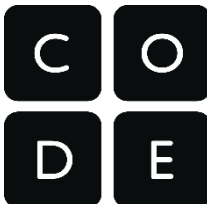


 S' George's	 MP3	Mid- Term Plan: Computing	Term: Autumn 1	
	Year 6	Unit Title: Internet Safety and Coding		
Key Themes / Vocabulary: Safety, passwords, document, copy, paste, font, bold, italic, underline, minimise, maximise, animation, onion skin, frame		Cross Curricular Links: SMSC – Keeping ourselves safe		
Overview: ICT – Logging on, internet safety and digital literacy. Introduction to block coding, learning key coding language and basic coding skills.				
CSTA Standards: 1B-AP-10 (Algorithms & Programming): Create programs that include sequences, events, loops, and conditionals (aligns with using event blocks to trigger actions). 1B-AP-11 (Algorithms & Programming): Decompose (break down) problems into smaller, manageable subproblems (aligns with planning and drafting poem logic). 1B-IC-21 (Impacts of Computing): Discuss computing technologies that have changed the world, and express how individuals collaborate in a digital space (aligns with peer feedback and app sharing).				
ISTE Standards for Students (1.2 Digital Citizen) 1.2.a: Cultivate and manage digital identity and reputation (aligns with the plan's goal to "Create and manage a positive reputation both online and offline"). 1.2.b: Engage in positive, safe, legal, and ethical behavior online (aligns with the plan's goal to "Respect the privacy boundaries of others" and "Ask for adult help when dealing with sticky situations").				
UK National Curriculum (KS2 Computing KPIs) - P6.1: I can plan a program by decomposing the problem/idea into parts and solving them separately. - P6.2: I can use more than one variable within a program. - P6.3: I can adapt/write a program for a specific person or group. - P6.4: I can evaluate the effectiveness of my program and debug if required. - R6.5: I can discuss scenarios involving online risks and how to report concerns (e.g., CEOP).				

Week /Lesson	Weekly Overview
ICT Lesson 1	ICT room rules Keeping our passwords/information safe and why it is important. Logging on successfully. Setting our password and introduction to teams / typingclub.
ICT Lesson 2	Interland Internet safety work
ICT Lesson 3	Interland Internet safety work
ICT Lesson 4	Interland Internet safety work
ICT Lesson 5	Code.org Animate a poem
ICT Lesson 6	Code.org animate a poem
ICT Lesson 7	Code.org animate a poem
ICT Lesson 8	Code.org animate a poem

Week /Lesson	Learning Goal and Success Criteria	Teaching input and learning opportunities <i>Including lesson structure, key vocabulary and questioning</i>	Key Questions	Differentiation/ Universal design e.g. support, scaffolding and challenge, focus groups	Resources
ICT Lesson 1	UK KS2 (R6.5): I can discuss scenarios involving online risks and how to report concerns (e.g., CEOP Report It button).	0–10 Minutes Kick off the lesson with a "Find the Hazard" starter on the main display. Instead of passively reading through ICT room rules, present an image of an unkempt workstation containing hazards like open water bottles, exposed password notes, and dirty equipment. Students work to identify these deliberate mistakes and deduce the classroom expectations themselves, while visual clue cards are provided to ensure full participation for students who need additional reading support. 10–25 Minutes Transition into password security by introducing the concept of multi-word passphrases. Display an online password strength checker on the main display and test various student-suggested combinations, demonstrating how character length and randomness enhance digital protection. Challenge higher-attaining students to quickly research Two-Factor Authentication (2FA) and explain its real-world security benefits to the rest of the class. 25–40 Minutes Distribute the login letters and green sheets so students can power on their machines correctly, sign in using their initial IT credentials, and carefully update their accounts to their new assigned passwords. Circulate the room to ensure the details match accurately, providing laminated visual step-by-step login sequence cards to build independence for students requiring lower-level scaffolding. 40–50 Minutes Direct the class to launch Microsoft Teams and open the TypingClub link. Students practice keyboarding accuracy and speed by typing short sentences focused on online safety principles or by repeatedly typing their newly created passphrases to build muscle memory. Focus lower-attaining	• Why is it important to keep our passwords and personal information safe? • How do we ensure we follow ICT room rules, including logging on and logging off successfully?	Teacher to assist as needed. More able pupils to support nearby peers. Consider seating plan or ICT buddy system.	Log in details

