

Learning journey	Computing	E-safety	Year 5	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary
<p>Before the start of the unit, in Year 4, developed their understanding of how they can protect themselves online and will know that anything posted online will leave a digital footprint. Children explored key concepts relating to online safety using concept mapping such as 2Connect. They are now able to collaborate in order to help others to understand the importance of online safety. Children can list a range of ways to report inappropriate content and contact.</p> <p>Before the unit they will know how to positively comment online, know to take time when responding to messages and know that whatever is online stays there.</p>	<p>During the unit, pupils will learn will continue to apply their knowledge of why the internet is used, questioning the content that is online and thinking about what they can trust. The children will have a secure understanding of common online safety rules. Year 5 will learn to apply by demonstrating the safe and respectful use of a few different technologies and online services. Children will be taught to implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.</p>	<p>In Spring 1, pupils will continue to learn about these themes through a safety online PSHE unit.</p> <p>In Y6, pupils will apply taught knowledge from Y3, Y4 and Y5 to understand the impact social media has on mental health, explore the support available to a young person if they have a concern or come across cyberbullying. They will recognise the importance of communicating in a responsible and respectful way. They will explore how their online identity can form an online reputation and the implications of this. They will have a greater understanding of managing personal information online and how to keep themselves safe.</p>	<p>Information literacy Online content Trusted information Apps Data Cyberbullying Learning platform Risks Online identity Fake news Accurate Reliable</p>


NC coverage and HWJS skills development	Knowledge organisers
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**National curriculum coverage**  
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour

**HWJS skills development**  
Pupils can set a strong and secure password and can articulate clearly the positive and negative uses of the internet.


<p><b>Caption</b> Making reference to the original source of a piece of information, quotation or image.</p> <p><b>Copyright</b> When the rights to something belong to a specific person.</p> <p><b>Identity theft</b> When someone pretends to be another person online, it can be done for financial gain or to steal someone's private information.</p> <p><b>PGC ratings</b> These are age- and digital content's suitability for and the type of content that is suitable.</p> <p><b>Password</b> The practice of sending email addresses to be from reputable companies in order to receive information, not be passwords and credit card numbers.</p> <p><b>Reliable source</b> A source of information that provides thorough, well-researched details based on valid evidence.</p>	<p><b>Collaborate</b> To work jointly on an activity or project.</p> <p><b>Creative Commons</b> <b>Licence</b> A non-profit organisation that provides licences for creators to use. If an image has a CC licence, you may legally use the image for non-commercial purposes. You must still give credit to the original creator of the image.</p> <p><b>Malware</b> Software that is specifically designed to do harm, damage or gain unauthorised access to a computer system.</p> <p><b>Personal information</b> Anything information about yourself such as your name, address and telephone number.</p> <p><b>SMART rules</b> A lot of sites based around the word SMART designed to help you stay safe which are: <b>S</b>afe, <b>M</b>indful, <b>A</b>ccurate, <b>R</b>esponsible, <b>T</b>rust.</p>	<p><b>Communication</b> A way of exchanging information for example, email, social media, writing.</p> <p><b>Encrypt</b> The translation of data into a secret code to allow data security.</p> <p><b>Ownership</b> Who has permission to use or edit a resource or part of the resource.</p> <p><b>Phishing</b> 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 card numbers.</p> <p><b>Spam</b> An imitation of something that appears to be legitimate.</p> <p><b>Validity</b> The quality of something being logical or factually correct.</p>
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**Key Resources**







Display Boards



2Paint a Picture



2Connect



2Publish Plus

<p>Begin to understand that users can portray themselves in a certain way due to filters and editing of impacts – develop an understanding of the positive and negative impacts that this can have on themselves and others.</p>			
<p><b><u>Connections / deepening understanding</u></b> How is the understanding of this area deepened in other areas of the curriculum? What links are there in the other subjects in the curriculum?</p>	<p><b><u>RADE</u></b> Are the rights of the child relevant in this area of study - do they get referred to in the work?</p>	<p><b><u>Assessment</u></b> By the end of the unit the children will be able to ... Details of the objectives that they will have covered within this unit of work</p>	
<p>PSHE: safety, relationships, bullying SMSC links</p>	<p><b>Promoting social development:</b> Group working collaboration and interaction with peers Safety</p>	<p><b>The pupils will be assessed through</b> ongoing assessment through teacher observation and pieces of work produced throughout the sessions.  <b>By the end of the unit the children will be able to</b> question online content that they encounter and express the risks associated with posting on an online platform.</p>	
<p><b>Assessment recording for the unit - checking the level of pitch of the work</b></p>			
<p><b><u>Key skill(s)/ knowledge to be assessed by the end of the unit</u></b></p>	<p><b><u>Lower attaining</u></b></p>	<p><b><u>Middle attaining</u></b></p>	<p><b><u>Higher attaining</u></b></p>
<p>I can act appropriately when encountering negative behaviour online.</p>	<p>I can identify poor online behaviour online.</p>	<p>I can identify negative behaviour online and choose the right action to take.</p>	<p>I can identify negative behaviour online and choose the right action to take, explaining my choice.</p>
<p>I know it is important to question online content and decide who and what to trust.</p>	<p>I can identify stories that might not be true and explain my reasons why.</p>	<p>I understand what fake news is, be able to recognise it and explain why it cannot be trusted.</p>	<p>I can assess information, explaining my views as to why I should/not trust the information and explain what I can do to 'check' the reliability of what I have read.</p>