

The logo for Purple Mash, featuring the word "purple" in a purple font and "mash" in a white font, both on a black rectangular background with a torn top edge.

**purple  
mash**

# Progression of Online Safety within the Computing Scheme of Work

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# Year 1

Unit	Aims	Success criteria	Unit End Outcomes
1.1 - Online Safety and Exploring Purple Mash	<ul style="list-style-type: none"> <li>To log in safely.</li> <li>To start to understand the idea of 'ownership' of their creative work.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can log in to Purple Mash using their own login.</li> <li>Pupils have created their own avatar and understand why they are used.</li> <li>Pupils can add their name to a picture they created on the computer.</li> <li>Pupils are beginning to develop an understanding of ownership of work online.</li> <li>Pupils can save work into the My Work folder in Purple Mash and understand that this is a private saving space just for their work.</li> </ul>	<p><b>Emerging:</b> With support, pupils demonstrate an awareness of online safety using their own private usernames and passwords for Purple Mash (Unit 1.1 Lesson 1. Point 6). This can be assisted by using printed login cards. Pupils take ownership of their work and save this in their own private space (Unit 1.1 Lesson 1. Point 16).</p> <p><b>Expected:</b> Pupils demonstrate an understanding of the importance of online safety, using their own private usernames and passwords for Purple Mash (Unit 1.1 Lesson 1. Point 6).</p> <p>Most pupils will be able to demonstrate an understanding of the reasons for keeping their password private including talking about the meaning of 'private information' (Lesson 1) and actively demonstrate this in lessons (Throughout all lessons in Unit 1.1).</p> <p>Pupils take ownership of their work and will be able to save their work, using a memorable file name, to their own personal space on Purple Mash and understand that this can be retrieved later Unit 1.1 Lesson 1 Point 18.</p>

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Unit	Aims	Success criteria	Unit End Outcomes
	<ul style="list-style-type: none"> <li>• To learn how to find saved work in the Online Work area and find teacher comments.</li> <li>• To learn how to search Purple Mash to find resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can find their saved work in the Online Work area of Purple Mash.</li> <li>• Pupils can find messages that their teacher has left for them on Purple Mash.</li> <li>• Pupils can search Purple Mash to find resources.</li> </ul>	<p>Most pupils will be able to add their name to their picture in lesson 1.</p> <p>In lesson 2, most pupils will be able to explain that their teacher was able to connect with them online to leave a message in Purple Mash. They could contribute to the class discussion relating this to other forms of digital communication.</p> <p>Most pupils will be able to give a simple explanation of the way to word comments online when given the example of their teacher commenting upon their work.</p> <p>Throughout this unit most pupils will be able to contribute their ideas about communicating appropriately and relate online and off-line appropriate behaviour.</p> <p>Most pupils will be able to open Purple Mash and use the search bar within Purple Mash to find resources (lesson 2). They can suggest appropriate words to search with to find the results that they are looking for.</p> <p><b>Exceeding:</b> Pupils demonstrate an understanding of the importance of online safety using their own private usernames and passwords for Purple Mash. Pupils understand the importance of keeping information, such as their usernames and passwords private and actively demonstrate this in lessons. Pupils take ownership of their work and save this in their own private space. Pupils demonstrating greater depth understand the</p>
	<ul style="list-style-type: none"> <li>• To become familiar with the types of resources available in the Topics section.</li> <li>• To become more familiar with the icons used in the resources in the Topics section.</li> <li>• To start to add pictures and text to work.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to use the different types of topic templates in the Topics section confidently.</li> <li>• Pupils will be confident with the functionality of the icons in the topic templates.</li> <li>• Pupils will know how to use the different icons and writing cues to add pictures and text to their work.</li> </ul>	
	<ul style="list-style-type: none"> <li>• To explore the Tools section of Purple Mash and to learn about the common icons used in</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have explored the Tools section on Purple Mash and become familiar</li> </ul>	

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Unit	Aims	Success criteria	Unit End Outcomes
	<p>Purple Mash for Save, Print, Open, New.</p> <ul style="list-style-type: none"> <li>• To explore the Games section on Purple Mash.</li> <li>• To understand the importance of logging out when they have finished.</li> </ul>	<p>with some of the key icons: Save, Print, Open and New.</p> <ul style="list-style-type: none"> <li>• Pupils have explored the Games section and looked at Table Toons (2x tables).</li> <li>• Pupils can log out of Purple Mash when they have finished using it and know why that is important.</li> </ul>	<p>principle but not the terminology of 'intellectual property' e.g., pupils might say 'I am saving my work, in my folder because I have created it and it belongs to me'.</p>

