

Year 3 Term 6

## Should humans interfere with nature?

### COMPUTING



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.  
 Know when to take a break from screen time.

#### Long-term Memory Knowledge

Name some of the ways that technology can be used to communicate ideas and experiences with others.  
 Name some the risks associated with communicating with people online.  
 Show an understanding that people can represent themselves differently online to in-person.  
 Understand that things shared online can be seen by others beyond the intended audience.  
 Name ways to behave safely and respectfully in digital environments.  
 Recognise that online interactions can affect how people feel.  
 Know why it is important to spend time away from a screen.

#### Key Vocabulary

<b>Technology</b>	Tools, devices, and systems that help people do tasks and solve problems.
<b>Communication</b>	Sharing information, ideas, or feelings with others.
<b>Digital world</b>	The online environment where people interact using the internet and devices.
<b>Online safety</b>	Ways to stay safe when using the internet and digital technologies.
<b>Privacy</b>	Keeping personal information safe and not sharing it with everyone.
<b>Personal information</b>	Details about yourself, such as your name, address, or age.
<b>Online behaviour</b>	How a person acts and communicates when using the internet.

<b>Wellbeing</b>	Being healthy, happy, and feeling good in yourself.
<b>Screen time</b>	The amount of time spent using devices like phones, tablets, or computers.
<b>Balance</b>	Making sure you spend time on different activities, not just using screens.

#### Progression in Resources

Pictures, texts, books, videos

#### Relevance

<b>Now</b>	Children know that technology can be used to share ideas and communicate with others. They are aware of basic ways to stay safe online, including being careful about who they interact with and what they share. They recognise that online behaviour can affect others and understand the importance of taking breaks from screens.
<b>Future</b>	As children grow up, they are able to use technology safely and responsibly to communicate and share ideas. They understand the risks of online interactions, including communicating with strangers and sharing personal information, and can make informed choices to protect themselves. They use technology in a balanced way that supports their wellbeing.
<b>Aspiration</b>	As adults, children use technology confidently and responsibly in a range of contexts. They make thoughtful decisions about online interactions and the content they share, demonstrating strong awareness of safety, privacy, and respect. They may apply these skills in digital careers or use them to create, collaborate, and contribute positively in online spaces.

#### National Curriculum Links

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

Describe ways digital tools help us communicate with others, both locally and globally.  
 Know that people can pretend to be someone they are not, and that online identity can be different from real life.  
 Understand that personal information and photographs shared online last for a long time as they can be copied and shared.  
 Know what online bullying is and how it happens.  
 Know how too much screen time can affect how they feel or behave.

#### Progression in Skill

Understand how technology can be used to share ideas, and experiences with others.  
 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