Orton Wistow Primary School – Curriculum Plan

Subject: Online Safety | **Year : 4** | **Term : Autumn**

Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	Learning Practising	Teaching Coaching	Assessment Observing	Learning Reflecting	Teaching Facilitating	Assessment Evaluating
My Media Choices (media balance and well-being)	https://www.commonsense.org/education/digital-citizenship/lesson/my-media-choices								
Media – *all of the ways that large groups of people get and share information* **Balance** – a situation in which different elements are equal or in the correct proportions	• Know that our media consumption choices can have an effect on the way we feel or others feel. • Know what different types of media there are for us to choose from (playing a game online, FaceTime, newspaper, YouTube)			• Understand their emotional responses to evaluate how healthy different types of media choices are. • Begin to develop their own definition of a healthy media balance.			• Learn the "What? When? How Much?" framework for describing their media choices. • Recognise how different media can make us feel		
Private and Personal Information (privacy and security)	https://www.commonsense.org/education/digital-citizenship/lesson/private-and-personal-information								
Hardwired – make (a pattern of behaviour or belief) standard or instinctive Personal information – information about ourselves that can be fun to share Private information – information about ourselves that we should not share	• Know the difference between private and personal information. • Know what information can be shared online (likes, opinions) • Know that sharing is hardwired into our brains and has positive benefits • Know that private information should not be shared unless they have permission from an adult.			• Understand why it is risky to share private information online. • Understand that we want to share with others and it is good because it helps us to learn, stay connected and persuade.			• Identify the reasons why people share information about themselves online. • Share appropriate personal information but not private information. • Recognise when someone (or a site) is asking for private information		

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Define the word and include etymology if useful.	**Learning** Remembering	**Teaching** Telling	**Assessment** Testing	**Learning** Practising	**Teaching** Coaching	**Assessment** Observing	**Learning** Reflecting	**Teaching** Facilitating	**Assessment** Evaluating
Our Online Tracks (digital footprint and identity)	https://www.commonsense.org/education/digital-citizenship/lesson/our-online-tracks								
digital footprint - a record of what you do online, including the sites you visit and the things you post; it can also include things that others post that involve you **fossil** - parts of an animal saved and preserved within the earth for up to millions of years **inference** - an educated guess based on evidence **responsibility** - a duty you have to yourself or others	• Children will know that a digital footprint is changed by the choices people make when online. • Children will know that they can change their own and others digital footprints.			• Children will understand that they have a responsibility to look after their own digital footprint and others by making good choices when online.			• Children will have the skills to be a good online citizen. Thinking carefully before they post and getting permission from others before posting about them.		
Keeping Games Fun & Friendly (relationships & communication)	https://www.commonsense.org/education/digital-citizenship/lesson/keeping-games-fun-and-friendly								
digital media - information that comes to us through the internet, often through a tablet, smartphone, or laptop **griefing** - irritating or angering people in video games by being mean, destructive, or cheating **online video game** - a video game that is played through the internet **social interaction** - talking or messaging with people to develop friendship or community	• Children will know that some online games can be played by lots of people together at the same time. • Children will know that they can interact with other players through chat facilities and in game options.			• Children will understand that there are positives and negatives of social interaction in online games. • Children will understand that they have a responsibility to make good choices if interacting with people online, as they do when they interact with others in the real world.			• Children will be able to reflect on the choices they have made in the past when online. • Children will be able to help change digital footprints for the better		

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Define the word and include etymology if useful.	**Learning** (Remembering) / **Teaching** (Telling) / **Assessment** (Testing)	**Learning** (Practising) / **Teaching** (Coaching) / **Assessment** (Observing)	**Learning** (Reflecting) / **Teaching** (Facilitating) / **Assessment** (Evaluating)
Be a Super Digital Citizen (we are kind & courageous)	https://www.commonsense.org/education/digital-citizenship/lesson/be-a-super-digital-citizen		
Cyberbullying - using digital devices, sites, and apps to intimidate, harm, and upset someone **digital citizen** - someone who uses technology responsibly to learn, create, and participate **upstander** - a person who supports and stands up for someone else	• Children will know what makes an upstanding digital citizen – someone who uses technology responsibly to learn, create and participate	• Children will understand that online tools are empowering for children but they also come with big responsibilities. • Children will understand the importance of standing up to cyberbullying and helping others.	• Children will be able to show ways of being an upstanding digital citizen, e.g. sharing verbally, creating a comic strip.
A Creator's Rights and Responsibilities (we are critical thinkers and creators)	https://www.commonsense.org/education/digital-citizenship/lesson/a-creators-rights-and-responsibilities		
Attribute - giving credit to the person who created something, such such as listing the author?♀s name and date, or a citation **Copyright** - legal protection that a creators have over the things they create **intellectual property** - the ownership of something you create, giving you a right to how others use it **license** - a clear way to define the type of copyright creative work has so others know how they can use it	• Children will know that some images online are OK to use in their own work but others aren't. • Children will know some of the basic laws around intellectual property including copyright.	• Children will understand that using someone else's intellectual property can cause problems and not giving the owner credit is unkind	• Children will be able to question if an image is OK for them to use in their own work or not.

Vocabulary	**Knowledge** What children will know	**Understanding** What children will understand	**Skills** What children will be able to do

Define the word and include etymology if useful.	**Learning** Remembering	**Teaching** Telling	**Assessment** Testing	**Learning** Practising	**Teaching** Coaching	**Assessment** Observing	**Learning** Reflecting	**Teaching** Facilitating	**Assessment** Evaluating
plagiarism - using someone?♀s creative work without providing attribution									