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# Year 2

Unit\Lesson	Aims	Success criteria	Unit End Outcomes
2.2 - Online Safety	<ul style="list-style-type: none"> <li>To know how to refine searches using the Search tool.</li> <li>To know how to share work electronically using the display boards.</li> <li>To use digital technology to share work on Purple Mash to communicate and connect with others locally.</li> <li>To have some knowledge and understanding about sharing more globally on the Internet.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can use the search facility to refine searches on Purple Mash by year group and subject.</li> <li>Pupils can share the work they have created to a display board.</li> <li>Pupils understand that the teacher approves work before it is displayed.</li> <li>Pupils are beginning to understand how things can be shared electronically for others to see both on Purple Mash and the Internet.</li> </ul>	<p><b>Emerging:</b> With support, pupils are beginning to understand how to use the Purple Mash search bar and know the implications of inappropriate searches (Unit 2.2 Lesson 1. Point 1). With support, they can share their work using the display board (Unit 2.2 Lesson 1. Point 16).</p> <p>Furthermore, using 2Respond activities, the pupils develop an understanding of how to use email safely and responsibly (Unit 2.2 Lesson 2. Point 4). They also know how to report inappropriate content to their teacher.</p> <p><b>Expected:</b> Pupils understand how to use the Purple Mash search bar and know the implications of inappropriate searches (Unit 2.2 Lesson 1. Point 1).</p> <p>Most pupils will be able to explain what a digital footprint is, that it is permanent and their online behaviour influences what it shows (lesson 3).</p> <p>Most pupils will be able to give reasons for keeping their password safe that include protecting their personal information.</p>

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Unit\Lesson	Aims	Success criteria	Unit End Outcomes
	<ul style="list-style-type: none"> <li>To introduce Email as a communication tool using 2Respond simulations.</li> <li>To understand how we talk to others when they are not there in front of us.</li> <li>To open and send simple online communications in the form of email.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils know that Email is a form of digital communication.</li> <li>Pupils understand how 2Repond can teach them how to use email.</li> <li>Pupils can open and send an email to a 2Respond character.</li> <li>Pupils have discussed their own experiences and understanding of what email is used for.</li> <li>Pupils have discussed what makes us feel happy and what makes us feel sad.</li> </ul>	<p>Most pupils will be able to express the good and bad sides of digital technology. In lesson 3, they can give examples of positive effects on life as well as negative.</p> <p>Pupils add their name to work but show a differentiation between full name and first name only when information is to be shared online.</p> <p>Most pupils will be able to share their work to a displayboard (lesson 1). By sharing their work using the display board, pupils begin to understand how things are shared electronically (Unit 2.2 Lesson 1. Point 16).</p> <p>Most pupils will be able to open and respond to simulated emails in 2Email (lesson 2)</p> <p>Most pupils will be able to open and send email responses to simulated emails in 2Email (Unit 2.2 Lesson 2 Point 4). Furthermore, using 2Respond activities the pupils develop an understanding of how to use email safely and responsibly (Unit 2.2 Lesson 2. Point 4). They also know how to report inappropriate content to their teacher.</p>
	<ul style="list-style-type: none"> <li>To understand that information put online leaves a digital footprint or trail.</li> <li>To begin to think critically about the</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can explain what a digital footprint is.</li> <li>Pupils can give examples of things that they would not want to be in their digital footprint.</li> </ul>	<p><b>Exceeding:</b> Pupils understand how to use the Purple Mash search bar (Unit 2.2 Lesson 1. Point 1) and for greater depth can refine searches using Boolean search terms (AND, OR, NOT).</p> <p>They know the implications of inappropriate searches. Pupils can share their work using the display board and begin to understand</p>

