Unit – KS1 Digital Citizenship	
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.	
Knowledge Progression	
Yr1 If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust. (Butterfly feeling) I can explain why it is important to be considerate and kind to people online I can describe how to behave online in ways that do not upset others and can give examples I can recognise that information can stay online and could be copied I can describe what information I should not put online without asking a trusted adult first I can explain rules to keep us safe when we are using technology both in and beyond the home I can give examples of some of these rules and know how they help us	**Yr2** Keeping personal information private I can give examples of how I might use technology to communicate with others I do not know well I can give examples of bullying behaviour and how it could look online I can talk about how someone can/would get help about being bullied online or offline I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help. (Butterfly feeling) Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. I can explain how other people's identity online can be different to their identity in real life I can describe ways in which people might make themselves look different online I can explain simple guidance for using technology in different environments and settings.
Skill Progression	
Yr1 Use technology safely and respectfully I can use the internet with adult support to communicate with people I know Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Keeping personal information private	**Yr2** I can access school online resources e.g. Blog / Purplemash I can use the internet to communicate with people I do not know well (e.g. email a pen pal in another school/ country)
Key Learning	
To keep information private we need to ensure that we don't share passwords with others. Parents and school staff are trusted adults for children to speak to. Bullying behaviour is continued unacceptable behaviour towards someone over time. People can change their identities by using different images, different names and fake email addresses. To describe what information should not be put online.	
Vocabulary	
Digital Citizens, Digital footprint, World Wide Web, Self-Image and identity, Online relationships, Online bullying, sad, worried, butterfly feeling	
Misconceptions	
People are who they say they are online Things disappear online once you can't see them. People wouldn't use your password to access your account.	
Prior Knowledge	
EYFS To know when something makes me sad, either online and in real life Knows what to do when something makes me sad, either online or in real life	**Yr 1** I can recognise that there may be people online who could make me feel sad, embarrassed or upset

Know they need to be kind online Knows not to share information **Identifies rules that help keep them safe and healthy when using technology**	If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust. (Butterfly feeling) I can explain why it is important to be considerate and kind to people online I can describe how to behave online in ways that do not upset others and can give examples I can recognise that information can stay online and could be copied I can describe what information I should not put online without asking a trusted adult first I can explain rules to keep us safe when we are using technology both in and beyond the home I can give examples of some of these rules and know how they help us
Future Learning	
Yr 2 Keeping personal information private I can give examples of how I might use technology to communicate with others I do not know well I can give examples of bullying behaviour and how it could look online I can talk about how someone can/would get help about being bullied online or offline I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help. (Butterfly feeling) Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. I can explain how other people's identity online can be different to their identity in real life I can describe ways in which people might make themselves look different online I can explain simple guidance for using technology in different environments and settings.	**Yr3** I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an **avatar**; social media) I know who I should ask if I am not sure if I should put something online I can explain what is meant by the term 'identity' I can explain how my and other people's feelings can be hurt by what is said or written online. I can explain what bullying is and can describe how people may bully others I can describe rules about how to behave online and how I follow them. I can describe rules about how to behave online and how I follow them.
Connected Leraning	
Digger Deeper **Odd one out – which information can we share?** **Safe or not safe?** **Somebody is doing xxx explain what you would say to them.**	
Possible Activities/Evidence	
Outcomes saved in pupils folders on the public drive and on Purple Mash. Practical activtiies recorded on Seesaw. Use purple mash to create a drawing. Leave an unkind message on someone's drawing – use as a starting point on why we must be kind and respectful online. Using Purple mash sharing board to leave kind comments to their friends. Set up a spoof profile on purple mash – inappropriate behaviour online. What should they do? Role-play the scenario. Read Chicken Clicking – discussion starter about what she did wrong. Create an online profile for her that doesn't give away personal information. Children to learn how to log on to purple mash and create their own avatar – discuss the use of avatars and not using photos to help us keep safe Jessie and Friends videos https://www.thinkuknow.co.uk/parents/jessie-and-friends/ Watch the videos as a starter for discussion - create a class set of rules of how to stay safe online. What is the internet and what do we use it for? Purple mash 2 connect to share ideas.	

