

The logo for Purple Mash, featuring the word "purple" in a purple font and "mash" in a white font, both on a black background that resembles a torn piece of paper.

**purple  
mash**

# **Computing Scheme of Work**

## **Unit 6.2 – Online Safety**



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# Introduction

For these sessions, children will need to have their own individual logins to Purple Mash.

If you are currently using a single login per class or group and would like to set up individual logins yourself, then please see our guide to doing so at [Create and Manage Users](#). Alternatively, please contact support at support@2simple.com or 0208 203 1781.

The online safety units within the Computing Scheme of Work provide in-depth coverage of computing related online safety aspects. It is also beneficial to cover aspects of online safety within whole school and PSHE contexts. Schools in England may wish to refer to the [Purple Mash Education for a Connected World curriculum map](#). This maps the non-statutory guidance objectives by year group, giving examples of resources within Purple Mash that can be used to support the objectives that relate to Early Years, Key Stages 1 and 2.

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# Year 6 - Medium-term Plan

| Lesson   | Title             | Aims (Objectives)  | Success Criteria   |
|----------|-------------------|--|--|
| <u>1</u> | Message in a Game | <ul style="list-style-type: none"> <li>To identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location.</li> <li>To identify secure sites by looking for privacy seals of approval, e.g., https, padlock icon.</li> <li>To identify the benefits and risks of giving personal information and device access to different software.</li> </ul>   | <ul style="list-style-type: none"> <li>Children 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>Children 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> |
| <u>2</u> | Online Behaviour  | <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>Children understand how what they share impacts upon themselves and upon others in the long-term.</li> <li>Children 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> Children' actions demonstrate that they also feel a responsibility to others when communicating and sharing content online.</li> </ul>             |
| <u>3</u> | Screen Time       | <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>Children 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>Children can give reasons for limiting screen time.</li> <li>Children can talk about the positives and negative aspects of technology and balance these opposing views.</li> </ul>  |

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|  |  |  |   |
|--|--|--|---|
|  |  |  | <ul style="list-style-type: none"><li>• <b>Extension:</b> Children have an internalised in-depth understanding of the risks and benefits of an online presence.</li></ul> |
|--|--|--|---|

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# Lesson 1 – Message in a Game

## Aims

- To identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location.
- To identify secure sites by looking for privacy seals of approval, e.g., https, padlock icon.
- To identify the benefits and risks of giving personal information and device access to different software.

## Success Criteria

- Children 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.
- Children 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.

## Resources

Unless otherwise stated, all resources can be found on the [main unit 6.2 page](#). From here, click on the icon to set a resource as a 2do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page.

- [2DIY3D Online Safety Game](#) example, set this as a 2do.
- Extension: [Location Sharing Debate](#). Set this as a 2do.

You can select the following suggested objectives when setting a 2Do to make future assessment easier:

|  |                  |                                     |
|--|------------------|-------------------------------------|
| Year:  | Y6               | ▼                                   |
| Subject:   | Computing        | ▼                                   |
| Strand:  | Digital Literacy | ▼                                   |
| Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. |                  | <input checked="" type="checkbox"/> |

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## Activities

|                                    |  |
|------------------------------------|--|
| Introduction                       | <p>Display <b>slide 2</b> and outline the lesson aims.</p> <p>Display <b>slide 3</b> and outline the success criteria</p>  |
| Vocabulary Overview                | <b>Slide 4</b> This slide can be used to see key vocabulary found within this lesson. The vocabulary is repeated at the end of the lesson where it can be used to review new vocabulary.   |
| Activity 1: Online Safety Game     | <b>Slide 5</b> If the class have been following the scheme in previous years, then they will have come across many terms associated with online safety. Clicking the icon will open the game to demonstrate.   |
| Review the Symbols                 | Display <b>slide 6</b> and review the different symbols.   |
| Activity 2: Creating Your Own Game | <p>Use <b>slide 7</b> to direct the activity. Clicking the icons will open the tools to demonstrate if necessary. If children have followed the scheme in previous years, these tools will be familiar to them. Use the help videos within the tools if needed.</p> <p>Children should save their games to a Purple Mash Display board or a Class Blog.</p> <p>They could finish their games as homework if necessary.</p> <p><b>NB</b> If children use 2Code, they could investigate the launch command to launch levels of the game.</p> |
| Extension                          | <b>Slide 8</b> contains an extension.  |
| Vocabulary Overview                | <b>Slide 9</b> can be used to review lesson vocabulary. Click on the words to reveal the definitions.  |
| Review Success Criteria            | Display <b>slide 10</b> . Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands.   |

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# Lesson 2 – Online Behaviour

## Aims

- 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.
- 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.
- To begin to understand how information online can persist and give away details of those who share or modify it.

