LO: To understand the importance of balancing screen time and the positive and negative effects of screen time.</p> <p>Activity: Go over new vocab for lesson. Link to prior learning about screen time from year 3/4 Look at the home study card they did – if they haven't got it they can look at a friends with them. Children 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>Children may want to think about this privately as this is not about embarrassing anyone or a competition. Follow instructions to make a collaborative database. Children enter data from their own surveys. Children save graphs form this and analyse what they show. Go over questions to help children analyse data.</p>

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You are going to have a discussion about upsetting content or times screen time has been bad – some children may find this difficult. – important teach point is the knowledge of what to do in the situation.

Open the writing frame – children complete writing frame reflecting on what they have learnt.
Go over vocab and success criteria.

Extension: Click on the “statistics and report’ button and use the reports feature to create individual reports for each child within the class.

Because of the way that the data has been recorded (Yes / No answers and figures for minutes), how can a report be written so that it makes sense?

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

Unit 6.2 Quiz – found on unit page on PM

Questions:

Can you sort images into online risks and online protection?

Can you match risks to the consequences?

Should you ever enable location sharing on a device?

Why might you want to share your location with an app?

Do you ever have complete control over what is in your digital footprint?

What is metadata?

Can you interpret data?

Can you tell the effects of too much screen time?

Who do you have responsibility for when you are online and should therefore behave properly towards or advise well?

Can you match the explanations of: phishing, screenshot, malware, SMART collaboration, PEGI

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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Subject: Purple Mash unit 6.4 Blogging

Key Concept/ Theme: To identify the purpose of writing a blog. • To identify the features of a successful blog. • To plan the theme and content for a blog. • To understand how to write a blog and a blog post. • To consider the effect upon the audience of changing the visual properties of the blog. • To understand how to contribute to an existing blog. • To understand how and why blog posts are approved by the teacher. • To understand the importance of commenting on blogs.

Prior Learning links: Year ½	Year ¾	Year 5/6
<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>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> <p>Cycle B</p>	<p>Cycle A</p> <p>Unit 5.2 Online safety</p> <p>Responsibility to others when sharing • Sources of support • SMART rules • Sharing passwords Word Processing • Use of images • Plagiarism • Citing sources • Image manipulation • Citing sources • Searching • Reliability</p> <p>Cycle B</p> <p>Unit 6.2 Online Safety</p>

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<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>Unit 4.2 Online safety</p> <p>Phishing • Digital footprint • Malware and viruses • Plagiarism • Screen time</p> <p>Unit 4.7 Effective searching</p> <p>Reliable sources • Search algorithms - impact on what you see</p>	<p>Responsibility to others when sharing • Sources of support • Screen time • Being a bystander</p>
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Vocabulary:

<p style="text-align: center;">Approval The act of acknowledging something is appropriate.</p>	<p style="text-align: center;">Archive In this case, where older blog or vlog posts are stored.</p>	<p style="text-align: center;">Blog A regularly updated website or web page, typically one run by an individual or small group, that is written in an informal or conversational style.</p>
<p style="text-align: center;">Blog post A piece of writing or other item of content published on a blog.</p>	<p style="text-align: center;">Collaborate Work jointly on an activity or project.</p>	<p style="text-align: center;">Commenting To express an opinion or reaction in speech or writing.</p>
	<p style="text-align: center;">Vlog A personal website or social media account where a person regularly posts short videos.</p>	

Resources needed for each lesson – 2dos to set.

Lesson 1:

- The teacher needs to create a blog in preparation for this lesson (see Appendix 1).
- Create a collaborative 2Write file called 'Blog Page Success Criteria'. Add this title to the page and then save the file in a shared class folder.
- Extension: Set the Blank template within 2Publish Plus as a 2Do.

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You can select the following objectives when setting the 2Dos to make future assessment easier.

Year: <input type="text" value="Y6"/>	<input type="checkbox"/>	Year: <input type="text" value="Y6"/>	<input type="checkbox"/>
Subject: <input type="text" value="Computing"/>	<input type="checkbox"/>	Subject: <input type="text" value="Computing"/>	<input type="checkbox"/>
Strand: <input type="text" value="Computer Science"/>	<input type="checkbox"/>	Strand: <input type="text" value="IT"/>	<input type="checkbox"/>
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	<input type="checkbox"/>	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	<input type="checkbox"/>
Use sequence, selection and repetition in programs; work with variables and various forms of input and output.	<input type="checkbox"/>	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	<input checked="" type="checkbox"/>
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	<input type="checkbox"/>		
Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.	<input checked="" type="checkbox"/>		

Year: <input type="text" value="Y6"/>	<input type="checkbox"/>
Subject: <input type="text" value="Computing"/>	<input type="checkbox"/>
Strand: <input type="text" value="Digital Literacy"/>	<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

- Purple Mash 2Connect concept mapping tool

Lesson 3

- 2Blog: If you decided in the last lesson that children will making individual blogs, they will use the 2Blog tool in the Communicating and Sharing section of Tools to create personal blogs. This means that their individual blogs will be private. If you wish to make these viewable to other children in the future, you can do this using the Settings cog to open the Manage Blogs tool. See the 2Blog User Guide for further details.
- If you wish to demonstrate from a child perspective, you can impersonate a user using the Admin tool .: Impersonate Pupil

Lesson 4

- To demonstrate the shared class blog to the children, it is useful to use the Impersonate Pupil Login tool so you can show a child's view of the blog. To do this, use the Admin tool .

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- Approve appropriate pupil posts following on from the previous session, so children will be able to see them on the class blog. To demonstrate the approvals process for comments, the blog should NOT be set to by-pass the approvals process.

