



Year 3 Online Safety Curriculum; we aim to equip our pupils with the knowledge, understanding and skills to use information technology creatively and purposefully to stay safe.

| Age Category | Common Sense Media Unit | Resources | Curriculum Opportunities |
|---|---|---|---|
| <p data-bbox="199 411 250 435">Yr 3</p> <div data-bbox="120 480 338 579" style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">  Privacy & Security </div> <p data-bbox="107 624 309 791">This links to the PSHE Matters Scheme of Work and the SRE Curriculum</p> | <p data-bbox="573 411 591 435">1</p> <p data-bbox="472 475 696 499" style="text-align: center;"><u>Powerful Passwords</u></p> <p data-bbox="371 539 786 715">Pupils explore reasons why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords.</p> <p data-bbox="371 762 797 826">I can describe simple strategies for creating and keeping passwords private.</p> <p data-bbox="371 874 797 1066">I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.</p> <p data-bbox="371 1121 775 1217">I can describe how connected devices can collect and share anyone's information with others.</p> <p data-bbox="371 1265 775 1393">I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.</p> | <p data-bbox="848 411 1133 435">Budd:e - Password Power</p> <p data-bbox="848 451 976 475">Lesson plan</p> <p data-bbox="848 531 1267 555">Symantec - Password strength checker</p> <p data-bbox="848 563 1193 587">Password security checking tool</p> <p data-bbox="848 603 1155 627">How strong is my password?</p> <p data-bbox="848 683 1133 707">Netsmartz - Password Rap</p> <p data-bbox="848 722 909 746">Video</p> <p data-bbox="848 794 1290 818">Roboform - How secure is my password?</p> <p data-bbox="848 834 1193 858">Password strength checking tool</p> <p data-bbox="848 906 1149 930">Digizen - Perfect passwords</p> <p data-bbox="848 946 1193 970">Teaching resource and activities</p> <p data-bbox="848 1026 1328 1153">Further Lesson Idea: Create a password rap. Use a video or sound recorder to record, review and refine performance rap poetry.</p> | <p data-bbox="1442 411 2141 515">English: Composition Perform their own compositions, using appropriate meaning and intonation so that meaning is clear.</p> <p data-bbox="1442 563 2141 667">ICT: Reviewing modifying and evaluating work as it progresses Review what they and others have done to help them to develop their ideas.</p> <p data-bbox="1442 715 2112 778">Idea: Create a password rap. Use a video or sound recorder to record, review and refine performance rap poetry.</p> |



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| <p data-bbox="197 518 250 544">Yr 3</p> <div data-bbox="118 592 338 687" style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">  Relationships & Communication </div> | <p data-bbox="573 518 591 544">2</p> <p data-bbox="459 582 707 608" style="text-align: center;"><u>My Online Community</u></p> <p data-bbox="369 646 792 821">Pupils explore the concept that people can connect with one another through the Internet. They understand how the ability for people to communicate online can unite a community.</p> <p data-bbox="369 909 770 1010">I can describe ways people who have similar likes and interests can get together online.</p> <p data-bbox="369 1061 797 1197">I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p data-bbox="369 1248 792 1423">I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what</p> | <p data-bbox="824 526 1301 552">UK Safer Internet Centre Safer Internet Day</p> <p data-bbox="824 638 1046 663">Further Lesson idea:</p> <p data-bbox="824 703 1388 954">Build a digital web of their real life family friends and community connections and talk about the routes for support within their network. Who can help me when I am stuck at school? Who can I go to if I need help at home? You could use Photo2Fun (on iOS and Android) or Photo Talk, (Registration needed) Popplet or an online mapping tool.</p> <p data-bbox="824 994 1326 1054">You could build this into a History, Geography, Music context.</p> <p data-bbox="824 1161 1296 1187">Concerns about contact with people online;</p> <p data-bbox="824 1227 1352 1362">Smart crew; Chapter 5 the meeting of the adventures of Kara and Winston and the SMART crew; explains the importance of not meeting up offline with online contacts.</p> | <p data-bbox="1440 518 2152 619">PSHE – SEAL – Relationships Preparing to play an active role as citizens that they belong to various groups and communities, such as family and school.</p> <p data-bbox="1440 671 2119 772">ICT Exchanging & sharing information, to share their ideas by presenting information in a variety of forms [for example, text, images, tables, sounds].</p> <p data-bbox="1440 825 2152 1034">Idea: Build a digital web of their real life family friends and community connections and talk about the routes for support within their network. Who can help me when I am stuck at school? Who can I go to if I need help at home? You could use Photo2Fun (on iOS and Android) or Photo Talk, Popplet or an online mapping tool.</p> <p data-bbox="1440 1086 2119 1187">SRE; age appropriate relationships; children's experiences of gaming usage; age appropriate games, what to do if experience anything they are worried about</p> |



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| | <p>information and content they are trusted with.</p> <p>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p> <p>I can explain how someone's feelings can be hurt by what is said or written online.</p> <p>I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.</p> | <p>www.childnet.com/trustme this highlights about what you see online may be different of what is offline.</p> <p>Jigsaws; A film clip to discuss contact with strangers online and the importance of protecting personal information</p> <p>www.thinkuknow.co.uk/teachers.</p> | |
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| <p>Yr 3</p>  | <p>3</p> <p><u>Things for Sale</u></p> | <p>Childnet – What is reliable? – SMART crew</p> <p>Google - Search Literacy – How search works</p> | <p>Literacy – Non Fiction – persuasion.</p> <p>ICT - Developing ideas and making things happen, to use text, tables, images and sound to develop their ideas.</p> |



