

	<p>Year group: Year 1</p>	<p>Area/topic: Technology all around us / Internet Safety (Autumn 1)</p>
<p>(objectives from NC/ELG/Development matters)</p> <p>Pupils to be taught:</p> <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>		

*\* Depending on the cohort and their understanding and usage of technology, teacher's 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"> <li>• Children in reception will have understood what the word 'technology' means and are able to name the technology in a classroom (ipad, whiteboard, laptop).</li> <li>• Children in Reception would have completed an 'Internet safety' unit in Autumn 1 and would have had an Internet Safety Day in Spring 1.</li> <li>• They would have also been spoken to about some of the rules surrounding using an iPad when receiving their iPad licence.</li> </ul>	<ul style="list-style-type: none"> <li>• Internet Safety will be repeated in Autumn 1 in Year 2 and they will also have an Internet Safety Day in Spring 1.</li> <li>• They children will go on to learn about how to keep themselves safe independently in Year 2 and understand how to make safe decisions.</li> </ul>

## What pupils need to know or do to be secure

### Key knowledge and skills

- To understand what technology there is in Year 1.
- To develop their understanding of technology and how it helps them in their everyday life.
- To identify what purpose different technology has e.g. a phone can be used to make phone calls, an iPad can be used to search the internet more easily than a small phone could.
- To identify the risks that can occur when using specific technology. E.g. What risks might you come across when using an iPad? What risks are there on a mobile phone?
- To identify who to ask when something occurs on a device that they are not sure about.
- To demonstrate how to use technology safely.

### Possible evidence

- Children to explore a different technology each lesson discussing what its purposes are and what risks there may be.
- Children to make internet safety posters.
- Children to listen to stories about internet safety dilemmas and discuss what the characters in these stories should do.

### Key vocabulary

- **Devices** - Any computer, phone, camera, video camera, audio recording device or other electronic devices that can be used for creating, storing, or transmitting information.
- **Internet** - Many devices are connected to the internet. It allows them to see things online and communicate with others.
- **Safe** - It won't cause harm and it is ok to use.
- **Unsafe** - Not ok to use.
- **Stranger** - Someone you don't know.
- **Website** - A page online.
- **App** - A program that allows you to do a specific function.
- **Private** - Belongs to you and is for you only.
- **Information** - Facts about something or someone.

Common misconceptions	Books linking to this area
<ul style="list-style-type: none"> <li>• 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.</li> <li>• It is important for children to understand that despite us telling them that they must not share their usernames and passwords with anyone - the teachers can see their iPad licence usernames and passwords when helping them to logon.</li> <li>• When discussing strangers, children may find it difficult to visualise that there are people on the internet. Teacher's must explain that when we talk about people on the internet, we mean other humans who are somewhere on the world using technology too and are connected to us using the internet so even though we can't see them, they are there.</li> </ul>	<ul style="list-style-type: none"> <li>• Chicken Clicking - Jeanne Willis</li> <li>• The Internet is like a Puddle - Shona Innes</li> <li>• Webster's Friend - Hannah Whaley</li> </ul> <p>Online E-Books:</p> <ul style="list-style-type: none"> <li>• Smartie the Penguin - Year 1 - Story A - <a href="https://www.childnet.com/resources/smartie-the-penguin/">https://www.childnet.com/resources/smartie-the-penguin/</a></li> <li>• Smartie the Penguin - Year 1 - Story A - <a href="https://www.childnet.com/resources/smartie-the-penguin/">https://www.childnet.com/resources/smartie-the-penguin/</a></li> <li>• Digiduck and the Magic Castle - <a href="https://www.childnet.com/resources/digiduck-stories/">https://www.childnet.com/resources/digiduck-stories/</a></li> </ul>
Memorable first hand experiences	Opportunities for communication
<ul style="list-style-type: none"> <li>• Children could lead an assembly showcasing their internet safety posters and explaining to the school what we need to remember when using the internet and technology.</li> <li>• Internet Safety Day will be held in Spring 1.</li> </ul>	<ul style="list-style-type: none"> <li>• There will be lots of opportunities in this unit for children to listen to stories about internet safety and discuss their thoughts.</li> <li>• Children could listen to stories about a character not being safe on the internet and discuss what they should have done differently.</li> </ul>

Dereham Church of England Infant and Nursery Academy

Reasonable adjustments for pupils with SEND

<p><i>Communication and Interaction</i></p> <ul style="list-style-type: none"><li>• Make sure the children are using the correct equipment for them.</li><li>• Consider headphones to support the child to hear.</li><li>• Have someone available to read any text that is on the screen.</li></ul>	<p><i>Cognition and Learning</i></p> <ul style="list-style-type: none"><li>• Consider adjusting the brightness and colour so they can see the screen more easily.</li><li>• Have someone available to read any text that is on the screen.</li><li>• Shorter steps given at appropriate time.</li><li>• Simpler logins.</li><li>• Adult to support with logging in.</li><li>• Print out which the different functions and tools on.</li><li>• Step by step guide printed out for them to refer to.</li></ul>
<p><i>Social, Emotional and Mental health</i></p> <ul style="list-style-type: none"><li>• Timer so they understand when they will need to log off.</li><li>• Clear boundaries.</li><li>• Online safety instructions made clear.</li></ul>	<p><i>Sensory and Physical</i></p> <ul style="list-style-type: none"><li>• Larger text/equipment.</li><li>• Print offs instead of screen time.</li><li>• Appropriate desk, chair, keyboard and mouse.</li></ul>