

KS1 Computing Medium Term Plan – Cycle A

**ESAFETY (5 lessons)**

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<p align="center"><b>Prior Knowledge</b></p>	<p align="center"><b>National Curriculum Objectives Covered</b></p>	<p align="center"><b>End of Unit Assessment</b></p>				
<p><u>EYFS</u></p> <ul style="list-style-type: none"> <li>• Describe ways that some people can be unkind online</li> <li>• Offer examples of how this can make others feel</li> <li>• recognise some ways in which the internet can be used to communicate.</li> <li>• Give examples of how they might use technology to communicate with people they know (e.g. video call)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise common uses of information technology beyond school</li> <li>• 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</li> </ul>	<table border="1"> <thead> <tr> <th><u>Y1</u></th> <th><u>Y2</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="1467 359 1769 798"> <ul style="list-style-type: none"> <li>• Know what to do if they see something they do not like online</li> <li>• Recognise that there may be people online who could make them feel sad, embarrassed or upset</li> </ul> </td> <td data-bbox="1769 359 2074 798"> <ul style="list-style-type: none"> <li>• Know that not everything on the internet is true</li> <li>• Know how to deal with unexpected pop-ups or pictures when researching</li> </ul> </td> </tr> </tbody> </table>	<u>Y1</u>	<u>Y2</u>	<ul style="list-style-type: none"> <li>• Know what to do if they see something they do not like online</li> <li>• Recognise that there may be people online who could make them feel sad, embarrassed or upset</li> </ul>	<ul style="list-style-type: none"> <li>• Know that not everything on the internet is true</li> <li>• Know how to deal with unexpected pop-ups or pictures when researching</li> </ul>
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<p align="center"><b>Key Concepts</b></p>	<p align="center"><b>Links Made</b></p>	<p align="center"><b>Vocabulary</b></p>				
<p>KC4 - esafety</p>	<p>PSHE – staying safe</p>	<p>Technology, safety, online, internet, positive, encounters, experiences, communicate, reliable, trust, safe, stranger, pop up, email, attachment, message, appropriate, personal information, share, sensitive, trusted adult, advice, help, uncomfortable, upsetting</p>				

KS1 Computing Medium Term Plan – Cycle A

Key Concept(s)	Learning Intention	Crucial Knowledge	Activities	Resources
<b>esafety (5 lessons)</b>				
KC4 – esafety	<b>To identify the many uses of digital technology</b>	<p>Explore and try out various uses of the online world</p> <p>Identify things they like to do online</p> <p>Identify any rules that help them to use the online world positively and responsibly</p>	<p><u>Retrieval – show children a beebot, an ipad and a laptop. Can they name each one and say what it does?</u></p> <p>Talk about the fact that the online world offers lots of positive but that we also need to be aware of the sometimes less good encounters and experiences. Explain that by learning how to stay e-safe, they can enjoy the online world. Explain that today they are going to think about the different ways in which we use and enjoy the online world and will be creating a class set of online guidelines for fair and safe use of ICT. Show the <a href="#">BBC video</a> and ask them which kinds of technology they have access to and what they use it for.</p> <p>Have set up around the room a range of online experiences on tablets and laptops e.g.</p> <ul style="list-style-type: none"> <li>• Cbeebies website <a href="http://www.bbc.co.uk/cbeebies">http://www.bbc.co.uk/cbeebies</a></li> <li>• Alphablocks <a href="http://www.bbc.co.uk/iplayer/cbeebies/a-z?sort=atoz&amp;page=1">http://www.bbc.co.uk/iplayer/cbeebies/a-z?sort=atoz&amp;page=1</a></li> <li>• Take a selfie on the tablet</li> <li>• Read an online book <a href="https://www.oxfordowl.co.uk/for-school/for-school/oxford-owl-ebook-collection">https://www.oxfordowl.co.uk/for-school/for-school/oxford-owl-ebook-collection</a></li> <li>• Do some shared research online – e.g. find out about an animal</li> <li>• Send a safe email (use zilladog.com username ks1 password kiveton) to school office/another teacher</li> </ul> <p>Allow 5 mins on each, then in pairs give them the online use cards: Play/Communicate/Share/Watch/Read/Discover and get them to place them on the activity that they think they relate to.</p> <p>In their groups, children share which activity they enjoyed the most and share with class something they do at home that they enjoy doing online</p> <p>Add comments to floor book</p>	<p>Beebot, ipad, lapop</p> <p>Ipads and laptops, set up with activities</p> <p><a href="#">Online use cards</a></p> <p><b>Vocab</b> Technology, safety, online, internet, positive, encounters, experiences, communicate</p>

