

Year 4 Term 4

## COMPUTING

### Does the punishment always fit the crime?



#### National Curriculum Links:

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

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

#### Essential Prior Learning:

Recognise the risks of communicating with strangers online and understand that people may represent themselves differently online (e.g. profile pictures, usernames, posts, messages, videos).

Understand that once shared online, content (e.g. personal information and photographs) may be difficult to remove and could be accessed by others (seen, saved and shared).

Understand how to stay safe and respectful online. Give examples of online bullying and explain how it might make someone feel.

#### Progression in Skill:

Know that not everyone online is who they say they are, including fake profiles or bots, and give reasons why they might pretend.

Recognise the types of personal information that can be found, created, or shared online.

Give examples of acceptable and unacceptable online behaviour, including bullying across different media like pictures, videos, and chat.

Understand why it's important to think carefully before posting about others because of the impact it can have.

Children will always be encouraged to identify a range of ways to report concerns about online content and contact, such as telling a trusted adult, using report or block features, or seeking help from child safety helplines can have.

Be able to look at information from the internet and distinguish between 'opinions' and 'facts.'

#### Long-term Memory Knowledge:

Understand that online identity isn't always reliable: people might not be who they claim to be; some accounts might be fake profiles or bots.

Identity what is personal information including things like names, addresses, school details, photos, and location data.

Differentiate between information that is safe to share and what needs to remain private.

Understanding what respectful communication looks like across different media, recognise behaviours that are hurtful or unkind.

Know that once something is posted, it can be copied, shared, or seen by people they didn't intend.

Know that websites, games, and apps often have tools like **block**, **report**, or **mute** and know who to talk to there is a concern.

Explain the difference between fact and opinion and identify examples of each.

#### Key Vocabulary

##### fake profile

online account where someone pretends to be a different person. They might use a false name,

	picture, or information to hide who they really are
<b>bot</b>	computer program that acts like a person online
<b>opinion</b>	what someone <b>thinks or feels</b> , not something that can be proven true or false
<b>fact</b>	something that is <b>true and can be proven</b> with evidence

#### Progression in Resources:

Examples of communications online that can be described as 'acceptable' or 'unacceptable,' through tone and/or content

Examples of websites such as CEOP

Examples of fact and fiction

#### Relevance

<b>Now</b>	Children can use the internet safely both at school and in-home environments; they know what they should and shouldn't share online and know some of the signs that things may not be as they seem.
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<b>Future</b>	Children can use online gaming and social media safely, making informed choices when sharing or posting information; they have the skills to differentiate between fact and opinion and consider what someone else may have to gain from misleading them.
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<b>Aspiration</b>	They may choose a job related to cyber security – either in supporting individuals to minimise risks or for the government.
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