

## Medium term plan: Year 2

Autumn 1	Autumn 2	Spring 1
<b>Developing online safety guidelines</b>	<b>Social and emotional wellbeing and developing resilience</b>	<b>Responsible internet use</b>
	Anti-bullying week (mid-late November)	Safer Internet Day (early February)
<b>Start of year online safety assembly</b> (see page 11)	<b>Unit 2.2 – We are not online bullies</b> Creating a strong message against online bullying	<b>Unit 2.3 – We are safe searchers</b> Learning how to use search engines safely
<b>Unit 2.1 – We are Year 2 rule writers</b> Reviewing and editing our online safety guidelines		
<b>Unit summary</b> Children review different online safety scenarios and decide how to respond to these. They then review, discuss and edit the online safety rules they created in Year 1.	<b>Unit summary</b> Children learn about the consequences of online bullying and the role of a bystander in online bullying situations. They create an anti-online bullying slogan to send a strong message that bullying is never acceptable.	<b>Unit summary</b> Children find out how to use technology safely to find information online. They then will create a ‘top tips’ list for safe searching.
<b>Online safety focus:</b> <ul style="list-style-type: none"> <li>consider online safety scenarios encountered in Year 1 (both at school and at home) and appreciate how these new experiences can be used to update their online safety rules.</li> <li>consider what strategies they might use if their usual trusted adult is not available</li> <li>review and edit their online safety guidelines.</li> <li>develop their online safety rules so they are easily understood and appropriate for Year 2 pupils.</li> </ul>	<b>Online safety focus:</b> <ul style="list-style-type: none"> <li>begin to understand the concept of online bullying and the role of the bystander.</li> <li>develop an understanding of the consequences of online bullying.</li> <li>recall their online safety rules for reporting concerns and inappropriate behaviour.</li> </ul>	<b>Online safety focus:</b> <ul style="list-style-type: none"> <li>understand the very basic principles of how search engines work.</li> <li>understand the key steps for searching the web safely.</li> <li>understand how to report concerns when searching the web.</li> </ul>
<b>My Rising Stars resources</b> <ul style="list-style-type: none"> <li>* <i>Scenario cards</i> (.pdf)</li> <li>* <i>Online safety rules template</i> (.pdf)</li> </ul>	<b>My Rising Stars resources</b> <ul style="list-style-type: none"> <li>* <i>There are no related Rising Stars resources for this unit.</i></li> </ul>	<b>My Rising Stars resources</b> <ul style="list-style-type: none"> <li>* <i>Searching statements cards</i> (.pdf)</li> </ul>

<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Keeping information safe</b>	<b>Digital citizenship</b>	<b>Playing games and having fun</b>
	ChildNet Film Competition (competition entries deadline mid-June)	
<b>Unit 2.4 – We are code masters</b> Generating strong passwords and keeping them safe	<b>Unit 2.5 – We are online behaviour experts</b> Solving online safety problems	<b>Unit 2.6 – We are game raters</b> Understanding and applying the <b>PEGI rating</b> system for games
<b>Unit summary</b> Children learn that passwords help us to keep information safe. They will then look at the rules for creating a strong password and use these rules to practise generating their own passwords.	<b>Unit summary</b> Children watch three short video clips and discuss how the people in them can be better digital citizens. They then develop their own responses to these scenarios through role-play.	<b>Unit summary</b> Children learn that not all digital games are suitable for everyone. They find out about the PEGI rating system and develop a rating for a game of their choosing.
<b>Online safety focus:</b> <ul style="list-style-type: none"> <li>• understand that passwords are an important part of keeping information safe.</li> <li>• understand the differences between strong and weak passwords.</li> <li>• understand that sharing a password makes it weak.</li> </ul>	<b>Online safety focus:</b> <ul style="list-style-type: none"> <li>• understand that the way technology is used is as important as good online behaviour.</li> <li>• understand that the way we use technology impacts the people around us.</li> <li>• further develop responses to incidents of poor behaviour online.</li> </ul>	<b>Online safety focus:</b> <ul style="list-style-type: none"> <li>• recognise the PEGI age rating system for digital games.</li> <li>• understand that the system is useful for helping people decide which games are appropriate.</li> <li>• understand what to do if someone nearby is playing a game which is inappropriate for them.</li> </ul>
<b>My Rising Stars resources</b> * <i>Choosing strong passwords</i> (.pdf)	<b>My Rising Stars resources</b> * <i>Digital citizens scenarios</i> (.mp4) * <i>Scenario cards</i> (.pdf)	<b>My Rising Stars resources</b> * <i>My games rating</i> (.pdf) * <i>PEGI ratings</i> (.ppt)