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Unit\Lesson	Aims	Success criteria	Unit End Outcomes
	<p>information they leave online.</p> <ul style="list-style-type: none"> <li>To identify the steps that can be taken to keep personal data and hardware secure.</li> </ul>		<p>how things are shared electronically (Unit 2.2 Lesson 1. Point 16). Furthermore, using 2Respond activities, the pupils develop an understanding of how to use email safely and responsibly (Unit 2.2 Lesson 2. Point 4).</p> <p>They also know how to report inappropriate content to their teacher.</p>
2.5 - Effective Searching, Lesson 2	<ul style="list-style-type: none"> <li>To gain a better understanding of searching the Internet.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the basic parts of a web search engine search page.</li> <li>I have learnt to read a web search results page.</li> <li>I can search for answers to a quiz on the Internet.</li> </ul>	<p><b>Emerging:</b> Pupils have an awareness that their Internet searches form part of a 'digital footprint'.</p> <p><b>Expected:</b> Pupils can relate the creation of a digital footprint to their search history and make contributions to the class discussion about this in relation to online safety.</p> <p>Pupils know that many search engine companies collect and sell information about users.</p> <p><b>Exceeding:</b> Pupils apply what they know about search engine algorithms to their own online safety and digital footprint. They can understand the implications of search engines selling information and having paid ads at the top of search results.</p>

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# Year 3

Unit\Lesson	Aims	Success criteria	Unit End Outcomes
3.2 - Online Safety	<ul style="list-style-type: none"> <li>• To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.</li> <li>• To understand how the Internet can be used to help us to communicate effectively.</li> <li>• To understand how a blog can be used to help us communicate with a wider audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils understand what makes a good password for use on the Internet. Pupils are beginning to realise the outcomes of not keeping passwords safe.</li> <li>• Pupils can contribute to a concept map of all the different ways they know that the Internet can help us to communicate.</li> <li>• Pupils have contributed to a class blog with clear and appropriate messages.</li> <li>• Extension: Pupils understand that passwords help to limit who can see personal / private / confidential information.</li> </ul>	<p><b>Emerging:</b> With prompting, pupils can understand that it is important to have a secure password that is not shared with anyone else (Unit 3.2 Lesson 1. Point 1).</p> <p>Pupils can give a negative example of failure to keep passwords secure (Unit 3.2 Lesson 1. Point 1).</p> <p>Pupils are beginning to identify some of the main things to look for when deciding whether the information on a website is trustworthy or not (Unit 3.2 Lesson 2. Point 2).</p> <p><b>Expected:</b> Pupils understand the importance of a secure password and not sharing this with anyone else (Unit 3.2 Lesson 1 Point 1). Furthermore, pupils understand the negative implications of failure to keep passwords safe and secure and can suggest examples of good and poor passwords (Unit 3.2 Lesson 1 Point 1).</p> <p>When using the internet, pupils can appraise the accuracy of the information on a website and make decisions on whether it is a trustworthy source of information (Unit 3.2 Lesson 2 Point 2).</p> <p>In lesson 1, step 16, pupils have a choice of topics about which to blog. Most pupils will have gained an understanding that it is not acceptable to use the work of others or post images of others without consent.</p>

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Unit\Lesson	Aims	Success criteria	Unit End Outcomes
	<ul style="list-style-type: none"> <li>• For pupils to consider if what they read on websites is true?</li> <li>• To look at a 'spoof' website.</li> <li>• To create a 'spoof' webpage.</li> <li>• To think about why these sites might exist and how to check that the information is accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils understand that some information held on websites may not be accurate or true.</li> <li>• Pupils are beginning to understand how to search the Internet and how to think critically about the results that are returned.</li> <li>• Pupils have accessed and assessed a 'spoof' website.</li> <li>• Pupils have created their own 'spoof' webpage mock-up.</li> <li>• Pupils have shared their 'spoof' web page on a class display board.</li> <li>• Extension: Pupils evaluate facts from a website and explain how they fact checked the information that was presented.</li> </ul>	<p>Most pupils recognise the PEGI ratings and can give examples of why content is rated and how this protects them (lesson 3)</p> <p>Most pupils can contribute to a class collaborative file about the effects of inappropriate content with useful suggestions (lesson 3).</p> <p>Most pupils can answer the quiz questions in lesson 3, their answers demonstrating that they are developing their understanding of the features of online communication. In lesson 1, their blog posts and comments are appropriate.</p> <p>Most pupils can express the need to tell a trusted adult if they are upset by anything online, in lesson 3 their responses illustrate that they have taken this message onboard.</p> <p>Most pupils will be able to use Purple Mash as a platform for collaboration. Specifically, they will create a spoof website for other pupils to read and share on a class display board (Unit 3.2 Lesson 2).</p> <p>In lesson 2, most pupils can use suitable keywords when trying to verify sources.</p> <p><b>Exceeding:</b> Pupils demonstrating greater depth will be able to give a clear explanation and examples of why having a secure, confidential password is essential and give negative examples of it not being secure and confidential (Unit 3.2 Lesson 1 Point 1).</p>

