

Medium term plan: Year 4

Autumn 1	Autumn 2	Spring 1
Developing online safety guidelines	Social and emotional wellbeing and developing resilience	Responsible internet use
	Anti-bullying week (mid-late November)	Safer Internet Day (early February)
Start of year online safety assembly (see page 11)	Unit 4.2 – We are standing up to peer pressure Dealing positively with peer pressure	Unit 4.3 – We are aware that our online content lasts forever Getting the message: pre- and post-internet
Unit 4.1 – We are Year 4 rule writers Reviewing and editing our online safety rules.		
Unit summary Children recall their learning from the previous year’s online safety lessons and then review different online safety scenarios and decide the best response to these. They then review, discuss and edit the online safety rules they created in Year 3.	Unit summary Children find out that access to the internet is not the same among all people and that peer pressure can be both positive and negative. They will scrutinise and discuss a short online safety scenario and decide how to resolve a problem where access to the internet is not the same between two friends.	Unit summary Children compare and contrast the ways messages were sent before and after the advent of the internet. They then think about a digital medium through which they can spread information as if it was the 1940s, assessing the speed and reach of the message if it was sent via social media today.
Online safety focus: <ul style="list-style-type: none"> Consider online safety scenarios encountered in Year 3 (both at school and at home) and appreciate how these new experiences can be used to update their online safety rules. Consider what new strategies they can apply to online safety scenarios, beyond talking to a trusted adult. Review and edit their online safety guidelines. Develop their online safety rules so they are easily understood and appropriate for Year 4 pupils. 	Online safety focus: <ul style="list-style-type: none"> Understand that peer pressure can be a positive and negative influence. Understand that access to the internet is not the same for everyone. Recall ways to report concerns and inappropriate behaviour. 	Online safety focus: <ul style="list-style-type: none"> Understand that because of the internet, information can be spread more quickly and reach more people now than at any time in the past. Understand that although information posted on the internet might not always be true or accurate, it lasts forever.
My Rising Stars resources ★ <i>Year 4 scenarios</i> (.mp4) ★ <i>Online safety rules template</i> (.pdf)	My Rising Stars resources ★ <i>QuickSnap mishap</i> (.ppt)	My Rising Stars resources ★ <i>1940s Doctor Carrot poster</i> (.pdf) <i>My digital message</i> (.pdf)

Spring 2	Summer 1	Summer 2
Keeping information safe	Digital Citizenship	Playing games and having fun
	ChildNet Film Competition (competition entries deadline mid-June)	
Unit 4.4 – We are online risk managers Understanding risk and prevention of information loss	Unit 4.5 – We are respectful of digital rights and responsibilities Understanding and respecting digital rights and responsibilities	Unit 4.6 – We are careful when talking to virtual friends Virtual friendship vs real friendship; who we can trust
Unit summary Children learn that hacking can be a criminal activity and clicking on links in suspicious websites or emails can introduce viruses to devices, putting personal information at risk and stopping the device from working. They will learn ways to protect their devices and accounts and use this information to create a family protection plan to share at home.	Unit summary Children discuss three articles from Unicef’s <i>Rights of the Child</i> and apply them to digital citizenship, looking at rights and responsibilities as well as consequences of knowingly ignoring responsibilities. They apply these to their own experiences and share a developed digital citizen with their families.	Unit summary Children learn what is meant by virtual friendship and how this differs from real-life friendship. They discuss the places people might meet virtual friends and then test a virtual friendship with a real friendship.
Online safety focus: <ul style="list-style-type: none"> • Understand the risks involved in clicking on and opening links on suspicious websites and in emails. • Understand that hacking can be illegal and has consequences for the hacker. • Develop awareness of viruses and what to do if they think their account has been compromised. 	Online safety focus: <ul style="list-style-type: none"> • Understand that both digital rights and responsibilities are important to ensure the internet is a great place for everyone. • Understand that there are consequences for knowingly ignoring rights. • Further develop a positive and responsible attitude towards technology and internet use. 	Online safety focus: <ul style="list-style-type: none"> • Understand that virtual friends are still strangers that they do not know. • Apply their knowledge of online safety to decide what information they, as virtual friends, can safely share online. • Recap rules for reporting suspicious or uncomfortable online situations.
My Rising Stars resources ★ <i>My family protection plan</i> (.pdf)	My Rising Stars resources ★ <i>Digital citizen: rights and responsibilities</i> (.pdf) ★ <i>What is a good digital citizen?</i> (.mp4)	My Rising Stars resources ★ <i>My virtual friend</i> (.pdf)