Unit – LKS2 Digital Citizenship	
Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	
Knowledge Progression	
Yr3 I can describe ways people who have similar likes and interests can get together online I can recognise I need to be careful before I share anything about others or myself online I can give examples of technology specific forms of communication (e.g. emojis, acronyms, text speak) I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried I can explain what it means to 'know someone' online and why this might be different from knowing someone in real I can explain what is meant by 'trusting someone online'. I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos)	**Yr4** I can explain how my online identity can be different to the identity I present in 'real life'. Knowing this, I can describe the right decisions about how I interact with others and how others perceive me I can explain ways that some of the information about me online could have been created, copied or shared by others I can describe ways people can be bullied through a range of media (e.g. image, video, text, **chat**) I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation) I can explain how using technology can distract me from other things I might do or should be doing I can suggest strategies to help me limit this time I can describe strategies for safe and fun experiences in a range of online social environments.
Skill Progression	
Yr3 I can search for information about myself online I can use technology safely and respectfully and responsibly	**Yr4** See knowledge skills
Key Learning	
Emojis, acronyms and text speak are different forms of technology specific communication People can be bullied through images, videos, text messages and chat A digital footprint is the information about you that exists on the internet as a result of your online activity To save evidence of the thing that has made you feel uncomfortable. To know how to check privacy settings and use the tools in the game / app to block and report the user.	
Vocabulary	
Revisit and embed previous years vocab. *Privacy settings, Social media , Online reputation, , Health and Wellbeing Gaming, Apps, Identity, Avatar, Emojis, Acronyms, Text speak, Trust, Nervous, Uncomfortable, Share, Online Identity, Chat, Bullying, technology*	
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. People don't know who you are online	
Prior Knowledge	
Yr2	**Yr3**

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.	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.
Future Learning	
Yr4 I can explain how my online identity can be different to the identity I present in 'real life'. Knowing this, I can describe the right decisions about how I interact with others and how others perceive me I can explain ways that some of the information about me online could have been created, copied or shared by others I can describe ways people can be bullied through a range of media (e.g. image, video, text, **chat**) I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation) I can explain how using technology can distract me from other things I might do or should be doing I can suggest strategies to help me limit this time I can describe strategies for safe and fun experiences in a range of online social environments.	**Yr5** I can demonstrate responsible choices about my online identity, depending on context I can make positive contributions and be part of online communities I can describe some of the communities in which I am involved and describe how I collaborate with others positively I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault I can explain how to block abusive users I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline / CEOP) I can describe some strategies, tips or advice to promote healthy sleep with regards to technology
Possible Activities/Evidence	
Outcomes saved in pupils folders on the public drive and on Purple Mash. Practical activtiies recorded on Seesaw. Discuss what information children share on the internet and the importance of protecting our personal information online, use the video below to inform this discussion: http://www.bbc.co.uk/learningzone/clips/keepi ng-your-personal-information-safeonline/5594.html **Purple mash – computing** – digital footprint activities – starting point for discussion of the apps they use and how cyber bullying might occur Demonstrate how social networks can be misused by watching this 15 min video from Newsround: http://www.bbc.co.uk/newsround/26136189 Ask children to discuss who they can talk to if they have any online concerns i.e. a trusted adult or via the 'Report Abuse' CEOP button **Books - When Charlie McButton lost Power / But it's just a game** – how to limit gaming time? Discuss effects on too much gaming. Create a gaming check list or short film about the effects of gaming and how to limit it.	
Achor Questions	
Technology-specific communication	**Correct answer: b**

Which are examples of ways people communicate using technology?
Select all that apply.

□ Emojis
□ Acronyms
□ Text speak
□ Handwriting

Correct answers:
✔ Emojis
✔ Acronyms
✔ Text speak

Online bullying

How can people be bullied online?
Select all that apply.

□ Through text messages
□ Through images or videos
□ Through chat in games or apps
□ Only face to face

Correct answers:
✔ Through text messages
✔ Through images or videos
✔ Through chat in games or apps

Digital footprint

What best explains a digital footprint?

a) Footprints left by walking near a computer
b) Information about you that stays online because of what you do
c) Messages that disappear once you close the app
d) Something only adults have

Saving evidence

Why is it important to save evidence if something online makes you feel uncomfortable?

a) So you can show a trusted adult
b) Because it will disappear otherwise
c) To share it with friends
d) To reply to the person

Correct answer: a

Privacy, blocking and reporting

What tools can help keep you safe in games or apps?
Select all that apply.

□ Privacy settings
□ Blocking users
□ Reporting users
□ Sharing your password

Correct answers:
✔ Privacy settings
✔ Blocking users
✔ Reporting users

1.

Whole-Quiz Follow-Up Questions

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

1. **"Which answer might seem safe because it's online — but actually isn't?"**
   → surfaces misconceptions about trust, identity, and permanence
2. **"How might your digital footprint affect how people see you later?"**
   → strengthens understanding of online reputation and long-term impact

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

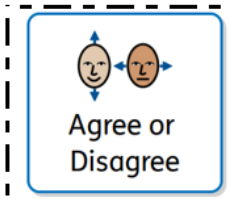
Future Learning

Year 3

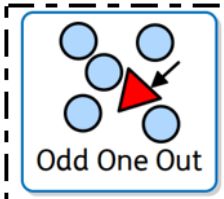
I can investigate questions with yes/no answers
I can make up a yes/no question about a collection of objects
I can create two groups of objects separated by one attribute
I can select an attribute to separate objects into groups
I can create a group of objects within an existing group
I can arrange 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

- 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.

Which statement is correct?

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

Q4. Attributes – Odd One Out

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