

## Objectives

Lesson	Title	National Curriculum Links	Objectives	Vocabulary	Success Criteria
4.3.1	iPrivate	<ul style="list-style-type: none"> <li>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</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<ul style="list-style-type: none"> <li>learn about the benefits of sharing information online, but also about the safety and security risks of sharing certain types of information</li> <li>understand what type of information can put them at risk for identity theft and other scams</li> <li>distinguish between personal information, which is safe to share online, and private information, which is unsafe to share</li> </ul>	register (online) personal information private information identity theft	<ul style="list-style-type: none"> <li>the children can talk about the difference between personal information and private information</li> <li>they offer ideas about what is safe and unsafe to share online</li> </ul>
4.3.2	iPower	<ul style="list-style-type: none"> <li>recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<ul style="list-style-type: none"> <li>empathise with those who have received mean and hurtful messages</li> <li>judge what it means to cross the line from harmless to harmful communication online</li> <li>generate solutions for dealing with cyberbullying</li> </ul>	<b>cyberbully (verb):</b> using technology tools such as the Internet and mobile phones to deliberately upset someone else	<ul style="list-style-type: none"> <li>the children can talk about ways they use technology for communication</li> <li>they can see cyberbullying from a victim's point of view</li> <li>they can discuss similarities and differences between communication in real life vs online communication</li> </ul>
4.3.2	iSearch		<ul style="list-style-type: none"> <li>experiment with different keyword searches and compare their results</li> <li>refine their searches by using multiple words, synonyms, and alternative words and phrases</li> <li>draw inferences to explain their search results</li> </ul>	keywords precise results page synonyms alternative	<ul style="list-style-type: none"> <li>the children conduct internet searches using multiple keywords</li> </ul>

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4.3.4	<b>iRespect</b>	<ul style="list-style-type: none"> <li>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</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul>	<ul style="list-style-type: none"> <li>define plagiarism and describe its consequences</li> <li>explain how giving credit is a sign of respect for people's work</li> <li>articulate when it is acceptable to use people's work, and how to write a citation</li> </ul>	plagiarism citation respect	<ul style="list-style-type: none"> <li>the children can judge whether or not copying work in different situations is acceptable</li> <li>the children can cite the work of others</li> </ul>
4.3.5	<b>iSecure</b>	<ul style="list-style-type: none"> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<ul style="list-style-type: none"> <li>identify the characteristics of strong passwords</li> <li>apply characteristics of strong passwords to create new passwords</li> <li>create secure passwords with their family members</li> </ul>	password protection random security user name	<ul style="list-style-type: none"> <li>the children create secure passwords for characters</li> <li>they create posters which include password tips for a wider audience</li> </ul>
4.3.6	<b>iKnow Spam</b>	<ul style="list-style-type: none"> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<ul style="list-style-type: none"> <li>define what spam is</li> <li>explore strategies for safely managing unwanted messages</li> <li>identify different forms of spam</li> </ul>	junk mail spam computer virus	<ul style="list-style-type: none"> <li>the children can compare junk mail with spam</li> <li>they can talk about tips for safely handling spam</li> <li>they create a song about dealing with spam</li> </ul>
4.3.7	<b>iCommunicate</b>	<ul style="list-style-type: none"> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<ul style="list-style-type: none"> <li>compare and contrast online-only friends and in-person, face-to-face pals</li> <li>analyse why private information should not be given to anyone online without the permission of a trusted adult</li> <li>debate how to respond if an online-only friend asks them personal questions</li> </ul>	uncomfortable monitor/track	<ul style="list-style-type: none"> <li>the children discuss the difference between online and in-person friendships</li> <li>they can identify some ways to chat online safely</li> </ul>

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4.3.8	<b>iBeat Cyber- Bullying</b>	<ul style="list-style-type: none"> <li>* 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</li> <li>* use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>* use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<ul style="list-style-type: none"> <li>* empathise with the targets of cyberbullying</li> <li>* recognise some of the key similarities and differences between in-person bullying and cyberbullying</li> <li>* identify strategies for dealing responsibly with cyberbullying</li> </ul>	cyberbullying target empathise bystander upstander	<ul style="list-style-type: none"> <li>* the children can talk about the pros and cons of interacting with others online</li> <li>* they compare in-person bullying with cyberbullying</li> </ul>