		students on accuracy over speed to support fine motor development. 50–60 Minutes Conclude the session with an exit ticket where students write down one real-world consequence of a compromised password to evaluate their understanding. Oversee the proper logout process as students test their new passwords by logging back in, clean their workstations, and allow early finishers to act as ICT buddies to assist peers with the cleanup routine.			
ICT Lesson 2	 UK KS2 (R6.5): I can discuss scenarios involving online risks and how to report concerns.  ISTE (1.2.a / 1.2.b): Create and manage a positive reputation both online and offline; Respect the privacy boundaries of others, even if different from one's own; Understand the potential impact of a mismanaged digital footprint; Ask for adult help when dealing with sticky situations.	0–10 Minutes Start with students logging on and navigating to the typing practice link on the class website to warm up their fingers. Students complete a custom typing challenge focused on digital etiquette, common acronyms, and varying tones of voice to introduce the communication theme. Focus lower-attaining students on keystroke accuracy over speed to build muscle memory and confidence. 10–30 Minutes Guide students to the interactive digital canvas embedded directly on the class website. Instruct them to use the onscreen tools and color pickers to design a t-shirt representing their personality using only emojis. Once their designs are complete, demonstrate how to click the "Download Design" button. Guide them to locate the downloaded image file in their browser's 'Downloads' folder and save it securely into their personal student folder on the school network. Once saved, pair students up and have them swap seats to decode their partner's design on screen, turning the drawing task into an active communication experiment. Challenge advanced students by limiting them to abstract symbols, banning obvious choices like standard smiley faces. 30–45 Minutes Bring the class together to discuss the t-shirt swap. Project a few of the downloaded t-shirt designs onto the main board. Use prompts to explore how context changes meaning, asking how the fire emoji or the two-finger hand symbol can be interpreted in completely different ways depending on the situation. Discuss why their partner's interpretation might have differed from their original intent.	☐ What made it hard or easy to match emoji t-shirts with classmates? ☐ How can context change the meaning of an emoji? ☐ Does the meaning of an emoji change depending on where it appears (e.g., homework vs. a text) or what other emojis it is paired with?	Teacher to assist as needed. More able pupils to support nearby peers. Consider seating plan or ICT buddy system.	Log in details

		Provide a printed glossary of emojis with multiple meanings to support students who struggle with abstract concepts. 45–55 Minutes Direct students to the Interland link on the class website. Give them a purposeful goal by explicitly assigning the "Kind Kingdom" mini-game. Students navigate this specific section to practice digital etiquette, report cyberbullies, and spread positivity. Ask early finishers to write a two-sentence review of the game's core message in a text document to maintain engagement and reinforce the learning objective. 55–60 Minutes Conclude the session with a direct reflection on digital footprints. Ask the class to share one concrete example of how a simple emoji misunderstanding could negatively impact someone's online reputation. Allow students to verbally share their thoughts with a buddy before addressing the whole class, then oversee a secure log off process and ensure desks are tidy.			
ICT Lesson 3	🔗 UK KS2 (R6.5): I can discuss scenarios involving online risks and how to report concerns. 🔗 ISTE (1.2.a / 1.2.b): Create and manage a positive reputation both online and offline; Respect the privacy boundaries of others; Understand the potential impact of a mismanaged digital footprint; Ask for adult help when dealing with sticky situations.	0–10 Minutes Start with students logging on and navigating to the typing practice link to warm up their fingers. Students complete a custom typing challenge focused on digital privacy and thinking before posting to introduce the lesson's theme. Focus lower-attaining students on keystroke accuracy over speed to build muscle memory and confidence. 10–30 Minutes Guide students to the interactive "Frame It" widget on the class website. Before students type their responses, project the first image (the boat) onto the main board and lead a class discussion. Ask students to share their initial guesses and explain their reasoning based only on what is visible. Reveal the zoomed-out image and discuss how the added context completely changes their understanding. Repeat this discussion process for the shadow and plant images. Once the class has explored these concepts together—recognizing that visual media makers control information by choosing what stays inside or outside the frame—instruct students to work through the interactive slides on their own screens and type their personal reflections into the text boxes provided. 30–45 Minutes Transition to the "Too Much Information (TMI)" concept using the zoo tiger and movie set images. Lead a class discussion on whether seeing the cameras and crew ruins the	☐ What image do you want to portray to your friends, teachers, and future employers online? ☐ As media makers who choose what to include and exclude, do people need to see everything you do online?	Teacher to assist as needed. More able pupils to support nearby peers. Consider seating plan or ICT buddy system.	Log in details

