

## National Curriculum

### Pupils:

- 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.
- are responsible, competent, confident and creative users of information and communication technology.
- recognise common uses of information technology beyond school
- use technology purposefully to create, organise, store, manipulate and retrieve digital content

## Vocabulary

Internet, website, e-safety, online, google, search, tools, icons, insert, save, print, keys, mouse, keyboard, navigate, load, screen, caps lock, space bar, shift, enter, undo, text, type, graphics, navigate, create, technology,

## Snapshot overview

Introduction to e-safety. Elicit children's ideas and knowledge of how to stay safe and the dangers of internet use. Read 'Clicking chicken', discuss what he did, the dangers that he was in and how he could have stayed safe. Discuss and make a set of rules about safety online. Add rules to display/working wall.

Recap e-safety. Today we will make a mini poster using 2publish on Purple mash with e-safety rules. Introduce 2Publish, use the most basic template, children to find, select and insert a picture, move and resize it. Children to then look at the basics of entering text, using the caps lock, space bar and delete buttons. Enter a simple sentence to their posters about e-safety. Can they change the colour and size of text too?

Recap e-safety. Reload 2publish – use a more complex template today. Insert and manoeuvre at least 2 pictures, navigating through the selection process to find what you need. Write a list of e-safety rules, teach children how to use the enter button, extending to using bold and underline too. Children to save their work.

Safety recap. Next 2 lessons: plan and make an e-safety video. First learn and explore how to record using I pads or digital cameras. Next plan in small groups what to include and say in your video and use a story map proforma to map out your video ideas. Practise.

Continued from last lesson, children to ensure the main e-safety messages are included in their videos, practise and then record their videos. Watch and evaluate.

## Computing - Short Term Planning

Year Group: 1

Term: Spring 1

Subject area: Computing - e-safety focus

|   | Learning Objectives   | Input   | Task including differentiation and support  | What and how will the learning be assessed?                  |
|---|---|---|---|--|
| 1 | <ul style="list-style-type: none"> <li>I can identify what some dangers are when using the internet</li> <li>I can discuss ways of being safe on the internet.</li> </ul> | <p>Thought shower <b>what children know about being safe online? What could be dangerous or what could upset others? Think back to work done in Autumn terms including key questions about e-safety.</b> Discuss what technology they use at home and outside of school.</p> <p>Read children the story - <i>Clicking Chicken</i>. (small chicken used farmers internet and credit card, buys things, then finds a chicken friend online, arranges to meet him and it's a big bad wolf.)</p> <p>What have we learned from this story? In groups record/discuss (in chosen format) What happened to the chicken (he got eaten) and why? What did he do wrong? Why was it so dangerous? What could he have done instead?</p> <p>In groups or as a class write a set of rules to remember when using the computer and the internet to keep us safe - mixed ability groups. Plenary: share rules - create class set of rules for working wall</p> | <p>Adults to lap and feedback as appropriate. mixed ability groups. Chn who struggle to write could have rules scribed by an adult.</p> <p>Challenge: give chn scenarios e.g. big brother has left ipad open on internet. what should you do?</p> | <p>Group work with recording ideas - adult observations.</p> |
| 2 | <p>I can use Purple Mash 2Publish (All About)</p> <ul style="list-style-type: none"> <li>Spacebar</li> <li>Enter</li> </ul>   | <p><b>Recap e-safety - what did we find out yesterday? Should we trust people online? Why? Who should we tell when we are on the internet? What can</b></p>   | <p>Adults to lap and feedback as appropriate.</p>   | <p>By adult written observations.</p>                        |

- Backspace
- Delete
- Shift key

I can change:

- Colour
- Size
- Font

I can present information about e-safety



**we do to stay safe? Refer back to working wall poster from yesterday during discussion**

**Explain to chn they will be using 2publish to share information about e-safety**

**Text**

**Show 2publish program**

I can use **Purple Mash 2Publish (All About)** to insert pictures and text:

- Model how to insert an image in the image box by selecting the clipart icon and choosing the appropriate category - use the computer category for an e-safety theme.
- How can you move this picture to where you want it to be? How can you change the size of the picture?
- Model how to build a sentence (with support from word banks and working wall from yesterday).  
How can you change the size of the text? Model using the 'A' icon to manipulate the text, change the colour and size. What else can you change? (colour, font, position, underline bold, italics etc)
- Chn to work in pairs to make e safety information poster including inserting appropriate pictures and writing a sentence about esafety

Plenary: share posters and discuss similarities/differences - recap e-safety importance.

mixed ability groups.  
Word banks and working wall if necessary

**Challenge:**

Can you change the background colour of your text?  
Can you add a second picture and sentence independently.