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Unit\Lesson	Aims	Success criteria	Unit End Outcomes
	<ul style="list-style-type: none"> <li>• To learn about the meaning of age restrictions symbols on digital media and devices.</li> <li>• To discuss why PEGI restrictions exist.</li> <li>• To know where to turn for help if they see inappropriate content or have inappropriate contact from others.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can identify some physical and emotional effects of playing/watching inappropriate content/games.</li> <li>• Pupils relate cyberbullying to bullying in the real-world and have strategies for dealing with online bullying including screenshot and reporting.</li> </ul>	<p>Pupils will be able to appraise the accuracy of information shared on a website and provide suitable evidence to support their decisions on whether it is trustworthy or not (Unit 3.2 Lesson 2. Point 2).</p>
Unit 3.5 - Email  Lessons 3 and 4	<ul style="list-style-type: none"> <li>• To learn how to use email safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have written rules about how to stay safe using email.</li> <li>• Pupils have contributed to classmates' rules.</li> <li>• Pupils understand the importance of draft.</li> <li>• Pupils have created a quiz about email safety which explores scenarios that</li> </ul>	<p><b>Emerging:</b> Pupils demonstrate a basic understanding of email conventions and safety (Unit 3.5 Lesson 3 &amp; 4).</p> <p><b>Expected:</b> Pupils understand the importance of staying safe (Unit 3.5 Lesson 3. Point 2) when using email and have demonstrated knowledge of this through the writing of class rules for their conduct when using email systems (Unit 3.5 Lesson 3 Point 5).</p> <p>Pupils apply their knowledge of email safety through the creation of a quiz on staying safe when emailing (Unit 3.5 Lesson 4. Point 3).</p> <p>In lesson 3, pupils can suggest why they need to seek permission before sharing photos.</p>

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Unit\Lesson	Aims	Success criteria	Unit End Outcomes
		<p>they could come across in the future.</p>	<p>In lesson 1, pupils can refer to what they learnt in Unit 3.2 regarding Online Safety when suggesting the way to communicate appropriately online.</p> <p>Pupils' email messages illustrate that they have taken on board messages about appropriate communication with a regard for their audience. In lesson 3, this forms part of the slideshow discussion., pupils include this as part of their guidelines for step 5.</p> <p><b>Exceeding:</b> Pupils are not only able to demonstrate an understanding of email conventions and keeping safe but can explain why conventions and certain recognised positive behaviours are expected and the possible consequences of not abiding by them (Unit 3.5 Lessons 3 &amp; 4).</p> <p>Pupils demonstrating greater depth, understand the importance of staying safe (Unit 3.5 Lesson 3. Point 2) when using email and can apply these principles to the related aspects of messaging. Pupils demonstrate their knowledge through taking an active role in the writing of class rules and quiz creation on appropriate conduct when using email systems and can expand on their points to explain their reasoning (Unit 3.5 Lesson 3. Point 5).</p>

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# Year 4

Unit\Lesson	Aims	Success criteria	Unit End Outcomes
4.2 - Online Safety	<ul style="list-style-type: none"> <li>To understand how pupils can protect themselves from online identity theft.</li> <li>Understand that information put online leaves a digital footprint or trail and that this can aid identity theft.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils know that security symbols such as a padlock protect their identity online.</li> <li>Pupils know the meaning of the term 'phishing' and are aware of the existence of scam websites.</li> <li>Pupils can explain what a digital footprint is and how it relates to identity theft.</li> <li>Pupils can give examples of things that they would not want to be in their digital footprint.</li> </ul>	<p><b>Emerging:</b> Pupils contribute their ideas to discussion of spam email (lesson 1), malware (lesson 2) and plagiarism (lesson 3). They have included appropriate content in their Top Tips for Online Safety publication (lesson 2, point 5 and onwards). They have been able to share their work online.</p> <p>With support throughout, pupils show an understand what online safety is. In a small group, they can use 2Connect (Unit 4.2 Lesson 1. Point 3) to map out the key features of online safety. Pupils produce a simple leaflet, postcard, or slideshow etc about online safety, which can then be used as part of presentation to parents (Unit 4.2 Lesson 1. Point 7).</p> <p><b>Expected:</b> Pupils have decided upon the most important online safety messages to communicate and have shared these ideas in their Top Tips for Online Safety publication (lesson 2, point 5 and onwards). They put this knowledge into action in their own online activity.</p> <p>Pupils can explore key concepts relating to online safety using 2Connect Unit 4.2 Lesson 1. Point 3). They help others to understand the importance of online safety (Unit 4.2 Lesson 2. Point 3) and apply their knowledge through the creation of online</p>
	<ul style="list-style-type: none"> <li>To Identify the risks and benefits of</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can identify possible risks of installing free and paid for software.</li> </ul>	

