

Year 1

	Unit 1.1	Unit 1.2	Unit 1.3	Unit 1.4	Unit 1.5	Unit 1.6	Unit 1.7	Unit 1.8	Unit 1.9
	Online Safety & Exploring Purple Mash	Grouping & Sorting	Pictograms	Lego Builders	Maze Explorers	Animated Story Books	Coding	Spreadsheets	Technology outside school
Number of lessons	4	2	3	3	3	5	6	3	2
Main tool			2Count		2Go	2Create A Story	2Code	2Calculate	

Year 2

	Unit 2.1	Unit 2.2	Unit 2.3	Unit 2.4	Unit 2.5	Unit 2.6	Unit 2.7	Unit 2.8
	Coding	Online Safety	Spreadsheets	Questioning	Effective Searching	Creating Pictures	Making Music	Presenting Ideas
Number of lessons	6	3	4	5	3	5	3	4
Main tool	2Code		2Calculate	2Question 2Investigate		2Paint A Picture	2Sequence	

Year 3

	Unit 3.1	Unit 3.2	Unit 3.3	Unit 3.4	Unit 3.5	Unit 3.6	Unit 3.7	Unit 3.8	Unit 3.9
	Coding	Online safety	Spreadsheets	Touch Typing	Email (inc. email safety)	Branching Databases	Simulations	Graphing	Presenting
Number of lessons	6	3	3 4 lessons for Crash Course	4	6	4	3	2	5/6*
Main tool	2Code		2Calculate	2Type	2Email	2Question	2Simulate	2Graph	PowerPoint or Google Slides

*Platform dependent

Year 4

	Unit 4.1	Unit 4.2	Unit 4.3	Unit 4.4	Unit 4.5	Unit 4.6	Unit 4.7	Unit 4.8	Unit 4.9	Unit 4.10
	Coding	Online Safety	Spreadsheets	Writing for Different Audiences	Logo	Animation	Effective Searching	Hardware Investigators	Making Music	(Optional Unit) Introducing AI
Number of lessons	6	4	6	5	4	3	3	2	4	4
Main tool	2Code		2Calculate		2Logo	2Animate			Busy Beats	

Year 5

	Unit 5.1	Unit 5.2	Unit 5.3	Unit 5.4	Unit 5.5	Unit 5.6	Unit 5.7	Unit 5.8	Unit 5.9
	Coding	Online Safety	Spreadsheets	Databases	Game Creator	3D Modelling	Concept Maps	Word Processing	External Devices
Number of lessons	6	3	6	4	5	4	4	8	6
Main tool	2Code		2Calculate	2Investigate	2DIY 3D	2Design & Make	2Connect	MS Word or Google Docs	2Code Purple Chip

Year 6

	Unit 6.1	Unit 6.2	Unit 6.3	Unit 6.4	Unit 6.5	Unit 6.6	Unit 6.7	Unit 6.8	6.9
	Coding	Online Safety	Spreadsheets	Blogging	Text Adventures	Networks	Quizzing	Understanding Binary	Spreadsheets
Number of lessons	6	2	5	4	5	3	6	4	8
Main tool	2Code		2Calculate	2Blog			2Quiz		Excel or Google Sheets

Year 1

Year 1

	Unit 1.1	Unit 1.2	Unit 1.3	Unit 1.4	Unit 1.5	Unit 1.6	Unit 1.7	Unit 1.8	Unit 1.9
	Online Safety & Exploring Purple Mash	Grouping & Sorting	Pictograms	Lego Builders	Maze Explorers	Animated Story Books	Coding	Spreadsheets	Technology outside school
Number of lessons	4	2	3	3	3	5	6	3	2
Main tool			2Count		2Go	2Create A Story	2Code	2Calculate	

Medium-Term Plan Year 1

Lesson	Title	Aims (Objectives)	Success Criteria
<u>1</u>	Safe Logins	<ul style="list-style-type: none"> To log in safely and understand why that is important. To create an avatar and to understand what this is and how it is used. To be able to create a picture and add their own name to it. To start to understand the idea of 'ownership' of creative work. To save work to the My Work area and understand that this is private space. 	<ul style="list-style-type: none"> Children can log in to Purple Mash using their own login. Children have created their own avatar and understand why they are used. Children can add their name to a picture they created on the computer. Children are beginning to develop an understanding of ownership of work online. Children can save work into the My Work folder in Purple Mash and understand that this is a private saving space just for their work.
<u>2</u>	My Work Area	<ul style="list-style-type: none"> To learn how to find saved work in the Online Work area. To learn about what the teacher has access to in Purple Mash. To learn how to see messages left by the teacher on their work. To learn how to search Purple Mash to find resources. 	<ul style="list-style-type: none"> Children can find their saved work in the Online Work area of Purple Mash. Children can find messages that their teacher has left for them on Purple Mash. Children can search Purple Mash to find resources.
<u>3</u>	Purple Mash Topics	<ul style="list-style-type: none"> To become familiar with the types of resources available in the Topics section. To become more familiar with the icons used in the resources in the Topics section. To start to add pictures and text to work. 	<ul style="list-style-type: none"> Children will be able to use the different types of topic templates in the Topics section confidently. Children will be confident with the functionality of the icons in the topic templates. Children will know how to use the different icons and writing cues to add pictures and text to their work.
<u>4</u>	Purple Mash Tools	<ul style="list-style-type: none"> To explore the Tools area of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New. To explore the Games area on Purple Mash. (extension) To understand the importance of logging out when they have finished. 	<ul style="list-style-type: none"> Children have explored the Tools section on Purple Mash and become familiar with some of the key icons: Save, Print, Open and New. Children have explored the Games section and looked at Table Toons (2x tables). Children can log out of Purple Mash when they have finished using it and know why that is important.