3

### I can use Purple Mash 2Publish (All About)

- Spacebar
- Enter
- Backspace
- Delete
- Shift key

I can change:

- Colour
- Size
- Font

I can present  
information about e-  
safety



Recap thought shower and ideas from yesterday - discuss the posters and what information was put on the posters. This time we are going to write a list of e-safety points and add a picture to match.

As previous lesson -open purple mash - open 2publish and choose 'I have found out' template.

Work in groups whilst teacher models how to:

- Choose appropriate picture. Model how to use the + button at the bottom to show the list of picture categories and select appropriately - choose different picture than yesterday.

Can you add 2 or 3 pictures to make your poster pop? Can you move and amend the size of your picture? (all chn must have 2+ pictures in their work)

- Model how to add a poster title. Use the 'A' icon (as previous lesson) to manipulate text size, colour and style.
- Add text ( lesson to focus on computer skills not spelling so this can be assisted. ). Children to write a list of rules about how to stay safe on the internet.
- Ask children to think about what the most important rule/aspect of e-safety is. Can they rank them in order? What should go at the top and why? Refer back to working wall and Clicking chicken book when doing this (JW has copy for Ludlow).
- Model how to use the enter keyboard button and recap caps lock and space bar.

Adults to lap and feedback as appropriate. mixed ability groups. Word banks and working wall if necessary

Challenge: Can you underline your heading? Can you add bullet points? Explore the buttons to see how you can change the style of your text. Why have you put your number 1 rule as the most important?

By adult observations

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|   |   | <p>What can I do if I have made a mistake? (delete or undo button). How can I change the colour of that sentence?</p> <p>Plenary: Look at finished work, Model how to save work. children to save their work in class purple mash trays.</p> <p>.</p>   |   |  |
| 4 | <p>I can present information about e-safety</p> <p>I can record a video using an ipad</p> | <p><b>Discussion: recap previous learning about e-safety. What other technology devices can we use to get on the internet? If we have a camera of film should we share it on the internet?</b></p> <p><a href="https://www.youtube.com/watch?v=LLWH2KzIVDk">https://www.youtube.com/watch?v=LLWH2KzIVDk</a></p> <p>Over the next 2 lessons we will be planning and making e-safety videos in small groups.</p> <p>Starter - How do you record on an Ipad? Can you go and try doing it in pairs? One group to come up to the front and show the rest of the class how to record.</p> <p>First – plan. Explain that need to plan their video to get in all the information about e-safety. Class discussion: Do you want your video to be a news report sitting in front of a screen? Do you want it to be animal puppets? Do you want to tell a story (like chicken clicking)? Who will it be for - Children, teachers, mums and dads? Give these class 3 options for the video (news report, animal puppets, telling a story). What will you say? Who will say what? Who will be the camera man? Will you take turns?</p> | <p>Adults to lap and feedback as appropriate. mixed ability groups. Word banks and working wall if necessary</p> <p>Challenge: Can you make your video more exciting by using your camera in different ways (e.g. moving camera closer/further away.. moving camera down low, shaking camera for effect).</p> | <p>By outcome.</p> <p>By adult written observations.</p> |

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|   |   | <p>Record ideas/plan your groups ideas.- each box needs picture of what will happen in video and chn need to know what they will be saying in each box.</p> <table border="1" data-bbox="589 245 1386 381"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>Chn go off and use the boxes to plan their video. Once planned chn need to rehearse the video.</p> <p>Plenary =:choose a group who have worked well together to share their rehearsal to the class - what can other groups learn from this that they could add in their own video?</p>  |  |                               |  |  |  |  |  |  |
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| 5 | <p>I can present information about e-safety</p> <p>I can record a video using an ipad</p> | <p>Recap previous learning about e-safety. What are the most important e-safety points?</p> <p>Send groups off for 10 mins to rehearse/edit their video plans in preparation for filming. How are you going to start recording? What buttons do you need to press? What happens if you make a mistake? How can you watch what you have recorded? How could you make it better? Have you got the most important information on e safety?</p> <p>Record videos using Ipads or digital cameras. Teacher to model how to do this. Teacher to assist in recording where needed.</p> <p>Teacher to lap and film the performances on their own class ipod. Play back videos on class IWB at the end of the lesson.</p> | <p>Adults to lap and feedback as appropriate. mixed ability groups. Word banks and working wall if necessary</p> <p>Challenge: Can you make your video more exciting by using your camera in different ways (e.g. moving camera closer/further</p> | <p>By adult observations.</p> |  |  |  |  |  |  |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  | <p>Plenary:<br/> We are thinking of showing videos to year R - which one gives the most important information about e-safety. Which one is best and why?</p> | <p>away.. moving camera down low, shaking camera for effect).</p> |  |
|--|--|--|---|--|

To be able to use technology safely

To be able to identify at least 3 ways to stay safe when using technology

To be able to use technology to record

To use technology to present information in different ways

To manipulate digital images and text

To be able to edit a word in a document (size and colour)