KS1 Computing Medium Term Plan – Cycle A

<p>KC4 – esafety</p>	<p><b>To understand that information online is not always reliable</b></p>	<p>Understand the dangers of ‘meeting’ people online - who to trust and who not to trust</p> <p>Identify some basic features of a reliable and unreliable website and carry out a ‘safe’ online search</p> <p>Understand that attachments and pop-ups are not always from reliable sources and can be unsafe to open</p>	<p>Retrieval – what activities can we do online? Use online use cards from previous lesson</p> <p>What is ‘reliable’? watch the <a href="#">Smart Crew video</a> (this is aimed at 7-11 year olds, but is appropriate content for KS1) and explain that sometimes websites can be unreliable and sometimes the links that come up might not be appropriate for children.</p> <p>Play <a href="#">‘find the fake’ game</a> (choose a category)</p> <p>Discuss scenarios e.g. they see a pop up on a website that says they’ve won an iphone/they get an email or message through a game asking them to meet someone - what they think the best thing to do would be? It’s important that children understand that they should always tell a trusted adult (teacher or parents) and ask whether it is ok to open something or not</p>	<p><a href="#">Online use cards</a></p> <p><b>Vocab</b> Reliable, trust, safe, stranger, pop up, email, attachment, message, appropriate</p>
<p>KC4 – esafety</p>	<p><b>To understand what personal information is and how to keep it safe</b></p>	<p>Know when sharing of personal information is and is not safe</p> <p>Identify information that is safe to share and what is not</p>	<p>Retrieval - discuss scenarios from previous lesson e.g. they see a pop up on a website that says they’ve won an iphone/they get an email or message through a game asking them to meet someone - what they think the best thing to do would be?</p> <p>Play all about me game. Ask what children found out about each other. Introduce term ‘personal information’ - information (facts) about yourself. Look at ‘sharing information’ poster and explain.</p>	<p><a href="#">All About Me game</a></p> <p><a href="#">Sharing Information poster</a></p> <p><a href="#">Sharing Information discussion cards</a></p> <p><b>Vocab</b></p>

KS1 Computing Medium Term Plan – Cycle A

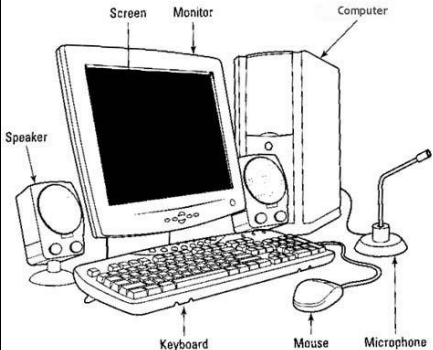
		safe to share online	<p>Look at sharing information discussion cards. As a class or in in groups/pairs, and decide which ones are safe to share with someone you don't know (can be online or in real life)</p> <p>Remind children that they should <i>always</i> ask a trusted adult to check before sharing information. Explain that it is also important not to give out personal information to people online who we don't know - either via email, in a game, or in a text.</p>	Personal information, share, safe, sensitive, trusted adult
KC4 – esafety	<b>To know when to ask an adult for help or advice about something online</b>	<p>Know how to recognise when something isn't right online</p> <p>Suggest when they need to tell an adult about something online</p> <p>Identify 'safe' adults, who children can tell about online worries</p>	<p>Retrieval – <a href="#">Smartie the Penguin</a>, slides 1-11 (pop ups) then discuss slides 12-16</p> <p>Read the rest of the Smartie the Penguin story and discuss as a class the times when Smartie felt unsure, uncomfortable or that something wasn't right (pop ups, a website for older children, people being mean).</p> <p>When else might children feel something is not right? (e.g. when children are asked for personal details; images or websites for older children or adults; messages/emails from people they don't know etc.)</p> <p>Ask children who Smartie went to for help and emphasise that these are 'safe adults' to approach for help. Other than parents, who else do children think might be a safe adult?. Explain that today children are going to think out about getting help with the online world and who to voice their concerns to.</p> <p>Get children to create their own 'safe adults circle' - children to draw a picture of each adult they can trust and then cut them out and stick them onto a circular piece of coloured card.</p>	<p><a href="#">Smartie the Penguin Story</a></p> <p>Squares of paper</p> <p>Circular piece of paper (1 per child)</p> <p><b>Vocab</b> Advice, help, online, trusted adults, uncomfortable, upsetting</p>
KC4 – esafety	<b>To understand and talk about online safety</b>	Understand what is meant by a safe and unsafe decision online	<p>Retrieval – <a href="#">esafety quiz</a> (note any confusion or misconceptions and clarify)</p> <p>Introduce online safety song (to be sung to the tune of 'if you're happy and you know it'):</p> <p><i>If you find a dodgy website tell an adult</i></p>	<p>Paper for posters</p> <p><b>Vocab</b> Safe, unsafe, online, upsetting, trusted adult</p>