## Success Criteria

- Children understand how what they share impacts upon themselves and upon others in the long-term.
- Children 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.
- **Extension:** Children's actions demonstrate that they also feel a responsibility to others when communicating and sharing content online.

## Resources

Unless otherwise stated, all resources can be found on the [main unit 6.2 page](#). From here, click on the icon to set a resource as a 2do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page.

- 2Investigate database [Applicants Database](#), set this as a 2do for the class.
- [Digital Footprint Detectives sheet](#) – print out one for each child.
- [Digital Footprint writing template](#); set this as a 2Do for the class.
- Print the [Screen-Time Record Card](#). Each child will need a copy (each sheet has two record cards and can be cut in half), **this is to hand out at the end of the session for children to complete over the week in preparation for the next lesson.**
- **Optional** (if children have not followed these units in previous year groups)
  - [Digital Footprint Slideshow](#)
  - [Digital Footprint Quiz](#)
  - [Digital Connections](#)

You can select the following suggested objectives when setting a 2Do to make future assessment easier:

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|          |                  |   |
|----------|------------------|---|
| Year:    | Y6               | ▼ |
| Subject: | Computing        | ▼ |
| Strand:  | Digital Literacy | ▼ |

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

## Activities

|                                 |   |
|---------------------------------|---|
| Introduction                    | <p>Display <b>slide 2</b> and outline the lesson aims.</p> <p>Display <b>slide 3</b> and outline the success criteria</p>   |
| Vocabulary Overview             | <p><b>Slide 4</b> This slide can be used to see key vocabulary found within this lesson. The vocabulary is repeated at the end of the lesson where it can be used to review new vocabulary.</p>   |
| Digital Footprints              | <p>Children first encountered the term digital footprint in Y2, lesson 3 and again in Y4, lesson 1. If children have not followed the scheme in previous years, it might be worth reviewing the content of these lessons with children and using the prepared resources.</p> <p>The icons on <b>slide 5</b> are clickable links to the resources used previously.</p>   |
| Activity 1: Applicants Database | <p>Use <b>slide 6</b> to direct the activity. Clicking reveals further actions. You will need to hand out the Digital Footprints Detectives sheets.</p> <p>Use <b>slides 7-8</b> to help children analyse what they have found out. Clicking reveals further questions and answers.</p>   |
| Activity 2: Writing Frame       | <p>Use the writing frame to discuss and record the issues on <b>slides 9-11</b>. Clicking reveals answers to the posed questions.</p> <p>Children could make notes on the writing frame as they go or complete this afterwards. Select which of these topics are relevant to the individual circumstances of your class. For example, you might want to extend this to implications of sending intimate images and sexting if this is something encountered by children in your school.</p> |
| Homework Task                   | <p>See <b>slide 12</b>: At the end of the lesson, hand out the record-cards. Emphasise that you are not going to 'mark' individual responses and that children can choose to keep their information private if they wish.</p>   |
| Extension                       | <p><b>Slide 13</b> contains an extension.</p> <p>Children might start with a simple branching structure, but then realise that the total doubles each line and begin calculating by x2. The answer is 2 to the power of 24, or 16,777,216 people.</p> <p>How does this make them feel when they see this figure?<br/>Did they imagine it would be an amount like that?</p>  |

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|                         |  |
|-------------------------|--|
| Vocabulary Overview     | <b>Slide 14</b> can be used to review lesson vocabulary. Click on the words to reveal the definitions.   |
| Review Success Criteria | Display <b>slide 15</b> . Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands. |

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# Lesson 3 – Screen Time

## Aims

- 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.
- To identify the positive and negative influences of technology on health and the environment.

## Success Criteria

- Children 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.
- Children can give reasons for limiting screen time.
- Children can talk about the positives and negative aspects of technology and balance these opposing views.
- **Extension:** Children have an internalised in-depth understanding of the risks and benefits of an online presence.

