	Year group: Year 2	Area/topic: Technology all around us / Internet Safety (Autumn 1)
	(objectives from NC/ELG/Development matters) Pupils to be taught: • Recognise common uses of information technology beyond school. • 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.	

* Depending on the cohort and their understanding and usage of technology, teacher's can decide to adapt the medium-term plan for online safety to make sure it is supporting the children's needs. Please speak to the computing lead regarding any internet safety related issues.

Prior learning	Future learning
Children in Reception and Year 1 would have had an Internet Safety Day where they would have explored being safe online in more depth. Children in Nursery, Reception and Year 1 would have all had an Internet Safety Unit in Autumn 1. Year 2 will not build on this by discussing how to make their own decisions on how to be safe online.	

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
- To understand what technology there is in Year 2. - To identify what purpose different technology has e.g. a phones can be used to make phone calls, an iPad can be used to search the internet more easily than a small phone could. - To identify the risks that can occur when using specific technology. E.g. What risks might you come across using an iPad? What risks are there on a mobile phone? - To identify who to ask when something occurs on a device that they are not sure about. - To discuss what strategies they can take to keep themselves safe when using the internet and technology. - To discuss warning signs that something is wrong e.g. Someone asking you lots of questions online. - To demonstrate how to use technology safely.	- Children could use drama to act out different situations, freeze them and then discuss what they should have done or could do next. - Children to create a poster on how to recognise dangers on the internet. - Children to discuss how we might recognise if a website is safe or not. - Children to discuss how to know whether a video is safe or not (Youtube or Youtube Kids for example).
Key vocabulary	
- Digital footprint – The information about a particular person that exists on the internet as a result of their online activity. - Choices – Deciding between options. - Cyber-Bullying – Using the internet or technology to be unkind to others. - Appropriate – A good and suitable option. - Inappropriate – Not a good or suitable option.	

Common misconceptions	Books linking to this area
When discussing strangers, children may find it difficult to visualise that there are people on the internet. Teacher's must explain that when we talk about people on the	- Troll Stinks! – Jeanne Willis - But I read it on the internet! – Toni Buzzeo #Goldilocks: A fairytale for the digital age – Jeanne Willis and Tony Ross

internet, we mean other humans who are somewhere on the world using technology too and are connected to us using the internet so even though we can't see them, they are there.	Online E-Books: • Smartie the Penguin – Year 2 – Story A – https://www.childnet.com/resources/smartie-the-penguin/ • Smartie the Penguin – Year 2 – Story B – https://www.childnet.com/resources/smartie-the-penguin/ • Digiduck's Big Decision – https://www.childnet.com/resources/digiduck-stories/ • Digiduck's Detective Digiduck – https://www.childnet.com/resources/digiduck-stories/
Memorable first hand experiences	**Opportunities for communication**
• Children could lead an assembly showcasing their internet safety posters and explaining to the school what we need to remember when using the internet and technology. • Internet Safety Day will be held in Spring 1.	There will be lots of opportunities in this unit for children to listen to stories about internet safety and discuss their thoughts. Children could listen to stories about a character not being safe on the internet and discuss what they should have done differently. Children could role play different scenarios, freeze them and then the class offers advice on what to do.

DCINS Reasonable adjustments for pupils with SEND

Communication and Interaction	Cognition and Learning
• Make sure the children are using the correct equipment for them. • Consider headphones to support the child to hear. • Have someone available to read any text that is on the screen.	• Consider adjusting the brightness and colour so they can see the screen more easily. • Have someone available to read any text that is on the screen. • Shorter steps given at appropriate time. • Simpler logins. • Adult to support with logging in. • Print out which the different functions and tools on. • Step by step guide printed out for them to refer to.
Social, Emotional and Mental health	Sensory and Physical
• Timer so they understand when they will need to log off. • Clear boundaries. • Online safety instructions made clear.	• Larger text/equipment. • Print offs instead of screen time. • Appropriate desk, chair, keyboard and mouse.