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Unit\Lesson	Aims	Success criteria	Unit End Outcomes
	installing software including apps.	<ul style="list-style-type: none"> <li>Pupils know that malware is software that is specifically designed to disrupt, damage, or gain access to a computer.</li> <li>Pupils know what a computer virus is.</li> </ul>	<p>safety resources which are then used as part of presentation to parents (Unit 4.2 Lesson 1. Point 7).</p> <p>Using the example from lesson 1, pupils can give some examples of things to look out for in an email to ensure that it from a valid source and is not a phishing scam email. They can explain what can be learnt by looking at the padlock details for a website (lesson 1)</p>
	<ul style="list-style-type: none"> <li>To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.</li> <li>To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can determine whether activities that they undertake online, infringe another's' copyright. They know the difference between researching and using information and copying it</li> <li>Pupils know about citing sources that they have used.</li> </ul>	<p>Most pupils can reflect upon positive and negative aspects of a digital footprint and can give examples of the care they would take when sharing online in relation to their and others' digital footprint (lesson 1).</p> <p>Most pupils can give reasons for taking care when installing apps or software. They know what Malware is and the possible impact of computer viruses and can give recommendations for how best to ensure that they only install valid software as part of their top tips document in lesson 2.</p>
	<ul style="list-style-type: none"> <li>To identify the positive and negative influences of</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can take more informed ownership of the way that they choose</li> </ul>	<p>Most pupils can give reasons for limiting screen time that include the effect on physical and mental health. In lesson 4, they were able to reflect on their own screen time and collective class screen time and begin to make informed decisions about when to limit their own screen time.</p>

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Unit\Lesson	Aims	Success criteria	Unit End Outcomes
	<p>technology on health and the environment.</p> <ul style="list-style-type: none"> <li>To understand the importance of balancing game and screen time with other parts of their lives.</li> </ul>	<p>to use their free time. They recognise a need to find a balance between being active and digital activities.</p> <ul style="list-style-type: none"> <li>Pupils can give reasons for limiting screen time.</li> </ul>	<p>Most pupils can explain how plagiarism is stealing, they are beginning to be able to identify the aspects of sharing that would be classed as plagiarism (lesson 3)</p> <p>In lesson 4, pupils were able to include actions for reporting cyberbullying or inappropriate content in their screen time study document.</p> <p>By completing lesson 4, most pupils would have saved both online and locally to a device and are able to explain the differences between the two storage types.</p> <p>Most pupils will be able to identify key messages that should be shared with other pupils and parents about online safety, including identification of reliable content from websites found via common search engines (Unit 4.2 Lessons 1 &amp; 2).</p> <p><b>Exceeding:</b> Pupils have decided upon the most important online safety messages to communicate and have shared these ideas in their Top Tips for Online Safety publication (lesson 2, point 5 and onwards). Pupils demonstrate that they are making connections between the positive possibilities that technology provides e.g. collaboration and sharing and the possible downsides of this such as malware and phishing. They actively use this knowledge to support their own online activities safely.</p> <p>Pupils demonstrating greater depth understand the key concepts and implications of the choices they make relating to online safety</p>

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Unit\Lesson	Aims	Success criteria	Unit End Outcomes
			(Unit 4.2 Lesson 1. Point 3). They help others to understand the importance of online safety (Unit 4.2 Lesson 2. Point 3) and apply their knowledge and approach to staying safe online in all areas of the curriculum (Unit 4.2 Lesson 1. Point 7).
4.7 - Effective Searching, lesson 3	<ul style="list-style-type: none"> <li>To assess whether an information source is true and reliable.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can analyse the contents of a web page for clues about the credibility of the information.</li> </ul>	<p><b>Emerging:</b> Pupils understand that just because something is on the internet it does not mean it is true. They know that they should consider checking and verifying information.</p> <p><b>Expected:</b> Most pupils will be able to analyse the contents of a web page for obvious clues about the credibility of the information. They will be able to work in small groups to decide collectively if a website has questionable credibility (Unit 4.7, Lesson 3).</p> <p><b>Exceeding:</b> Pupils understand that a single search provider might present a bias, or present information from a flawed source. They seek to corroborate information from other sources using more than one search engine.</p> <p>Pupils know that the results presented to a person on many search engines reflect their previous searches. They realise that this does not give a balanced way to form an opinion about something and presents dangers of being consumed by inaccurate viewpoints and having a misrepresentative world view reinforced.</p>

