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 2 Data and information – Pictograms
Learners will begin to understand what the term data means and how data can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data visually using software. Learners will use the data presented to answer questions. During this unit of work learners will use the j2e pictogram and j2e chart tools which can be accessed online using any device. NOTE: the j2e pictogram software uses different images for each column in the chart. You may want to teach this unit prior to teaching pictograms in maths where pupils will be taught that a pictogram must use a single symbol throughout.
Knowledge Progression
I can share what I have found out using a computer I can explain what the pictogram shows
Skill Progression
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
Key Learning
In this unit, children will develop their understanding of data by learning how to collect, organise and present information using tally charts and pictograms. They will practise recording and counting data, identifying attributes to group objects or people, and comparing totals using mathematical vocabulary such as 'more than', 'less than', 'most' and 'least'. Children will use digital tools to create pictograms and block diagrams, explore different ways of presenting information, and use their findings to answer questions and draw simple conclusions. They will also consider the importance of sharing information safely and respectfully, recognising that they do not have to share their data if they feel uncomfortable. By the end of the unit, children will be able to collect and organise data, present it digitally, interpret their results and share what they have discovered.
Vocabulary
Data, Attribute, Tally chart, Tally, Total, Pictogram, Block diagram, Category, Compare, Information.
Misconceptions
The j2e pictogram software used in this unit creates very simple pictograms, and uses a different symbol for each category on the pictogram. This is different to how pictograms are taught in common mathematics schemes where pupils are taught that the same symbol must be used for each category. The use of a single image throughout a pictogram helps with consistency when pupils are introduced to using many-to-one correspondence in pictograms where a symbol represents more than one, for example 2, 5 or 10. Because of these differences, you may want to teach this unit prior to teaching pictograms in mathematics.
Prior Knowledge

Year 1

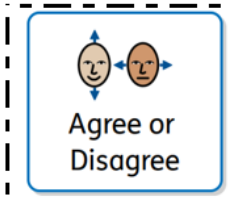
I can decide how to group objects to answer a question
I can compare groups of objects
I can record and share what I have found I can describe objects using labels
I can match objects to groups
I can identify the label for a group of objects
I can count objects
I can group objects
I can count a group 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

Future Learning

Year 3

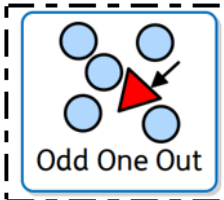
I can investigate questions with yes/no answers
I can make up a yes/no question about a collection of objects
I can create two groups of objects separated by one attribute
I can select an attribute to separate objects into groups
I can create a group of objects within an existing group
I can arrange objects into a tree structure
I can select objects to arrange in a branching database
I can group objects using my own yes/no questions
I can test my branching database to see if it works
I can create yes/no questions using given attributes
I can compare two branching database structures
I can independently create questions to use in a branching database
I can create questions that will enable objects to be uniquely identified
I can create a physical version of a branching database
I can create a branching database that reflects my plan

Digging Deepers



DIGGING DEEPER

A pictogram is the only way to present data.



DIGGING DEEPER

Which is the odd one out? Explain your reasoning.

Tally chart Pictogram Block diagram Photograph

Possible Activities/Evidence

Create a tally chart to record data, calculate totals and compare groups using mathematical vocabulary such as 'more than' and 'less than'.
Enter data into a computer to create a pictogram and use it to answer simple questions about the information presented.
Collect data, organise it in a tally chart and use a computer to create a pictogram. They write statements to explain what their pictogram shows.
Select objects using a shared attribute, record the data in a tally chart and create a pictogram to compare groups using 'most', 'least', 'more than' and 'less than'.
Choose a suitable attribute to compare people, collect and organise data, create a pictogram and draw conclusions from their findings.
Use a computer to create a block diagram from a tally chart, share their findings with a partner and explain why some information should not be shared.

Anchor Questions

Question	Main concept assessed
1	Interpreting tally charts and comparing totals
2	Understanding different ways to present data digitally
3	Collecting, organising and presenting data in sequence
4	Understanding attributes and their use in grouping data
5	Sharing information safely and respectfully

<u>Q1. Counting and Comparing – Multiple Choice</u>

A class records its favourite fruits in a tally chart.

- Apples: 6
- Bananas: 4
- Strawberries: 8

Which statement is correct?

A. Bananas are the most popular.
B. Apples are more popular than strawberries.
C. Strawberries are the most popular.

- Collect the information.
- Record the results in a tally chart.
- Explain what the pictogram shows.

Correct order:
1. Collect the information.
2. Record the results in a tally chart.
3. Create a pictogram on a computer.
4. Explain what the pictogram shows.

Misconception: Thinking a pictogram can be created accurately before the data has been collected and organised.

Why it works: Assesses whether children understand the process of collecting, organising, presenting and interpreting data.

<u>Q4. Attributes – Odd One Out</u>

Which is the odd one out? Explain your reasoning.
- Eye colour

D. Bananas and apples have equal totals.

Correct answer: C. Strawberries are the most popular.

Misconception: Confusing the smallest and largest totals or not comparing quantities accurately.

Why it works: Assesses whether children can interpret tally chart totals and compare data.

Q2. Presenting Data – True or False?

Statement: “A computer can be used to present data as a pictogram or a block diagram.”

Do you agree or disagree? Explain your answer.

Correct answer: True. Computers can present data in different formats, including pictograms and block diagrams.

Misconception: Thinking data can only be displayed in one format.

Why it works: Assesses children's understanding of how digital tools can organise and present information.

Q3. Creating Pictograms – Put the Steps in Order

A child wants to create a pictogram showing the favourite colours in their class. Put these steps in the correct order.

- Create a pictogram on a computer.

- Hair colour
- Favourite animal
- Tally chart

Possible answer: Tally chart, because the other three are attributes that can be used to collect and compare information about people.

Could you choose a different odd one out? Explain your reasoning.

Misconception: Confusing an attribute used to describe or compare something with a method of recording data.

Why it works: Assesses whether children understand attributes and how they can be used to organise data.

Q5. Interpreting Data and Online Safety – Multiple Choice

A child creates a pictogram showing how many children in their class have a pet. They want to share their findings online.
What should they consider before sharing?

A. Whether the pictogram has colourful pictures.
B. Whether they have permission to share the information and whether it is appropriate to do so.
C. Whether their pictogram has the most categories.
D. Whether they can add more pictures.

Correct answer: B. Whether they have permission to share the information and whether it is appropriate to do so.

Misconception: Thinking that information can always be shared if it has been collected for a school activity.

Why it works: Assesses whether children understand that information should be shared safely and respectfully, and that they can say no if someone asks them to share their data.