

## Medium term plan: Year 1

Autumn 1	Autumn 2	Spring 1
<b>Developing online safety guidelines</b>	<b>Social and emotional wellbeing and developing resilience</b>	<b>Responsible internet use</b>
	Anti-bullying week (mid-late November)	Safer Internet Day (early February)
<b>Start of year online safety assembly</b> (see page 11)	<b>Unit 1.2 – We are kind and thoughtful</b> Understanding the impact of our behaviour on others	<b>Unit 1.3 – We are responsible internet and device users</b> Remembering to take time out from technology
<b>Unit 1.1 – We are Year 1 rule writers</b> Creating rules that help us stay safe online		
<b>Unit summary</b> Children help to develop a simple set of age appropriate rules to establish a working framework for online safety for school and home during Year 1.	<b>Unit summary</b> Children carry out an experiment with two apples to see the impact of unkind behaviour.	<b>Unit summary</b> Children consider how much time they spend using devices and come up with ideas for other activities that they might do instead.
<b>Online safety focus:</b> <ul style="list-style-type: none"> <li>• understand that rules help us stay safe, both in the real world and online.</li> <li>• suggest strategies for staying safe in different online scenarios.</li> <li>• help to develop a set of online safety rules that are easily understood and appropriate for Year 1.</li> </ul>	<b>Online safety focus:</b> <ul style="list-style-type: none"> <li>• understand that unkind behaviour online can affect other people, even though we can't see them.</li> <li>• understand that the rules created in Unit 1.1 can be applied to any concerns they may have about their online activities.</li> </ul>	<b>Online safety focus:</b> <ul style="list-style-type: none"> <li>• learn the very basic principles of what the internet is.</li> <li>• understand how people use the internet.</li> <li>• understand that using computer devices too often can be bad for us and we should take time out from technology to do other things.</li> <li>• discuss what to do if they see or hear something online that upsets them.</li> </ul>
<b>My Rising Stars resources</b> <ul style="list-style-type: none"> <li>* <i>What would you do?</i> (.mp4)</li> <li>* <i>Online safety rules</i> template (.pdf)</li> </ul>	<b>My Rising Stars resources</b> <ul style="list-style-type: none"> <li>* <i>My worry box</i> (.pdf)</li> </ul>	<b>My Rising Stars resources</b> <ul style="list-style-type: none"> <li>* <i>How do I use the internet?</i> (.pdf)</li> </ul>

<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Keeping information safe</b>	<b>Digital citizenship</b>	<b>Playing games and having fun</b>
	ChildNet Film Competition (competition entries deadline mid-June)	
<b>Unit 1.4 – We are information protectors</b> Understanding what is meant by personal information	<b>Unit 1.5 – We are good digital citizens</b> Finding out what it means to be a good digital citizen	<b>Unit 1.6 – We are responsible gamers</b> Learning how to stay safe when playing online games
<b>Unit summary</b> Children will find out what is meant by ‘personal information’ and how this should always be kept private.	<b>Unit summary</b> Children find out what is meant by ‘digital citizen’ and develop an awareness that good digital citizenship is important wherever technology is used.	<b>Unit summary</b> Children learn the importance of gaming in a shared space and of taking breaks from gaming.
<b>Online safety focus:</b> <ul style="list-style-type: none"> <li>• understand what is meant by ‘personal information’.</li> <li>• recognise that anyone online who we don’t know in real life is a stranger.</li> <li>• understand how we can protect our personal information, including reporting worries to trusted adults.</li> </ul>	<b>Online safety focus:</b> <ul style="list-style-type: none"> <li>• understand what is meant by ‘digital citizen’.</li> <li>• understand how to be responsible, respectful and safe online.</li> <li>• understand that being a good digital citizen means having a kind heart, a warning tummy and a thinking brain; all things that keep us safe online.</li> <li>• recall what to do if something happens online that makes them feel uncomfortable – building on <i>Unit 1.4 – We are information protectors</i> lesson.</li> </ul>	<b>Online safety focus:</b> <ul style="list-style-type: none"> <li>• understand the importance of playing games in shared spaces where grown-ups are available for support.</li> <li>• understand the importance of taking breaks away from technology.</li> </ul>
<b>My Rising Stars resources</b> <ul style="list-style-type: none"> <li>* <i>Information cards</i> (.pdf)</li> <li>* <i>Information protector pants</i> (.pdf)</li> <li>* <i>Family online action plan template</i> (.pdf)</li> </ul>	<b>My Rising Stars resources</b> <ul style="list-style-type: none"> <li>* <i>My digital citizen</i> (.pdf)</li> <li>* <i>What is a good digital citizen?</i> (.mp4)</li> </ul>	<b>My Rising Stars resources</b> <ul style="list-style-type: none"> <li>* <i>Safe gaming agreement</i> (.pdf)</li> </ul>