		magic of a film, reinforcing the idea that extra information is not always welcome and can sometimes be a distraction. Have students finalize their digital reflections in the interactive widget. Demonstrate how to click the "Download My Reflection" button, guiding them to locate the downloaded HTML file in their browser's 'Downloads' folder or pop-up menu. Instruct them to drag and drop or save this file securely into their personal student folder on the school network so their work is kept safe. 45–55 Minutes Direct the class to the Interland website. Give them a purposeful goal by explicitly assigning the "Mindful Mountain" mini-game. Students navigate this specific world to practice sharing carefully, protecting their personal information, and managing their digital footprints. 55–60 Minutes Conclude the session with a targeted exit ticket. Ask students to tell their partner about one specific thing they would deliberately keep "outside the frame" if they were sharing a photo online this weekend to protect their privacy. Oversee a secure logout process and ensure students tidy their workstations before leaving.			
ICT Lesson 4	 UK KS2 (R6.5): I can discuss scenarios involving online risks and how to report concerns.  ISTE (1.2.a / 1.2.b): Create and manage a positive reputation both online and offline; Respect the privacy boundaries of others; Understand the potential impact of a mismanaged digital footprint; Ask for adult	0–10 Minutes Start the lesson with students logging onto their workstations and opening the typing practice link on the class website to complete a targeted warm-up. This custom activity focuses on typing key cybersecurity vocabulary—such as passwords, phishing, malware, and scams—to introduce the session's core concepts while developing muscle memory. Monitor lower-attaining students to ensure they prioritize typing accuracy and finger placement over speed. 10–25 Minutes Gather the class to watch the embedded "How Not To Get Hacked" video together on the main display. Lead a whole-class discussion unpacking the video's main points, ensuring students understand that phishing involves fake messages designed to steal credentials and that malware is harmful software installed via risky links. Transition to reviewing the "Detective's Checklist" on the website, explaining key red	☐ How can we identify whether a message is real or a fake phishing attempt? ☐ Why did your group choose to classify specific examples as real or fake?	Teacher to assist as needed. More able pupils to support nearby peers. Consider seating plan or ICT buddy system.	Log in details

	help when dealing with sticky situations.	flags to look for: suspicious web addresses (URLs), offers that seem too good to be true, unexpected requests for personal information, and fine print hidden at the bottom of pages. 25–45 Minutes Direct students to launch the interactive "Phishing Detector Simulator" on the website. In pairs, students analyze seven distinct examples of emails, login forms, and pop-up advertisements rendered directly in their browser. They must evaluate the visual and textual evidence together, decide whether each example is "Real" or "Fake", and type out their reasoning into the provided text boxes. Circulate around the room to prompt deeper analysis—pointing out subtle details like altered domain names (e.g., using a number '4' instead of the letter 'u') or requests for sensitive financial details. Once all seven scenarios are evaluated, guide students through clicking the "Download My Report" button. Demonstrate how to locate the downloaded HTML file in their browser's 'Downloads' folder and instruct them to drag and drop it into their personal student folder on the school network for safe keeping and assessment. 45–55 Minutes Direct the class to click the Interland link on the website and select the "Reality River" mini-game. Students navigate the virtual rapids by identifying phishers, fake messages, and secure websites in a gamified environment, which reinforces the analytical skills practiced during the simulator activity. 55–60 Minutes Conclude the lesson with a verbal Exit Ticket. Ask individual students to share one concrete "red flag" or clue they learned today that would alert them to a potential scam or phishing attempt in real life. Finally, oversee a secure logout procedure and ensure all students leave their desk spaces clean and tidy.			
ICT Lesson 5	📌 UK KS2 (P6.1 / P6.4): I can plan a program by decomposing the problem/idea into parts; I can evaluate the effectiveness of my	0–10 Minutes Students log onto their computers and launch the typing practice link on the class website to complete a targeted warm-up. This custom typing activity focuses on key vocabulary related to digital art, poetry, coding events, and algorithms to introduce the core concepts of the session. Circulate the room to ensure lower-attaining students focus on keystroke accuracy and rhythmic typing rather than speed.	☐ How can visual effects, sounds, and images enhance a viewer's experience of a poem? ☐ How do we use event blocks to	Teacher to assist as needed. More able pupils to support nearby peers. Consider seating plan or ICT buddy system.	Log in details