## Resources

Unless otherwise stated, all resources can be found on the [main unit 6.2 page](#). From here, click on the icon to set a resource as a 2do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page.

- Completed record cards handed out in the end of the last session.
- [Screen-Time 2Investigate Database](#). You should save this in the shared class folder in Purple Mash but do not set the database to be collaborative yet.
- [Screen Time Study writing frame](#) to be set as a 2Do.
- [Improving Lives with Technology](#); This writing frame can be found in Computing > Writing Projects. Some children might choose to research this area for Activity 4 and use this alternative writing frame. It could be set as a 2do if you wish to use it.

You can select the following suggested objectives when setting a 2Do to make future assessment easier:

|  |                  |   |
|--|------------------|---|
| Year:  | Y6               | ▼ |
| Subject:   | Computing        | ▼ |
| Strand:  | Digital Literacy | ▼ |
| Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. |                  |   |
| <input checked="" type="checkbox"/>  |                  |   |

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## Activities

|                           |  |
|---------------------------|--|
| Introduction              | <p>Display <b>slide 2</b> and outline the lesson aims.</p> <p>Display <b>slide 3</b> and outline the success criteria.</p>   |
| Vocabulary Overview       | <b>Slide 4</b> This slide can be used to see key vocabulary found within this lesson. The vocabulary is repeated at the end of the lesson where it can be used to review new vocabulary.   |
| Looking Back              | Show <b>slide 5</b> . If the scheme has been followed all the way through then the children will have done a similar lesson in year 4, it might be useful to reflect upon whether they made changes and if these changes had a lasting effect.   |
| Activity 1: Home Study    | <p>Use <b>slide 6</b>, you might have to show children how to calculate average hours of sleep per night.</p> <p>The slide asks children to consider their personal screen-time, privately. Stress that this is not an exercise in embarrassing anyone or a competition.</p>   |
| Screen-Time Database      | Use <b>slide 7-8</b> . Follow the instructions to make the database collaborative.   |
| Activity 2: Entering Data | Use <b>slide 9</b> to guide children with entering the data.   |
| Activity 3: Data Analysis | <p>Use <b>slides 10-14</b> to guide children in creating and saving graphs and then analysing what they show.</p> <p>On <b>slide 14</b>, your discussion about upsetting content will depend upon children's experiences. The important teaching point is to give children the knowledge of what to do in this situation.</p>  |
| Activity 4: Writing Frame | <p>Use <b>slide 15</b> to open a link to the writing frame or the alternative noted in the 'Resources' section. Children should write about the class discussion and their opinions and strategies. They could consider various aspects or concentrate on just one, doing further research into the area themselves. If they completed this lesson in year 4, then it would be better for children to research one area in more depth with different children allocated different areas. They should then share their results on a class blog or display board.</p> <p>Explain how to upload the graph image if necessary.</p> |
| Extension                 | <p><b>Slide 16</b> contains an extension activity.</p> <p>If children have been following the scheme in previous years – Unit 5.4 - they will have come across the reports feature before.</p>   |
| Vocabulary Overview       | <b>Slide 147</b> can be used to review lesson vocabulary. Click on the words to reveal the definitions.  |
| Review Success Criteria   | Display <b>slide 18</b> . Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands.   |

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# Assessment Guidance

The unit overview for year 6 contains details of national curricula mapped to the Purple Mash Units. The following information is an exemplar of what a child at an expected level would be able to demonstrate when completing this unit with additional exemplars to demonstrate how this would vary for a child with emerging or exceeding achievements.

| Assessment Guidance |   |
|---------------------|---|
| Emerging            | <p>Children 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). Children 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>   |
| Expected            | <p>Children 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 webcams, online tools, printers, and tablets in a connected way for their educational benefit.</p> <p>Children 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>Children 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>Children 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>Children 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>Children' 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 there are when installing an App and the possible risks hidden in the small print.</p> |

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## Assessment Guidance

|           |  |
|-----------|--|
|           | <p>Children’s 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 children 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), children 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, children 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+), children 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 children can make informed choices when communicating online for example selecting the appropriate form of 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>          |
| Exceeding | <p>Children 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>Children 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.</p> <p>Children 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 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.</p> |

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