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