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# Year 5

Unit\Lesson	Aims	Success criteria	Unit End Outcomes
5.2 - Online Safety	<ul style="list-style-type: none"> <li>To gain a greater understanding of the impact that sharing digital content can have.</li> <li>To review sources of support when using technology.</li> <li>To review pupils' responsibility to one another in their online behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>I think critically about the information that I share online both about myself and others.</li> <li>I know who to tell if I am upset by something that happens online.</li> <li>I can use the SMART rules as a source of guidance when online.</li> </ul>	<p><b>Emerging:</b> Pupils demonstrate a developing understanding of their responsibility to others as well as to themselves when communicating and sharing content online. They know what to do if they are upset by online content and know that there are rules such as the SMART rules to protect them (lesson 1).</p> <p>With support throughout, pupils demonstrate an understanding of what the SMART rules are but may find it difficult to apply all of these to using technology safely and respectfully (Unit 5.1 Lesson 1). They can create a simple comic strip to teach other pupils about online safety (Unit 5.2 Lesson 2).</p> <p><b>Expected:</b> Pupils demonstrate an understanding of their responsibility to others as well as to themselves when communicating and sharing content online.</p>
	<ul style="list-style-type: none"> <li>To know how to maintain secure passwords.</li> <li>To understand the advantages, disadvantages, permissions, and purposes of altering an</li> </ul>	<ul style="list-style-type: none"> <li>Pupils think critically about what they share online, even when asked by a usually reliable person to share something.</li> <li>Pupils have clear ideas about good passwords.</li> </ul>	<p>Pupils demonstrate a clear understanding of what the SMART rules are and how they should be applied to using technology safely and respectfully (Unit 5.1 Lesson 1).</p> <p>In lesson 1, step 2, pupils demonstrate that they are developing critical thinking skills in their online experience and know what sorts of inappropriate content should be reported.</p>

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Unit\Lesson	Aims	Success criteria	Unit End Outcomes
	<p>image digitally and the reasons for this.</p> <ul style="list-style-type: none"> <li>To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can see how they can use images and digital technology to create effects not possible without technology.</li> <li>Pupils have experienced how image manipulation could be used to upset them or others even using simple, freely available tools and little specialist knowledge.</li> </ul>	<p>They can apply their knowledge in the creation of a comic strip to teach other pupils about online safety (Unit 5.2 Lesson 2). When doing image editing in lesson 2, they were able to see both the positive and negative consequences of technological developments including altering images both in terms of impact upon themselves and impact upon others.</p> <p>In lesson 3, pupils can explain why citations must be considered when using the work of others. They know that there is a convention for recording citations and can put this into practice in their work.</p> <p>In lesson 3, step 11 onwards, pupils' contributions demonstrate a growing awareness of the context of communication and an ability to view the communication from the intended audience's point-of-view.</p> <p>Most pupils will be able demonstrate that they understand what is meant by reliable and can build on their ability to identify reliable content. In lesson 3 while completing the citation writing frame, they were able to recognise that it is not a good idea to rely upon only 1 source for information, for example, the Pacific Tree Octopus example.</p> <p><b>Exceeding:</b> Pupils are developing a deeper understanding of the interaction of the positive benefits and negative risks of innovative technology. They take advantage of these technologies in their</p>
	<ul style="list-style-type: none"> <li>To learn about how to reference sources in their work</li> <li>To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can cite all sources when researching and explain the importance of this.</li> <li>Pupils select keywords and search techniques to find relevant information and increase reliability</li> <li>Pupils show an understanding of the advantages and</li> </ul>	

