

## Danson Primary School Newsletter

### Head Teacher's Notice Board

Dear Children, Mums, Dads and Carers,

I hope you all had a restful half term break and have been enjoying your return to the virtual classroom this week. It has been lovely to see so many children online this week, being on their live registers and lessons and completing their tasks! Well done everyone I am so proud of you!!

Just before half term we celebrated Safer Internet Week. I would like to thank Miss Jones for organising such a great week and to all the teachers and children for discussing and creating some amazing pieces of learning about how to be safe online, please see below some of the amazing learning that was completed.

The staff are looking forward to our 'Book Week' launch which starts on Monday, 1<sup>st</sup> March, please check on your Google Classroom page for more information and parents in the email that has been sent out.

Have a lovely weekend.

Take care and stay safe.



*J Casey*

## Safer Internet Week

### An internet we trust: exploring reliability in the online world

Before half term (Monday 8th - Friday 12th February), the whole school marked Safer Internet Week by exploring the reliability of the online world. Over the course of the week, children learned about what to trust online and how it is important to question and challenge what they encounter on the Internet. The learning undertaken by each year group has been shared below.

As part of Safer Internet Week, we invited parents and carers to take part in an online safety workshop led by Boris Radanovic from South West Grid for Learning. The session explored many relevant themes such as how Internet trends have been affected as a result of Covid-19, cyberbullying and the oversharing of personal information. He also informed parents/carers about the potential threats of gaming, including children developing 'gaming disorder' as well as how (according to Statistics) the most common age of gamers in 2016 was between 25-34. This highlighted the importance of monitoring children's use of the Internet as well as their online activity. He also issued a key message about how adults should respond calmly and supportively if children seek advice about something they've seen or done online.

The workshop empowered parents and carers not to fear the Internet, but to seek to understand it better so that they can navigate the online world safely and support their child/children to do so as well.

We will look to organise additional online safety workshops in the future for those who didn't take part this time around.

## Nursery

We listened to and discussed Buddy the dog's safety internet story and Digiduck the Detective.

We made puppets of both Buddy and Digiduck to reinforce the themes that had been discussed. At the end of the week, there was a 'true or false' quiz to encourage the children to question the accuracy of information given.



## Reception

In Reception, we listened to lots of stories and had some discussions about being safe on the Internet. Our main story for the week was about Buddy the Dog who helped his owner, Ben, to be safe while using his new tablet. Buddy taught us a song which we enjoyed singing to help us remember to be safe on the Internet. We learned from Buddy that you must not click on anything that pops up and you must always tell an adult. We created a game app for a tablet and we showed that you should not click on adverts.

We had discussions about different fairy-tale characters that had started talking to people they did not know on the Internet. We came up with different solutions to keep ourselves safe from strangers on the Internet.

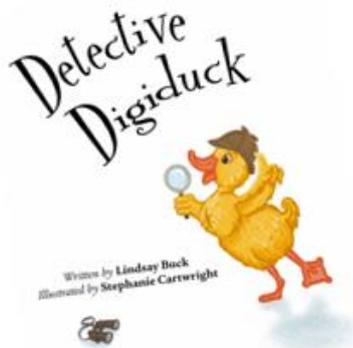
We ended the week by completing a quiz with different scenarios that could happen on the Internet. We enjoyed a week of different activities and know to not click on anything that is not safe or talk to strangers if we play games on our tablets.



## Year 1

In Year One, we had lots of fun being fact detectives and combating disinformation. We began the week with the story of 'Detective Digiduck', which taught us that not everything we see online is trustworthy and we must always check with an adult if we are not sure. We then applied this learning to complete a true or false quiz and to distinguish between fake news and real news. We even had a go at creating our own fake headlines to test our friends and families.

We ended the week by completing an Internet storyboard to illustrate what devices we use and how we use them as well as with a discussion about what we had learned during the week and how important it is to keep safe on our devices.



### All about Owls Website information

Wise\_Owl has made a website for you, but look closely... He might be trying to trick you! With an adult, use Wise\_Owl's tips from the story, to check if what Wise\_Owl has written is trustworthy or not.



Highlight the trustworthy information in green and the untrustworthy information in red. The first one has been done for you.



## Year 2

In Year 2, we thought about if the Internet always has information we should trust and believe. We spent time being fact detectives by reading information and deciding if it was true or false as well as creating our own true and false facts to test our family and friends. Once we had decided if the information was true or false, we were able to take our new, true facts into our learning.

			
Rabbits can be white, brown and black.	Rabbits eat chewing gum.	This rabbit is fluffy. It likes to hop.	This rabbit has wings. This Rabbit has 8 legs

Real Information	Fake Information
<b>Owls hunt at night.</b>	Owls cannot blink
Owls sleep on trees	The carnival owl has green feathers.
Owls have two eyes	
Owls cannot fly until they are two years old.	
Owls have four toes on each foot.	

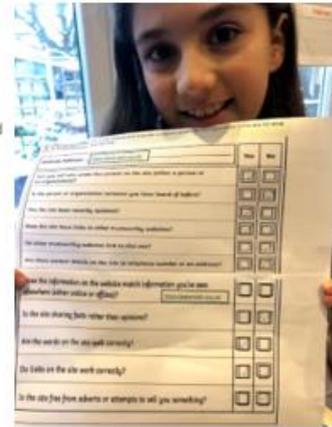


## Year 4

### Positive or negative?



This is a negative as this person wants to find out your personal details this could lead to stalking and more nasty messages.



Year 4 completed so many tasks about how to be safe online during Safer Internet Week! We completed quizzes about how to respond to different online scenarios, we added text to Google Slides different positive and negative effects of being online and we looked at new vocabulary that we might read or see on online videos. We also evaluated a website to see if it was trustworthy or not, analysed photos to see if they had been manipulated, made presentations with tips about how to be safe online and we tried to break a Guinness World Record by pledging to be safe online!