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| | <p>Pupils examine product websites and understand that the purpose of the site is to encourage buying the product. Pupils learn methods used to promote products on these sites.</p> | <p>Kidsmart – Safe Searching – Tips for children on how to search online Further Lesson Idea: Create a webpage blog or wiki, you could use super action comic maker or any appropriate online space eg. http://www.culturestreet.org.uk/ . Include hyperlinks, images, sounds and even video or animation clips. Link the activity to real life fund raising or community projects such as the Summer fair, Christmas performance or end of term prom.</p> | <p>Idea: Create a webpage blog or wiki, you could use super action comic maker or any appropriate online space. Include hyperlinks, images, sounds and even video or animation clips. Link the activity to real life fund raising or community projects such as the Summer fair, Christmas performance or end of term prom.</p> |
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| <p data-bbox="197 411 250 434">Yr 3</p> <div data-bbox="120 480 331 576" style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">  Relationships & Communication </div> | <p data-bbox="577 411 586 434">4</p> <p data-bbox="465 475 698 497" style="text-align: center;"><u>Show Respect Online</u></p> <p data-bbox="369 539 795 715">Pupils explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful messages.</p> <p data-bbox="369 762 705 826">I can explain how to search for information about others online</p> <p data-bbox="369 874 779 1042">I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal</p> <p data-bbox="369 1090 772 1185">I can explain who someone can ask if they are unsure about putting something online.</p> | <p data-bbox="869 427 1070 450">CEOP - <u>Cyber-Cafe</u></p> <p data-bbox="869 466 1332 521">Thinkuknow resources exploring aspects of online communication</p> <p data-bbox="869 571 1348 593">UK Safer Internet Centre <u>Safer Internet Day</u></p> <p data-bbox="824 651 1393 898">Further Lesson Idea: Class communications charter focuses on the way that members of the group talk to one another and listen and respond to one another. This could be developed to support learning buddies, peer to peer mentoring, cross phase buddies etc. You could present this as a video using a simple flipcam.</p> <p data-bbox="824 954 1377 1090">Online friendship and profile pictures, 'pic your friends' <u>https://esafety.gov.au/education-resources/classroom-resources/cybersmart-access</u></p> | <p data-bbox="1435 419 2065 475">PSHE – SEAL – New Beginnings – Create a class charter for communication based on positive rules.</p> <p data-bbox="1435 531 2145 707">Literacy – Speaking Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication Listening and responding. Listen to others in class, ask relevant questions and follow instructions.</p> <p data-bbox="1435 754 2145 930">Idea: Class communications charter focuses on the way that members of the group talk to one another and listen and respond to one another. This could be developed to support learning buddies, peer to peer mentoring, cross phase buddies etc.. You could present this as a video using a simple flipcam.</p> |



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| <p>Yr 3</p>  | <p>5</p> <p><u>Writing Good Emails</u></p> <p>Pupils learn how to communicate effectively by email, taking into account the purpose and audience of their message, and the tone they want to convey.</p> | <p>Get Safe Online - Spam and scam email Information for teachers and parents</p> <p>Childnet – What should you accept? SMART Crew video</p> <p>Further Lesson Idea: Design a glossary for online terminology, include emoticons :), :(, capitalization = shouting, and acronyms such as LOL.</p> | <p>English: Composition Use organizational and presentational devices to structure text and guide the reader.</p> <p>PSHE: SEAL Getting on and falling out</p> <p>Idea: Design a glossary for online terminology, include emoticons :), :(, capitalization = shouting, and acronyms such as LOL.</p> |
| <p>Healthy Lifestyles</p> | <p>I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged</p> <p>I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes</p> | <p>https://projectevolve.co.uk/toolkit/resources/content/health-well-being-and-lifestyle/7-11/i-can-explain-why-spending-too-much-time-using-technology-can-sometimes-have-a-negative-impact-on-anyone-i-can-give-some-examples-of-both-positive-and-negative-activities-where-it-is-easy-to-spend-a-lot-of-time-engaged/?from=years</p> | |



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| | me feel uncomfortable (e.g. age restricted gaming or web sites). | | |
| Managing Online Information | <p>I can demonstrate how to use key phrases in search engines to gather accurate information online.</p> <p>I can explain what autocomplete is and how to choose the best suggestion.</p> <p>I can explain how the internet can be used to sell and buy things</p> <p>I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.</p> <p>I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</p> <p>I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p> | <p>https://projectevolve.co.uk/toolkit/resources/content/managing-online-information/7-11/i-can-demonstrate-how-to-use-key-phrases-in-search-engines-to-gather-accurate-information-online/?from=years</p> | |



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| Copyright and Ownership | I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause. | https://projectevolve.co.uk/toolkit/resources/content/copyright-and-ownership/7-11/i-can-explain-why-copying-someone-else-s-work-from-the-internet-without-permission-isn-t-fair-and-can-explain-what-problems-this-might-cause/?from=years | |