Year 2

	Unit 2.1	Unit 2.2	Unit 2.3	Unit 2.4	Unit 2.5	Unit 2.6	Unit 2.7	Unit 2.8
	Coding	Online Safety	Spreadsheets	Questioning	Effective Searching	Creating Pictures	Making Music	Presenting Ideas
Number of lessons	6	3	4	5	3	5	3	4
Main tool	2Code		2Calculate	2Question 2Investigate		2Paint A Picture	2Sequence	

Medium-Term Plan Year 2

Lesson	Title	Aims (Objectives)	Success Criteria
<u>1</u>	Searching and Sharing	<ul style="list-style-type: none"> To know how to refine searches using the Search tool. To know how to share work electronically using the display boards. To use digital technology to share work on Purple Mash to communicate and connect with others locally. To have some knowledge and understanding about sharing more globally on the Internet. 	<ul style="list-style-type: none"> Children can use the search facility to refine searches on Purple Mash by year group and subject. Children can share the work they have created to a display board. Children understand that the teacher approves work before it is displayed. Children are beginning to understand how things can be shared electronically for others to see both on Purple Mash and the Internet.
<u>2</u>	Email Using 2Respond	<ul style="list-style-type: none"> To introduce Email as a communication tool using 2Respond simulations. To understand how we talk to others when they are not there in front of us. To open and send simple online communications in the form of email. 	<ul style="list-style-type: none"> Children know that Email is a form of digital communication. Children understand how 2Repond can teach them how to use email. Children can open and send an email to a 2Respond character. Children have discussed their own experiences and understanding of what email is used for. Children have discussed what makes us feel happy and what makes us feel sad.
<u>3</u>	Digital Footprint	<ul style="list-style-type: none"> To understand that information put online leaves a digital footprint or trail. To begin to think critically about the information they leave online. To identify the steps that can be taken to keep personal data and hardware secure 	<ul style="list-style-type: none"> Children can explain what a digital footprint is. Children can give examples of things that they would not want to be in their digital footprint.

Year 3

	Unit 3.1	Unit 3.2	Unit 3.3	Unit 3.4	Unit 3.5	Unit 3.6	Unit 3.7	Unit 3.8	Unit 3.9
	Coding	Online safety	Spreadsheets	Touch Typing	Email (inc. email safety)	Branching Databases	Simulations	Graphing	Presenting
Number of lessons	6	3	3 4 lessons for Crash Course	4	6	4	3	2	5\6*
Main tool	2Code		2Calculate	2Type	2Email	2Question	2Simulate	2Graph	PowerPoint or Google Slides

*Platform dependent

Medium-Term Plan

Year 3

Lesson	Title	Aims (Objectives)	Success Criteria
<u>1</u>	Safety in Numbers	<ul style="list-style-type: none"> To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. To understand how the Internet can be used to help us to communicate effectively. To understand how a blog can be used to help us communicate with a wider audience. 	<ul style="list-style-type: none"> Children understand what makes a good password for use on the Internet. Children are beginning to realise the outcomes of not keeping passwords safe. Children can contribute to a concept map of all the different ways they know that the Internet can help us to communicate. Children have contributed to a class blog with clear and appropriate messages. Extension: Children understand that passwords help to limit who can see personal / private / confidential information.
<u>2</u>	Fact or Fiction?	<ul style="list-style-type: none"> To consider if what can be read on websites is always true. To look at a 'spoof' website. To create a 'spoof' webpage. To think about why these sites might exist and how to check that the information is accurate. 	<ul style="list-style-type: none"> Children understand that some information held on websites may not be accurate or true. Children are beginning to understand how to search the Internet and how to think critically about the results that are returned. Children have accessed and assessed a 'spoof' website. Children have created their own 'spoof' webpage mock-up. Children have shared their 'spoof' web page on a class display board. Extension: Children evaluate facts from a website and explain how they fact checked the information that was presented.
<u>3</u>	Appropriate Content & Ratings	<ul style="list-style-type: none"> To learn about the meaning of age restrictions symbols on digital media and devices. To discuss why PEGI restrictions exist. To know where to turn for help if they see inappropriate content or have inappropriate contact from others. 	<ul style="list-style-type: none"> Children can identify some physical and emotional effects of playing/watching inappropriate content/games. Children relate cyberbullying to bullying in the real-world and have strategies for dealing with online bullying including screenshot and reporting.