	program and debug if required. 🔗 CSTA (1B-AP-10): Algorithms & Programming - Use event blocks to trigger an action to occur at specific lines of the poem. 🔗 Common Core ELA (RL): Reading Literature - Represent figurative and literal language in a text; Use code to animate shifts in the mood of a poem.	10–25 Minutes Direct students to launch the Code.org link provided on the class website. Demonstrate to the whole class how to access the module without logging in by selecting the "Continue without logging in" option to ensure a smooth, frictionless start. Lead a brief live demonstration projecting Level 1, showing students how block-based coding events (such as when line 2 is read) trigger background visual effects, audio clips, and sprite animations. Emphasize how programmers use these events to match the tone and emotion of the written poem. 25–45 Minutes Have students navigate to the interactive "Interactive Poetry Creator" widget embedded on the class website. Students work independently or in pairs through the three-step planning tool: first selecting an overarching mood/theme, next writing a short 3-line poem, and finally mapping out specific coding effects and sprite behaviors for each line. Once completed, guide students to click the "Download My Poetry Plan" button. Show them how to locate their downloaded HTML blueprint in their browser's 'Downloads' folder and instruct them to save it securely into their personal student folder on the school network. Students then switch back to their Code.org tab to build and execute their animated poems using their downloaded blueprint as a guide. 45–55 Minutes Allow students time to finalize their Code.org projects and run their programs. Facilitate a brief peer-review session where students step away from their desks to view a partner's screen, observing how different coding choices and visual effects transformed the reading experience of their peer's poem. 55–60 Minutes Conclude the lesson with a verbal Exit Ticket. Ask students to explain to the class or a partner how using timed event blocks enhanced the emotional impact or story of their written poem. Oversee a secure logout procedure and ensure all students tidy their workstations before leaving.	trigger an action to occur at specific lines of the poem?		
ICT Lesson 6	🔗 UK KS2 (P6.1 / P6.3): I can plan a program by decomposing the problem/idea into	0–10 Minutes Students log onto their computers and open the typing practice link on the class website to complete a targeted warm-up. This custom typing session focuses on vocabulary related to debugging, code optimization, evaluation, and digital	☐ What important idea or personal experience about the internet or IT	Teacher to assist as needed.	Log in details

	parts; I can adapt/write a program for a specific person or group. 🔗 CSTA (1B-AP-11): Algorithms & Programming - Develop critical thinking and problem-solving skills by requiring students to make choices about how to represent their poem using code and art. 🔗 Common Core ELA (L / RL / W): Language, Reading Literature, Writing - Plan and write their own poems; Explain how visual effects, sounds and images enhance a viewer's experience of a poem.	art to prepare them for the final stage of the unit. Circulate the room to ensure students prioritize finger placement and typing accuracy over speed. 10–20 Minutes Gather the class to explain the objectives of the final lesson: polishing, debugging, and evaluating their animated poetry projects. Direct students to reopen the Code.org Poetry Studio via the direct link on the class website, selecting "Continue without logging in." Project the "Debugging & Polishing Checklist" onto the main board and briefly model how to troubleshoot common issues, such as text overlaying background elements, mismatched audio timing, or erratic sprite movements. 20–35 Minutes Instruct students to work independently on Code.org to run their programs, test every event trigger, and fix any remaining bugs. Once their programs run smoothly, have students open the "Interactive Project Evaluation" widget on the class website to fill in the first section detailing what part of their project they are most proud of and how they solved any coding errors. 35–50 Minutes Organize a peer gallery walk by having students swap workstations with an assigned partner. Partners run each other's Code.org projects, observe the visual and audio effects in action, and complete the "Peer Review" section inside the widget on their partner's screen by providing a "Star" (praise) and a "Wish" (constructive feedback). Afterwards, students return to their own seats, review the feedback received, and click the "Download Evaluation Report" button to save their final HTML assessment sheet into their personal network folder. 50–60 Minutes Bring the class together for a final reflection on the unit. Ask selected students to share how computer programming can serve as an artistic tool to convey emotion and storytelling. Oversee a secure logout procedure and ensure all students tidy their workstations before leaving.	can you select for a short poem? ☐ How can you use a thesaurus to uplevel your writing to prepare for coding the emotional impact?	More able pupils to support nearby peers. Consider seating plan or ICT buddy system.	
ICT Lesson 7	🔗 UK KS2 (P6.2 / P6.4): I can use more than one variable within a program; I can evaluate the effectiveness of my	🔗 Starter & Typing (0–10 mins): Typing warm-up focused on identity vocabulary (<i>avatar, representation, privacy, digital footprint, choice</i>). 🔗 Concept & Discussion (10–25 mins): Review how visual media makers choose what to put inside or outside the frame. Introduce	☐ How do our chosen visual and multimedia elements (backgrounds,	Teacher to assist as needed. More able pupils to support nearby	Log in details