KS1 Computing Medium Term Plan – Cycle A

		<p>Discuss a range of online scenarios and offer advice</p>	<p><i>If you find a dodgy website tell an adult</i> <i>Tell an adult who you trust - it's an absolute must</i> <i>If you find a dodgy website tell an adult</i></p> <p>Children create posters about staying safe online, drawing together all the learning from the unit. Choose some to add to floor book.</p>	
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CREATING DIGITAL CONTENT (13 lessons)				
<p align="center"><b>Prior Knowledge</b></p>	<p align="center"><b>National Curriculum Objectives Covered</b></p>	<p align="center"><b>End of Unit Assessment</b></p>		
<p><u>EYFS</u></p> <ul style="list-style-type: none"> <li>• Begin to use a trackpad or touch screen to rearrange objects and pictures on a screen</li> <li>• Use a trackpad or touch screen to click on the icon for a program they want to use</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	<table border="0"> <tr> <td data-bbox="1467 327 1769 837"> <p><u>Y1</u></p> <ul style="list-style-type: none"> <li>• Use the space bar with support</li> <li>• Save a document with support</li> <li>• Use backspace to delete letters</li> </ul> </td> <td data-bbox="1769 327 2072 837"> <p><u>Y2</u></p> <ul style="list-style-type: none"> <li>• With support, move and alter the size of images and text</li> <li>• Highlight text and change font/style e.g., B U I</li> <li>• Save work by using 'save as'</li> <li>• With support, open a piece of work from a folder</li> </ul> </td> </tr> </table>	<p><u>Y1</u></p> <ul style="list-style-type: none"> <li>• Use the space bar with support</li> <li>• Save a document with support</li> <li>• Use backspace to delete letters</li> </ul>	<p><u>Y2</u></p> <ul style="list-style-type: none"> <li>• With support, move and alter the size of images and text</li> <li>• Highlight text and change font/style e.g., B U I</li> <li>• Save work by using 'save as'</li> <li>• With support, open a piece of work from a folder</li> </ul>
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<p align="center"><b>Key Concepts</b></p>	<p align="center"><b>Links Made</b></p>	<p align="center"><b>Vocabulary</b></p>		
<p>KC2 Using technology to solve problems KC3 Creating digital content</p>	<p>English – creating a piece of written work</p>	<p>Software, application (app), hardware, coding, programs, desktop, icon, start menu, keyboard, monitor, word processing, presentation, formatting, input, editing, typing, tables, desktop shortcut, enter, delete, space bar, caps lock, save, save icon/button, save as, file, folder, font/typeface, colour, size, open, open button/icon, retrieve, find</p>		

KS1 Computing Medium Term Plan – Cycle A

Key Concept(s)	Learning Intention	Crucial Knowledge	Activities	Resources
<b>CREATING DIGITAL CONTENT (13 lessons)</b>				
KC3 Creating digital content	<b>To understand what software is</b>	<ul style="list-style-type: none"> <li>- Use the term 'software' to refer to computer programs and apps</li> <li>- Give examples of software they use on a day to day basis</li> </ul>	Watch <a href="#">video</a> , pausing for clarification and to check understanding	<b>Vocab</b> Software, application (app), hardware, coding, programs
KC3 Creating digital content	<b>To understand what hardware is</b>	<ul style="list-style-type: none"> <li>- Use the term 'hardware' to refer to parts of a computer</li> <li>- Understand what purpose different hardware has</li> </ul>	<p>Explore the physical parts of a computer/laptop – mouse, keyboard, track pad, screen etc</p> <p>Explore the desktop of a PC – icons, start menu etc Explain the functions of these</p> <p>Label large diagram as class</p> 	<p>Laptops/PC, large diagram to be labelled, <a href="#">parts of a computer labels</a></p> <p><b>Vocab</b> Desktop, icon, start menu, keyboard, monitor</p>