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Unit\Lesson	Aims	Success criteria	Unit End Outcomes
	<ul style="list-style-type: none"> <li>Ensuring reliability through using different methods of communication</li> </ul>	<p>disadvantages of different forms of communication and when it is appropriate to use each.</p>	<p>work but are mindful of protecting themselves and others from harm.</p> <p>Pupils demonstrating greater depth have a detailed knowledge of what the SMART rules are and understand how these are applied to using technology safely and respectfully. Furthermore, they understand the implications of improper use of technology and the internet (Unit 5.1 Lesson 1). They can apply their knowledge in the creation of a detailed comic strip to teach other pupils about online safety (Unit 5.2 Lesson 2).</p>

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# Year 6

Unit\Lesson	Aims	Success criteria	Unit End Outcomes
6.2 - Online Safety	<ul style="list-style-type: none"> <li>Identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location.</li> <li>Identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon.</li> <li>Identify the benefits and risks of giving personal information and device access to different software.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have used the example game and further research to refresh their memories about risks online including sharing location, secure websites, spoof websites, phishing and other email scams.</li> <li>Pupils have used the example game and further research to refresh their memories about the steps they can take to protect themselves including protecting their digital footprint, where to go for help, smart rules and security software.</li> </ul>	<p><b>Emerging:</b> Pupils can refer to the SMART rules to guide them online. They can navigate networks within Purple Mash (Work folders, class folders and group folders), the local network (school) and the Internet (using as a source for research or leisure time). They use these networks to collaborate with support using Purple Mash tools such as 2Write and 2Connect.</p> <p>They can use search tools and have an awareness of the need to select sources carefully.</p> <p>They can recognise features online that are risks and those that exist to protect them (lesson 1). Pupils are aware that their actions online have an impact not only on themselves but on others as well. They know to ask for help if they are worried or distressed by something online.</p> <p><b>Expected:</b> Pupils have a good knowledge of the benefits and risks to working collaboratively. They have no trouble navigating networks within Purple Mash (Work folders, class folders and group folders), the local network (school) and the Internet (using as a source for research or leisure time). They use these networks to collaborate using Purple Mash tools such as 2Write, 2Connect and 2Blog and can use a variety of networked devices such as</p>

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Unit\Lesson	Aims	Success criteria	Unit End Outcomes
	<ul style="list-style-type: none"> <li>To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.</li> <li>To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour.</li> <li>To begin to understand how information online can persist and give away details of those who share or modify it.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils understand how what they share impacts upon themselves and upon others in the long-term.</li> <li>Pupils know about the consequences of promoting inappropriate content online and how to put a stop to such behaviour when they experience it or witness it as a bystander.</li> <li><b>Extension:</b> Pupils' actions demonstrate that they also feel a responsibility to others when communicating and sharing content online.</li> </ul>	<p>webcams, online tools, printers, and tablets in a connected way for their educational benefit.</p> <p>Pupils can use search tools and routinely try to verify the validity and reliability of their sources. They look for corroborating sources for information and enter keywords that help them to choose the best results.</p> <p>Pupils demonstrate an understanding of their responsibility to others as well as to themselves when communicating and sharing content online. They can identify a variety of risks and benefits of technology (lessons 1 and 3). They feel confident in having strategies to help them promote a positive online image of themselves in their digital footprint.</p> <p>Pupils can identify location sharing as a risk to online safety in lesson 1 and could relate this to work done on protecting their identifying private information.</p> <p>Pupils were able to identify the padlock and https as aids to the online safety in lesson 1 and could explain what these means referring to the work that they did on this in previous years' online safety units.</p> <p>Pupils' work in lesson 1, indicates that they have a clear understanding of terms such as Computer virus, Location sharing, phishing scams, spam email, Malware and Identity theft. In lesson 2, they make sensible contributions to the question of what risks</p>