<p>1. Unit 6.4 Lesson 1</p>	<p>Deeper learning questions: Why do people write blogs? Who is a blog for? Are we responsible for what we post on a blog? Why do people include pictures in a blog?</p> <p>Reconnection: Go over online safety and SMART rules. – Discuss why we have to be careful about what we post online. Link to copyright and fraud.</p> <p>LO To identify the purposes and features of Blog writing.</p> <p>Activity: Introduce new vocab. Introduce children to the concept of what a blog is asking them about their own experiences of a blog. Look at the differences between a blog post and a blog page. Highlight key features of blog including comments. Children to create shared success criteria of their own for creating a blog. Discuss with children about citing sources ect. Go over vocab and success criteria.</p> <p>Extension: Open the Blank template from your 2Dos. Using the criteria created on the shared 2Write document, (and your own additional ideas) to create a poster to remind everyone in the class of what is expected when writing a blog post? Reduce long sentences and suggestions in the 2Write document into just a few words to make your poster ‘snappy’. Use positive terms for the success criteria (Do, Always, Include, Mention, Be). Perhaps you can create your own mnemonic to help others remember the guidance.</p>
<p>2. Unit 6.4 Lesson 2</p>	<p>Deeper learning questions: What makes a good topic for a post or blog? Why do we have to be careful; what we post online? Are we responsible for our own digital footprint?</p> <p>Reconnection: Go over last lessons learning and use this criteria to make a blog. – online safety learning about content online.</p> <p>LO To plan the theme and content for a blog.</p> <p>Activity: go over previous and new vocab. Recap class made success criteria for blogs Children will be planning their own blog or post.</p>

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	<p>You need to decide as a class whether everybody will create separate blogs or whether you wish to have a whole class blog on a theme that everyone will contribute posts and comments to.</p> <p>Some ideas for a blog theme are:</p> <ul style="list-style-type: none">● A blog about your time at primary school.● A blog about the transition to secondary school.● A blog about a place that you have travelled to.● A school journey blog.● A blog about a topic that you are studying.● A blog about a personal interest or talent. <p>Children use 2connect to plan own bog or post – demo how to do this. – slides will guide you.</p> <p>Go over vocab and success criteria</p> <p>Extension:</p> <p>Review the nodes that have been created.</p> <p>Click on the edit button for each node.</p> <p>If clipart or images are available, add picture to show the subject of each node.</p> <p>Click on the ‘notes’ option and add initial ideas about what to write about for each node within your blog. This will help remind you when you revisit your plan next time.</p> <p>Decide upon any links that you wish to add to your blog and investigate how to do this.</p> <p>See whether there are any appropriate videos that you could embed in a post and investigate how to do this.</p>
3. Unit 6.4 Lesson 3	<p>Deeper learning questions: Should I ass any image to my blog? What effect does the use of pictures and texts have on the audience?</p> <p>Reconnection: Go over prior vocab. Using previous lessons on blogs to create a blog.</p> <p>LO To consider aspects of a blog and the effect these have on the audience when creating a blog or post.</p> <p>Activity:</p> <p>If children are contributing to shared blog you can access this on shared area on purple mas – look in shared blogs tab.</p> <p>If you are creating a personal blog children use the 2blog tool in communicating and sharing.</p> <p>Show children how to create a blog going over each section – do this using slides or impersonating a child. – Remind children to save work.</p> <p>Show children how to cerate a blog post and go over things you can add.</p> <p>Children have time to write their blog post.</p> <p>Go over vocab and success criteria.</p>

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	<p>Extension: Return to your blog post and click on the 'edit' button at the bottom of it.</p> <p>Think about the audience for your blog – will everyone have the same interest as you and understand what you have written about?</p> <p>Check through and edit to make sure that your post makes sense to others.</p> <p>Are there any places that you have mentioned? Have you said where that place is?</p> <p>Are there any topic specific words you have used that need explaining?</p> <p>Are there any acronyms that you have used that need explaining?</p>
4. Unit 6.4 Lesson 4	<p>Deeper learning questions: What do we need to think about when commenting? Why is commenting important? What do you do if you are upset by comments?</p> <p>Reconnection: Go over prior vocab. Use previous knowledge of online safety and the impact it can have to comment appropriately.</p> <p>LO To understand the importance of commenting on blogs and to peer assess blogs against agreed criteria.</p> <p>Activity: Go over prior vocab and introduce new vocab. Create a checklist as a class about commenting on each others blogs. – think about impact this could have on audience and on the writer. Teacher to open some posts not yet approved and approve them – discuss why a teacher needs to approve before they get posted. Explain that comments have to be approved by teacher – why is this? Children look at each others post and comment on them using agreed criteria. Go over vocab and success criteria.</p> <p>Extension: Look back at the success criteria created in Lesson 1. Use these to review other children's posts. Focus on the positives, e.g. "I like how the subject you wrote about was clearly explained. It made me feel xxx because... " Add these comments to the posts. As comments from other children are approved on the posts, read through them. You may agree with what they have written – you can add a comment to their comment and tell them (and the original post author) this and provide some information about why you also feel the same. For example: 'I agree with you Billy. I thought Anna's information about the Colosseum was really good. It told me all about it, and I learnt some new facts too. Well done Anna.</p>

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

Unit 6.4 Quiz – found on unit page on PM

Questions:

Do you know what a blog is used for?

Do you know what a vlog is used for?

Can you match the definition of: blog, blog page, blog page

Do I know what a blog can be about?

Can I fill in sentences using missing words about blogs?

How are audiences involved in blogs?

What are the features of a blog page?

What are the features of a blog post?

End Points:

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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