KS1 Computing Medium Term Plan – Cycle A

<p>KC3 Creating digital content</p>	<p><b>To know how to open a computer program</b></p>	<ul style="list-style-type: none"> <li>- Talk about the features of Word and PowerPoint</li> <li>- Open word by double clicking on the desktop icon</li> </ul>	<p>Introduce purpose (link to a curriculum subject). Model how to open the relevant software (word)</p> <p>Explain the purpose of word processing software (e.g. Word) is for inputting, editing and formatting text, often with some additional features e.g. inserting pictures, diagrams or tables.</p> <p>Presentation software (e.g. PowerPoint) is designed to help people present their information to others and focuses on images, diagrams, flow charts with some text to support</p> <p>Children use laptops practise finding the desktop shortcut and opening the program they have chosen to use</p>	<p>Laptops</p> <p><b>Vocab</b> Software, word processing, presentation, formatting, input, editing, typing, tables, desktop shortcut</p>
<p>KC3 Creating digital content</p>	<p><b>To know how to edit and save a document</b></p>	<ul style="list-style-type: none"> <li>- Open word by double clicking on the desktop icon</li> <li>- Type a simple sentence using the keyboard</li> <li>- Press the space button once to insert a space between words</li> <li>- Save a document using 'save as'</li> </ul>	<p>Open Word and model using it to:</p> <ul style="list-style-type: none"> <li>- add text</li> <li>- delete text</li> <li>- press enter to start a new line</li> <li>- use the space bar for spacing</li> <li>- use caps lock for uppercase</li> </ul> <p>Children practise the above on laptops by writing a simple sentence e.g. My name is</p> <p>Show children how to save a document (save on Global Area in class folder)</p> <p>Children practise saving their document on laptops</p>	<p>Laptops</p> <p><b>Vocab</b> enter, delete, space bar, caps lock, software, word processing, presentation, formatting, input, editing, typing, tables, desktop shortcut, save, save icon/button, save as, file, folder</p>



KS1 Computing Medium Term Plan – Cycle A

<p>KC3 Creating digital content</p>	<p><b>To know how to open and edit text in a word processing program</b></p>	<ul style="list-style-type: none"> <li>- Follow steps to open a saved document</li> <li>- Change the colour/font/size of the text</li> <li>- Save the document using 'save'</li> </ul>	<p>Show children the steps needed to open a saved document (from Global Area in class folder)</p> <p>Children practise opening a document on laptops</p> <p>Open their Word document from previous lesson and model using it to edit the text:</p> <ul style="list-style-type: none"> <li>- font/typeface</li> <li>- colour</li> <li>- size</li> </ul> <p>Children practise the above on laptops.</p>	<p>Laptops</p> <p><b>Vocab</b> Font/typeface, colour, size, enter, delete, space bar, caps lock, software, word processing, presentation, formatting, input, editing, typing, tables, desktop shortcut, open, open button/icon, save, save icon, save as, file, folder, retrieve, find</p>
<p>KC3 Creating digital content</p>	<p><b>To know how to add images to an editing program (Comic Life)</b></p>	<ul style="list-style-type: none"> <li>- Open the Comic Life program by double clicking on the desktop icon</li> <li>- Add images to comic</li> <li>- Save comic</li> </ul>	<p>Introduce the <b>program</b> Comic Life and explain its purpose – to <b>combine text and images</b> in a comic book style.</p> <p>Model finding the <b>icon</b> (on <b>start menu</b>) and <b>double clicking</b> to <b>open the program</b></p> <p>Show children how to add images from the <b>global shared area</b>. Children practise this on laptops</p>	<p>Laptops</p> <p><b>Vocab</b> Program, text, image, icon, start menu, open, add, import</p>