Show the following 5CEOP videos, which focus on keeping personal information private. Atthe end of each video,spend five minutes discussing the videos with the children. CEOP Thinkuknow resources, based on Hector's World. http://www.thinkuknow.co.uk/5_7/hectorsworld

Email – what is email and how is it used?

Create a video using green screen to tell other children about how to stay safe online.

Anchor Questions

Keeping passwords private

Why should we keep our passwords private?

a) Because people won't use them
b) Because passwords help keep our information safe
c) Because passwords disappear after we use them
d) Because only computers can see passwords

Correct answer: b

Trusted adults

Who is a trusted adult you can talk to if something online makes you feel worried?
Select all that apply.

□ A parent or carer
□ A teacher or school staff member
□ Someone you meet online
□ A stranger who sends messages

Correct answers:
✔ A parent or carer
✔ A teacher or school staff member

Understanding bullying behaviour

What makes something online bullying?

a) Someone being kind once
b) Someone being unkind again and again

Correct answer: b

Online identity

How can people change who they appear to be online?
Select all that apply.

□ Using a different name
□ Using a different picture
□ Using a fake email address
□ Always showing their real self

Correct answers:
✔ Using a different name
✔ Using a different picture
✔ Using a fake email address

Information that should not be shared online

Which information should NOT be shared online?
Select all that apply.

□ Your password
□ Your home address
□ Your favourite colour
□ Your school name

Correct answers:
✔ Your password
✔ Your home address
✔ Your school name

c) Someone making a mistake d) Someone you don't know	

Whole-Quiz Follow-Up Questions

*(Use **exactly two**, brief and oral)*

1. **"Which answer might seem safe — but actually isn't?"**
   → surfaces misconceptions about trust, identity, and permanence
2. **"How might something online make your body feel — sad, worried, or like a butterfly feeling?"**
   → connects safety to emotions and self-image

Unit – Year 1 Data and information – Grouping data
This unit introduces learners to data and information. Labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data. You will need digital devices for learners to interact with during this unit. Learners will be logging on to the computers, opening and saving documents. Additional support and time may be required to facilitate these steps, and consideration should be given as to this.
Knowledge Progression
I can decide how to group objects to answer a question I can compare groups of objects I can record and share what I have found
Skill Progression
I can describe objects using labels I can match objects to groups I can identify the label for a group of objects I can count objects I can group objects I can count a group of objects I can describe an object I can describe a property of an object I can find objects with similar properties I can group similar objects I can group objects in more than one way I can count how many objects share a property I can choose how to group objects I can describe groups of objects I can record how many objects are in a group
Key Learning
In this unit, children will develop their understanding of data by learning how to label, sort and group objects according to their properties, such as colour, size or type. They will explore how the same objects can be grouped in different ways depending on the labels used, and practise counting and comparing the groups they create. Children will learn that computers rely on information and labels provided by people to organise and present data, rather than thinking independently. Using digital devices, they will practise sorting and grouping images, developing their dragging and dropping skills, and learn how organised data can be used to answer simple questions. By the end of the unit, children will be able to explain how they have grouped objects, record their findings and share what they have discovered.
Vocabulary
Data, information, object, label, property, group, sort, classify, match, count, compare, similar, different, category, data set, organise, search, record, digital device, input.
Misconceptions
Much of this unit will be familiar from pupils' mathematics and early years education. However, pupils may find grouping the images difficult if they consider them all as images rather than the objects they represent. If this is the case, you may want to use real objects when teaching parts of this unit, for example 2D shapes or small world toys.
Prior Knowledge
EYFS

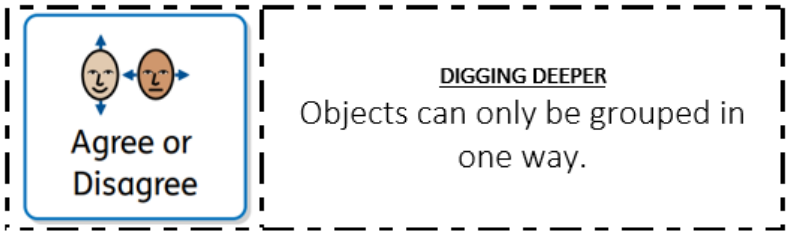
Children become familiar with a range of technology to support their day to day learning.
Explores programmable toys
Understands cause and effect e.g. press forward to move it forward
Uses a simple app
Confidently knows how to use a simple app or game
Understands how to program a toy to get from A to B
Debugging when things go wrong
Use technology to upport their day to day learning.

