

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, 1st 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.

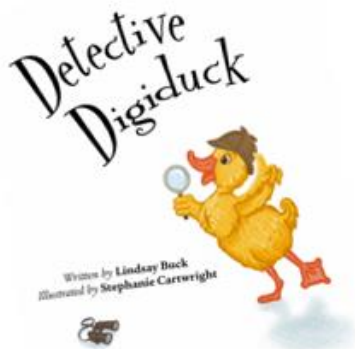
We ended the week by completing a quiz with different scenarios that could happen on the Internet. We enjoyed a week of different activities and know to not click on anything that is not safe or talk to strangers if we play games on our tablets.



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
Owls hunt at night.	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 3

In Year 3, we thought all about how trustworthy online information is. We looked at a daily online scenario, had to decide whether it was positive or negative and then, if negative, explain what might be done differently next time. We developed our critical thinking skills to help us decide if we could trust information online. This really helped us to understand how to decide which information could and could not be trusted. We also spent time analysing photos to think about which had been edited or manipulated. We even tried to break a Guinness World Record by pledging to be safe online!

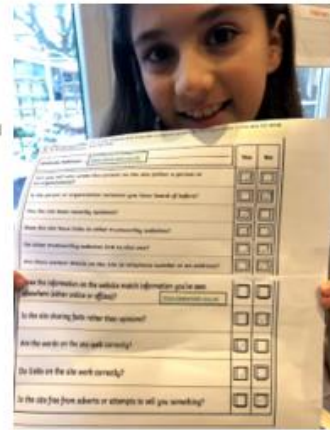


Year 4

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!

Year 5

Year 5 had lots of fun exploring fake news and trust during Safer Internet Week. Our big question for the week was 'Should I Trust Everything I See Online?'. We began by discussing this collaboratively as a class using Google Jamboard where we added sticky notes with our ideas.



Then, we learned about how to identify whether articles and news stories were trustworthy, including looking at sources, checking dates and images and researching the facts mentioned.

We enjoyed watching and discussing videos to develop our understanding. Each day, we explored a scenario and decided what the safest and most sensible response would be. It was useful to share our ideas and learn from each other and likewise think about what we shouldn't do when faced with an online dilemma. By the end of the week, we returned to our big question with much more understanding of how to identify fake news, how to challenge fake images on online platforms and how to respond to challenges online in a way that protects the wellbeing of all involved!

Monday 8th February 2021

L.O. I can assess the reliability of information

Decide whether you think the news story is fake or real. Give reasons as to why you think this. Use the Assessing Reliability information sheet to help.

News	Real or Fake	How do you know? What can you do to check?
 <p>The screenshot shows a news article with a headline 'Goat Elected Mayor of Ark. Town' and a sub-headline 'Lincoln, Ark. Mayor'. The article text is partially visible, mentioning 'Lincoln, Ark. Mayor' and 'Goat Elected Mayor of Ark. Town'. The layout includes a photo of a goat and some text columns.</p>	Fake	It is fake because a goat couldn't be a mayor. Also they probably tried making the name 'Lincoln' because he was a US prime minister so it would be more believable. I also don't think the layout of this news report would be used in real ones as it looks almost like it's a story.
 <p>The screenshot shows the NASA website with the header 'NASA' and the tagline 'Exploring the universe and Earth'. The main content area features a large image of a spacecraft and text about space exploration.</p>	Real	It is real because twinkie is a site for kids to find information about things and facts so they would not be lying about this. They also use the name NASA in their news report so it must be real. They also mentioned this on another news channel recently so it is real.



Year 6

In Year Six, we enjoyed a lot of discussion as part of our Safer Internet Week learning. We explored fake news online and learned about strategies we could use to determine whether something is likely to be trustworthy or not.

We also learned about how we should look after our digital wellbeing: it is important to balance screen time with offline activities such as playing sport, drawing or socialising.

In another activity, we discussed the online choices we would make in different scenarios and a key message that was drawn from this task, as well as many of the activities across the week, was that if we encounter anything that we don't feel comfortable with, or that we are unsure about, we should tell a trusted adult.

We now know that we should think carefully about **why** information or images have been shared online; if content is trying to make us believe something is true, or persuade us to think a particular way, then we should question whether it's a reliable source and carry out some fact-checking using other sources.