KS1 Computing Medium Term Plan – Cycle A

<p>KC3 Creating digital content</p>	<p><b>To know how to add and edit text in an editing program</b></p>	<ul style="list-style-type: none"> <li>- Open comic</li> <li>- Change layout</li> <li>- Insert and edit text</li> <li>- Save comic</li> </ul>	<p>Open Comic Life and model using it to:</p> <ul style="list-style-type: none"> <li>- Use different <b>layouts</b></li> <li>- <b>Insert</b> text</li> <li>- <b>Edit</b> text appearance</li> <li>- <b>Resize</b> text boxes</li> <li>- Resize pictures</li> </ul> <p>Children practise the above on laptops</p>	<p>Laptops</p> <p><b>Vocab</b> Program, text, image, icon, start menu, open, add, import, resize, layout, edit</p>
<p>KC3 Creating digital content</p>	<p><b>To apply knowledge of a program to create a document</b></p>	<ul style="list-style-type: none"> <li>- Open new comic and add images and text</li> <li>- Use knowledge of techniques learnt to edit and improve comic</li> <li>- Save comic</li> </ul>	<p>Use Comic Life to create a poster linked to a curriculum area they are studying</p>	<p>Laptops</p> <p><b>Vocab</b> Program, text, image, icon, start menu, open, add, import, resize, layout, edit</p>
<p>KC3 Creating digital content</p>	<p><b>To apply knowledge of a program to create a document</b></p>	<ul style="list-style-type: none"> <li>- Open comic</li> <li>- Use knowledge of techniques learnt to edit and improve comic</li> <li>- Save comic</li> </ul>	<p>Use Comic Life to create a poster linked to a curriculum area they are studying</p>	<p>Laptops</p> <p><b>Vocab</b> Program, text, image, icon, start menu, open, add, import, resize, layout, edit</p>

KS1 Computing Medium Term Plan – Cycle A

<p>KC2 Using technology to solve problems KC3 Creating digital content</p>	<p><b>To create digital content</b></p>	<ul style="list-style-type: none"> <li>- Open a saved document</li> <li>- Add text and images</li> <li>- Use 'save as' to save with new filename</li> </ul>	<p>Introduce purpose – creating a page for the leavers' book. Remind children how to <b>open a saved document</b>, and model finding and opening the page template.</p> <p>Children use laptops to open the document and begin <b>editing</b> the template with their own ideas</p> <p>Remind children how to <b>save</b> the file using the '<b>save as</b>' function</p>	<p>Laptops</p> <p><b>Vocab</b> Open, template, add, import, edit, saved, document, save, save as</p>
<p>KC2 Using technology to solve problems KC3 Creating digital content</p>	<p><b>To retrieve and edit digital content</b></p>	<ul style="list-style-type: none"> <li>- Open a saved document</li> <li>- Add text and images</li> </ul>	<p>Children continue editing the template, <b>adding images</b> and exploring ways to present the text in a way they like</p>	<p>Laptops</p> <p><b>Vocab</b> Open, add, import, edit, saved, document, save, save as</p>
<p>KC2 Using technology to solve problems KC3 Creating digital content</p>	<p><b>To retrieve and edit digital content</b></p>	<ul style="list-style-type: none"> <li>- Open a saved document</li> <li>- Add text and images</li> </ul>	<p>Children continue editing the template, adding images and exploring ways to present the text in a way they like</p>	<p>Laptops</p> <p><b>Vocab</b> Open, add, import, edit, saved, document, save, save as</p>

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<p>KC2 Using technology to solve problems KC3 Creating digital content</p>	<p><b>To retrieve and edit digital content</b></p>	<ul style="list-style-type: none"> <li>- Open a saved document</li> <li>- Add text and images</li> </ul>	<p>Children continue editing the template, adding images and exploring ways to present the text in a way they like</p>	<p>Laptops</p> <p><b>Vocab</b> Open, add, import, edit, saved, document, save, save as</p>
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<p><b>KC1</b></p>	<p><b>Computer programming and perseverance</b></p>	<p>Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation Analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems</p>
<p><b>KC2</b></p>	<p><b>Using technology to solve problems</b></p>	<p>Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems</p>
<p><b>KC3</b></p>	<p><b>Creating digital content</b></p>	<p>Be responsible, competent, confident and creative users of information and communication technology</p>
<p><b>KC4</b></p>	<p><b>esafety</b></p>	<p>The safe and responsible use of technology</p>