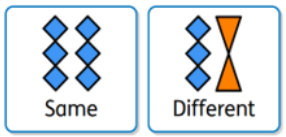
Future Learning

Yr 2

I can record data in a tally chart
I can represent a tally count as a total
I can compare totals in a tally chart
I can enter data onto a computer
I can use a computer to view data in a different format
I can use pictograms to answer simple questions about objects
I can organise data in a tally chart
I can use a tally chart to create a pictogram
I can tally objects using a common attribute
I can create a pictogram to arrange objects by an attribute
I can answer 'more than'/'less than' and 'most/least' questions about an attribute
I can choose a suitable attribute to compare people
I can collect the data I need
I can create a pictogram and draw conclusions from it
I can use a computer program to present information in different ways
I can give simple examples of why information should not be shared

Digging Deepers





DIGGING DEEPER

Group A: Apple, banana and strawberry — grouped by type of fruit.
Group B: Apple, banana and strawberry — grouped by colour.

Are the groups the same or different if they contain the same objects but use different labels?

Possible Activities/Evidence

Match picture cards to labelled groups and explain why an object belongs in a particular group.
Sort a collection of objects into labelled groups and record the number of objects in each group.
Describe objects using labels such as colour, size and type, then match objects to the correct labels.
Sort the same collection of objects using two different properties, such as colour and size, and count each group.
Choose their own sorting rule, organise objects into groups and record how many objects belong in each group.
Organise a collection of objects to answer a question, compare their groups and share their findings with the class.

Anchor Questions

Question	Main concept assessed	Unit lessons
Q1	Labels and matching	Lesson 1
Q2	Grouping by properties	Lessons 3–4
Q3	Multiple ways of grouping	Lessons 3–4
Q4	Counting groups	Lessons 2 and 5
Q5	Using data to answer questions	Lessons 5–6

Q1. Labelling and Matching – Multiple Choice

Which label best describes a group containing a red apple, a red strawberry and red cherries?

A. Blue objects
B. Red objects
C. Large objects
D. Animals

Correct answer: B. Red objects.

Misconception: Thinking about what the objects are rather than the property they share.

Why it works: Assesses whether pupils can identify a suitable label for a group of objects.

Correct answer: True.

Digging deeper: Give an example of how you could group the same objects in two different ways.

Misconception: Thinking an object can only belong to one category.

Why it works: Assesses whether pupils understand that objects have different properties, such as colour, size and type.

Q4. Grouping and Counting – Multiple Choice

A child sorts five stars into two groups.

- Group A has 3 stars.
- Group B has 2 stars.

How many stars are there altogether?

A. 3 stars
B. 2 stars
C. 5 stars

Q2. Grouping Objects – Odd One Out

Which is the odd one out? Explain why.

- Banana
- Lemon
- Sun
- Apple

Digging deeper: Could you group these objects in a different way?

Correct answer: Apple, because it is red while the other objects are yellow.

Misconception: Believing objects can only be grouped in one way.

Why it works: Assesses pupils' understanding of shared properties and how objects can be grouped.

Q3. Properties – True or False?

True or false?
The same objects can be grouped in different ways.

D. 6 stars

Correct answer: C. 5 stars.

Misconception: Counting only one group rather than the total number of objects.

Why it works: Assesses pupils' ability to count objects in groups and understand quantities.

Q5. Using Data to Answer Questions – Multiple Choice

A child groups toys by type and counts how many are in each group.

Which question could they answer using their data?

A. Which toy is the softest?
B. Which toy is the most expensive?
C. Which group has the most toys?
D. Which toy is the most fun?

Correct answer: C. Which group has the most toys?

Misconception: Believing counting can answer questions about qualities that have not been measured or recorded.

Why it works: Assesses whether pupils understand how grouping and counting data can help answer simple questions.