

	<p>Year group: Reception</p>	<p>Area/topic: Technology all around us / Internet Safety (Autumn 1)</p>
	<p>(Objectives from NC/ELG/Development matters)</p> <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Sensible amounts of 'screen time'. <p>ELG - Personal, Social and Emotional Development - Managing Self:</p> <ul style="list-style-type: none"> • Explain the reasons for rules, know right from wrong and try to behave accordingly. <p>ELG - Expressive Arts and Design - Creating with Materials:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	

** Depending on the cohort and their understanding and usage of technology, teachers can decide to adapt the medium-term plan for online safety to make sure it is supporting the children's needs. Please speak to the computing lead regarding any internet safety related issues.*

Prior learning	Future learning
<ul style="list-style-type: none"> • Children in Nursery will learn about the importance of following rules to keep them safe. They will build on this in Reception to understand how this applies to using technology. 	<ul style="list-style-type: none"> • In Autumn 2, the children will be introduced to their iPad licences and begin to learn more specific rules for when they begin to use iPads. • In Spring 1, the children will explore Internet Safety in more depth during Internet Safety Day. • Internet Safety will be repeated in Autumn 1 in Year 1 where they will discuss the specific

risks with different technology and how to keep themselves safe.

What pupils need to know or do to be secure

Key knowledge and skills

- To understand what technology is.
- To identify different technology in the classroom/school.
- To know some of the ways to stay safe online e.g. Not clicking on pop ups. Don't click on things that haven't been set by the teacher.
- To know who to ask for help if something happens on the iPad they aren't sure about.

Possible evidence

- Children to go on a technology hunt around the classroom to identify different forms of technology in the classroom.
- Children to listen to lots of stories and discuss what mistakes the characters made and what they should have done.

Key vocabulary

- **Safe** - It won't cause harm and it is ok to use.
- **Unsafe** - Not ok to use.
- **Pop-Ups** - Something that suddenly appears on the screen.
- **Rules** - Instructions that you must follow to keep you safe.
- **Technology**
- **Private** - Belongs to you and is for you only.
- **Devices** - Any computer, phone, camera, video camera, audio recording device or other electronic devices that can be used for creating, storing, or transmitting information.

Common misconceptions

- It is important for the children to understand that even though they are using school iPads, things could still pop up that they aren't sure about.
- It is important for children to understand that despite us telling them that they must not share their usernames and passwords

Books linking to this area

- Webster's Manners - Hannah Whaley
- Online PDF Books:
- Smartie the Penguin for EYFS - Story 1 - <https://www.childnet.com/resources/smartie-the-penguin/>

with anyone - the teachers can see their iPad licence usernames and passwords when helping them to logon.

- Smartie the Penguin for EYFS - Story 2 - <https://www.childnet.com/resources/smartie-the-penguin/>

Memorable first hand experiences

- Internet Safety Day will be held in Spring 1.

Opportunities for communication

- This unit will involve lots of discussion about internet safety and how to stay safe using the iPads.

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Reasonable adjustments for pupils with SEND

Communication and Interaction

- Make sure the children are using the correct equipment for them.
- Consider headphones to support the child to hear.
- Have someone available to read any text that is on the screen.

Cognition and Learning

- Consider adjusting the brightness and colour so they can see the screen more easily.
- Have someone available to read any text that is on the screen.
- Shorter steps given at appropriate time.
- Simpler logins.
- Adult to support with logging in.
- Print out which the different functions and tools on.
- Step by step guide printed out for them to refer to.

Social, Emotional and Mental health

- Timer so they understand when they will need to log off.
- Clear boundaries.
- Online safety instructions made clear.

Sensory and Physical

- Larger text/equipment.
- Print offs instead of screen time.
- Appropriate desk, chair, keyboard and mouse.