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Unit\Lesson	Aims	Success criteria	Unit End Outcomes
	<ul style="list-style-type: none"> <li>To understand the importance of balancing game and screen time with other parts of their lives, e.g. explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health.</li> <li>To identify the positive and negative influences of technology on health and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can take more informed ownership of the way that they choose to use their free time. They recognise a need to find a balance between being active and digital activities.</li> <li>Pupils can give reasons for limiting screen time.</li> <li>Pupils can talk about the positives and negative aspects of technology and balance these opposing views.</li> <li><b>Extension:</b> Pupils have an internalised in-depth understanding of the risks and benefits of an online presence.</li> </ul>	<p>there are when installing an App and the possible risks hidden in the small print.</p> <p>Pupils' work as digital footprint detectives in lesson 2 demonstrates that they understand the impact of a positive and negative digital footprint and how to take control of their own online virtual image.</p> <p>Most pupils can balance the positive impact of technology with the reasons for limiting screen time that include the effect on physical and mental health. In lesson 3, they were able to reflect on their own screen time and collective class screen time and begin to make informed decisions about when to limit their own screen time</p> <p>Having studied this aspect in depth in year 5 (lesson 3), pupils routinely include citations in their research work across subjects. They also take care to credit the artist when using images from the Internet. In lesson 2, as part of the discussion surrounding digital footprints, pupils explored the existence of metadata to track the source of images.</p> <p>Having studied this aspect in depth in year 5 (lesson 2, step 11+ and lesson 3, step 6+), pupils take care to credit the artist when using images from the Internet and know how to explore the rights and permissions associated with an image online. They can explain the difference between copyright and privacy and are mindful of both aspects when working with images.</p> <p>Most pupils can make informed choices when communicating online for example selecting the appropriate form of</p>

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Unit\Lesson	Aims	Success criteria	Unit End Outcomes
			<p>communication for its purpose and audience. They can discuss the use of instant messaging in social contexts, aware of the pros and cons of using such tools.</p> <p><b>Exceeding:</b> Pupils view their own/school devices as a means to access a wealth and mixture of networked and local resources. They use these in an integrated way; for example, they can take information and images from one source, compare them to others, include them in their written work alongside their own original images and text to enhance their own understanding and produce high quality comprehensive work. They are implicitly aware of the benefits and risks to working collaboratively. They navigate networks within Purple Mash (Work folders, class folders and group folders), the local network (school) and the Internet and use these networks to collaborate using Purple Mash tools such as 2Write, 2Connect and 2Blog.</p> <p>Pupils can use search tools effectively, routinely verifying the validity and reliability of their sources. They look for corroborating sources for information and enter keywords that help them to choose the most suitable results. They are aware that search engines are also often money-making ventures for their providers and that this has personal privacy implications. They know where to look to investigate their privacy settings on search engines. Pupils have an internalised in-depth understanding of the risks and benefits of an online presence (lessons 1 and 3). Their actions demonstrate that they also feel a responsibility to others when</p>

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Unit\Lesson	Aims	Success criteria	Unit End Outcomes
			communicating and sharing content online. They feel confident in having strategies to help them promote a positive online image of themselves and deal with issues that might arise in the future.
6.4 - Blogging, Lesson 4 & 5	<ul style="list-style-type: none"> <li>• To understand how to contribute to an existing blog.</li> <li>• To understand how and why blog posts are approved by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can post comments and blog posts to an existing class blog.</li> <li>• Pupils understand the approval process that their posts go through and demonstrate an awareness of the issues surrounding inappropriate posts and cyberbullying.</li> </ul>	<p><b>Emerging:</b> Pupils are aware there is an approval process that their posts go through and demonstrate an awareness of the issues surrounding inappropriate posts and cyberbullying (Unit 6.4 Lesson 4. Point 6). Pupils understand the importance of being respectful on the internet.</p> <p><b>Expected:</b> Pupils recognise the approval process that their posts go through and demonstrate an awareness of the issues surrounding inappropriate posts and cyberbullying (Unit 6.4 Lesson 4. Point 6).</p> <p>Pupils become active contributors to a blog, carefully considering their responses to blog posts to ensure that they are always respectful (Unit 6.4 Lesson 4. Point 12). Pupils understand the implications of inappropriate use of the blog.</p> <p><b>Exceeding:</b> Pupils understand why there is an approval process for any posts and understand the issues surrounding inappropriate posts and cyberbullying (Unit 6.4 Lesson 4. Point 6). Pupils demonstrating greater depth, understand that 2Blog is an introduction to the world of blogging and is a way for the user to become a content creator on the internet. As such the content included in their blog carefully considers the end user (Throughout</p>
	<ul style="list-style-type: none"> <li>• To understand the importance of commenting on blogs.</li> <li>• To peer-assess blogs against the agreed success criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can comment on and respond to other blogs.</li> <li>• Pupils can assess the effectiveness and impact of a blog.</li> <li>• Pupils understand that content included in their</li> </ul>	

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Unit\Lesson	Aims	Success criteria	Unit End Outcomes
		blog carefully considers the end user.	Unit). They understand the implications of inappropriate use of the blog and how this relates to the real world.

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