	program and debug if required. 📌 CSTA (1B-AP-10): Algorithms & Programming - Animate their poem using blocks that set background, text effects, sprites, sounds, and events. 📌 Common Core ELA (L / RL / W): Language, Reading Literature, Writing - Describe how visual and multimedia elements contribute to the meaning, tone, or beauty of a text; Choose appropriate images, sounds, or effects to enhance word choice.	the project: creating a interactive "Digital Identity Map" that shows what is safe/appropriate to put in a public online profile versus what should stay private. 📌 Interactive Planning Widget (25–45 mins): Pupils use a custom website widget to plan their project layout: • Avatar Selection: Choose or design a privacy-safe digital avatar. • Profile Elements: Classify 6 profile items (e.g., favorite food, real full name, pet's name, school location, gaming handle, photo) into "Public Frame" or "Private / Safe". • Code Logic Plan: Map out what event happens when a user clicks each profile element (e.g., <i>When avatar clicked</i> → say 'Hi, I love space!', <i>When school name clicked</i> → show warning 'Keep Private!'). • Pupils download their Identity Map Blueprint HTML file to their network folder. 📌 Interland / Skill Practice (45–55 mins): Play Interland's Mindful Mountain to reinforce profile safety rules. 📌 Plenary (55–60 mins): Exit ticket on identifying one piece of personal information that must always stay out of an online profile frame.	sprites, sounds) contribute to the meaning, tone, or beauty of the text? ☐ How can we connect the text to a visual presentation, identifying where visual representations reflect specific descriptions in the text?	peers. Consider seating plan or ICT buddy system.	
ICT Lesson 8	📌 UK KS2 (P6.3 / P6.4): I can adapt/write a program for a specific person or group; I can evaluate the effectiveness of my program and debug if required. 📌 CSTA (1B-AP / 1B-IC-21): Algorithms & Programming, Impacts	• Starter & Typing (0–10 mins): Typing warm-up on debugging terms (<i>event handler, conditional, loop, testing, refinement</i>). • Coding Phase (10–35 mins): Pupils open the block-coding studio (via direct link without log-in) and open their downloaded Lesson 7 blueprint. They build their interactive profile map: • Add sprite/avatar elements. • Attach event blocks (<i>when sprite clicked</i>).	☐ What is the overall mood, tone, and impact of the visual effects in your partner's poem? ☐ Why is the process of giving and receiving feedback important	Teacher to assist as needed. More able pupils to support nearby peers. Consider seating plan or ICT buddy system.	Log in details

	of Computing - Share their apps with one another. 📖 Common Core ELA (L / RL): Language, Reading Literature - Understand the power of being able to write programs to animate text.	• Add conditional responses or warning sounds/effects if an unsafe item is clicked versus a safe item. • Peer Testing & Interactive Evaluation (35–50 mins): • Pupils open the Lesson 8 Evaluation Widget on the website. • Swap Seats / Gallery Walk: Partners interact with each other's coded Identity Maps. • Reviewers test all clickable hotspots and record peer feedback (<i>Star</i> and <i>Wish</i>) in the widget. • Pupils download their Final Scheme Evaluation Report HTML file into their student folder. • Unit Reflection & Showcase (50–60 mins): Whole-class summary celebrating their transition from passive media consumers to critical "Media Makers" and safe digital citizens. Secure log-off.	when sharing our programmed apps?		
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