

Ashbourne Primary School
Reception
Online Safety

Area of Online Safety (from SWGfl Digital Literacy)	Learning Objectives	Teaching Activities	Resources
	<p>WALT: Understand ways to be kind to others.</p>	<p><u>Lesson 1</u></p> <p><u>Starter</u> Children to sit in a circle. Each child takes it in turns to give an example of when they were kind to someone else. The teacher can model this first.</p> <p><u>Main</u> Listen to the story 'The Three Little Monsters' and play the PowerPoint at the same time. <i>Ensure you have watched the presentation in advance so you know when to advance the slides.</i></p> <p>Discussion: After the story, talk about why the monsters were sad – what was said to them online? Who helped them and what did they do?</p> <p><u>Activity</u> Recreate the activity that Mr Brush set and ask the children to create pictures showing what they love about their school/ group. This could be individually or in small groups. You may wish to take photos of the children's art work and display them on dojo/your class page on the website. This does not have to be a competition, unless you would like to make it so.</p> <p><u>Plenary</u> Ask some of the children to share their pictures and allow other children to comment on them. You could do this verbally or by using post it notes. Use this as an opportunity to discuss positive commenting and what to do if something worries or upsets you online.</p>	<p>'Three Little Monsters' story</p> <p>PowerPoint</p> <p>Template for main activity</p>
	<p>WALT: Understand how we are connected to each other.</p>	<p><u>Lesson 2</u></p> <p><u>Starter</u> Children to sit in a circle. Each child takes it in turns to give a compliment to the child on their left. The teacher can model this first.</p> <p><u>Main</u> Discussion: We are going to think about who / what are we connected to? What does being connected</p>	<p>One large ball of wool</p>

		<p>mean? I.e. joined. We are connected to the important people and places in our lives – e.g. our family and friends, our school and home town. Take examples from the children if they are able to contribute.</p> <p>Explore the explanation further of all the different ways that we are connected to each other, and the relationships we have – e.g. our friends may attend the same clubs as us, we are in the same class at school, we live in the same village, we like the same TV shows, sports or computer games.</p> <p>Explain that the children will need to say how / why they are connected to someone else in the group. Assist the children who may find thinking on the spot a little more difficult, and provide prompts if needed. Ideally a different connection could be stated each time, but repetition is also fine.</p> <p><u>Activity</u> Children sit in a big circle. One child starts off holding on to the end of the wool. Begin by telling them who to pass the wool to (with the other hand), and get them to explain how they are connected to the child they've passed it too. Or they could choose another child in the class themselves and explain how they are connected. Ensure that every child is passed to, and passes to someone else. You may need to help pass the ball of wool across the circle if the children aren't able to throw reliably! You'll end up with a huge physical web of connections. Remember to take a photo!</p> <p><u>Plenary</u> Look at the web of connections. Can children see that as a class they are all connected in some way? Do they understand that we can be connected in many ways and not just one?</p>	
	<p>WALT: Understand what a digital footprint is.</p>	<p><u>Lesson 3</u></p> <p><u>Starter</u> With their partner or as a class, children to think of as many different ways that they use the internet as possible. Teacher to record these on IWB.</p> <p><u>Main</u> Discussion: We are going to think about what we like to do when we use technology. Use the example pictures of technology on the PowerPoint so that the children understand which devices are being talked about, and what technology is. Show the example PowerPoint slide with popular images and see if the children are able to recognise any of them.</p> <p>In a very simple way, introduce the concept of a Digital Footprint – i.e. the fact that what you do on the internet can leave a trace, and builds up a picture of your likes and interests.</p>	<p>Coloured card</p> <p>White A4 card</p> <p>Pencils</p> <p>Scissors</p> <p>Pens, (paint optional!)</p> <p>Popular sites and services sheet</p>

		<p><u>Activity</u> Get the children to draw around their foot on different coloured card and cut it out, then stick the footprint on to a white A4 sheet of card. Give the children the popular icons sheet (from the PowerPoint), plus some blank squares for their own ideas, to cut out and stick around their footprint, to demonstrate their current experience of technology, their online interests and their emerging digital footprints.</p> <p><u>Plenary</u> Children to share and discuss their footprints.</p>	
<p>Spend the rest of the time using a range of books, videos and interactive resources relating to Online Safety.</p> <p>Books: Digiduck, Little Bird's Internet Security Adventure</p> <p>Videos – Hector's World https://www.thinkuknow.co.uk/5_7/hectorsworld/ Way 2 Go https://www.youtube.com/watch?v=rf56zCHc10E</p> <p>Interactive resources – Router's Birthday Surprise http://origin.www.netsmartzkids.org/RoutersBirthdaySurprise/Adventure Online Safety games https://esafety.gov.au/education-resources/classroom-resources/zippeps-astro-circus</p>			