Year 4

	Unit 4.1	Unit 4.2	Unit 4.3	Unit 4.4	Unit 4.5	Unit 4.6	Unit 4.7	Unit 4.8	Unit 4.9	Unit 4.10
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Number of lessons	6	4	6	5	4	3	3	2	4	4
Main tool	2Code		2Calculate		2Logo	2Animate			Busy Beats	

Year 4 - Medium-term Plan

Lesson	Title	Aims (Objectives)	Success Criteria
<u>1</u>	Going Phishing	<ul style="list-style-type: none"> To understand how children can protect themselves from online identity theft. To understand that information put online leaves a digital footprint or trail and that this can aid identity theft. 	<ul style="list-style-type: none"> Children know that security symbols such as a padlock protect their identity online. Children know the meaning of the term 'phishing' and are aware of the existence of scam websites. Children can explain what a digital footprint is and how it relates to identity theft. Children can give examples of things that they would not want to be in their digital footprint.
<u>2</u>	Beware Malware	<ul style="list-style-type: none"> To identify the risks and benefits of installing software including apps. 	<ul style="list-style-type: none"> Children can identify possible risks of installing free and paid for software. Children know that malware is software that is specifically designed to disrupt, damage, or gain access to a computer. Children know what a computer virus is.
<u>3</u>	Plagiarism	<ul style="list-style-type: none"> To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. 	<ul style="list-style-type: none"> Children can determine whether activities that they undertake online, infringe another's' copyright. They know the difference between researching and using information and copying it Children know about citing sources that they have used.
<u>4</u>	Healthy Screen-Time	<ul style="list-style-type: none"> To identify the positive and negative influences of technology on health and the environment. To understand the importance of balancing game and screen time with other parts of their lives. 	<ul style="list-style-type: none"> 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.

Year 5

	Unit 5.1	Unit 5.2	Unit 5.3	Unit 5.4	Unit 5.5	Unit 5.6	Unit 5.7	Unit 5.8	Unit 5.9
	Coding	Online Safety	Spreadsheets	Databases	Game Creator	3D Modelling	Concept Maps	Word Processing	External Devices
Number of lessons	6	3	6	4	5	4	4	8	6
Main tool	2Code		2Calculate	2Investigate	2DIY 3D	2Design & Make	2Connect	MS Word or Google Docs	2Code Purple Chip

Year 5 - Medium-term Plan

Lesson	Title	Aims (Objectives)	Success Criteria
<u>1</u>	Responsibilities and Support when Online	<ul style="list-style-type: none"> To gain a greater understanding of the impact that sharing digital content can have. To review sources of support when using technology. To review children's responsibility to one another in their online behaviour. 	<ul style="list-style-type: none"> Children critically about the information that they share online both about themselves and others. Children know who to tell if they are upset by something that happens online. Children can use the SMART rules as a source of guidance when online.
<u>2</u>	Protecting Privacy	<ul style="list-style-type: none"> To know how to maintain secure passwords. To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this. To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. 	<ul style="list-style-type: none"> Children think critically about what they share online, even when asked by a usually reliable person to share something. Children have clear ideas about good passwords. Children can see how they can use images and digital technology to create effects not possible without technology. Children have experienced how image manipulation could be used to upset them or others even using simple, freely available tools and little specialist knowledge.
<u>3</u>	Citing Sources	<ul style="list-style-type: none"> To learn about how to reference sources in their work. To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. 	<ul style="list-style-type: none"> Children can cite all sources when researching and explain the importance of this. Children select keywords and search techniques to find relevant information and increase reliability.
<u>4</u>	Reliability	<ul style="list-style-type: none"> Ensuring reliability through using different methods of communication. 	<ul style="list-style-type: none"> Children show an understanding of the advantages and disadvantages of different forms of communication and when it is appropriate to use each.

Year 6

	Unit 6.1	Unit 6.2	Unit 6.3	Unit 6.4	Unit 6.5	Unit 6.6	Unit 6.7	Unit 6.8	6.9
	Coding	Online Safety	Spreadsheets	Blogging	Text Adventures	Networks	Quizzing	Understanding Binary	Spreadsheets
Number of lessons	6	2	5	4	5	3	6	4	8
Main tool	2Code		2Calculate	2Blog			2Quiz		Excel or Google Sheets

Year 6 - Medium-term Plan

Lesson	Title	Aims (Objectives)	Success Criteria
<u>1</u>	Message in a Game	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<u>2</u>	Online Behaviour	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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' actions demonstrate that they also feel a responsibility to others when communicating and sharing content online.
<u>3</u>	Screen Time	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.