

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Scheme of Work:	Purple Mash (2Simple)					
Assessment:	At the end of each term pupils are expected to know, apply and understand the matters, skills and processes taught in the relevant program of study. At the end of each term teacher assessment will be recorded on the foundation tracker. Teacher assessment at the end of each term is based on classroom observations and work uploaded to Purple Mash.					
1	Unit 1.1 - Online Safety & Exploring Purple Mash Unit 1.2 - Grouping & Sorting Unit 1.3 - Pictograms Unit 1.4 - Lego Builders		Unit 1.5 - Maze Explorers Unit 1.6 - Animated Story Books Unit 2.0 - Microsoft Office and Typing Skills		Unit 1.7 - Coding Unit 1.8 - Spreadsheets Unit 1.9 - Technology outside school	
2	Unit 2.1 - Coding Unit 2.2 - Online Safety (including email) Unit 2.3 - Spreadsheets		Unit 2.4 - Questioning Unit 2.5 - Effective Searching Unit 2.7 - Making Music		Unit 2.6 - Creating Pictures Unit 2.8 - Presenting Ideas Unit 2.9 - Microsoft Office and Typing Skills	
3	Unit 3.1 - Coding Unit 3.2 - Online safety Unit 3.3 - Spreadsheets		Unit 3.4 - Touch Typing Unit 3.5 - Email (including email safety) Unit 3.9 Microsoft Office		Unit 3.6 - Branching Databases Unit 3.7 - Simulations Unit 3.8 - Graphing	
4	Unit 4.1 - Coding Unit 4.3 - Spreadsheets Unit 4.9 - Microsoft Office and Typing Skills		Unit 4.2 - Online safety (including email) Unit 4.4 - Writing for different audiences Unit 4.5 - Logo		Unit 4.6 - Animation Unit 4.7 - Effective Search Unit 4.8 - Hardware Investigators	
5	Unit 5.1 - Coding Unit 5.3 - Spreadsheets		Unit 5.2 - Online safety (including email) Unit 5.4 - Databases Unit 5.5 - Game Creator		Unit 5.6 - 3D Modelling Unit 5.7 - Concept Maps Unit 5.8 - Microsoft Office and Typing Skills	
6	Unit 6.1 - Coding Unit 6.3 - Spreadsheets		Unit 6.2 - Online safety (including email) Unit 6.5 - Text Adventures		Unit 6.6 - Networks Unit 6.7 - Quizzing Unit 6.8 Microsoft Office and Typing Skills	

Computing Skills

Computing Skills Progression	National Curriculum Objectives	Hardware	Programs	Year Group	Key Vocabulary taken from PurpleMash website, for more details and definitions visit https://www.purplemash.com/#tab/teachers/computing_sow/computing_vocabulary_1to6_uk
<p style="text-align: center;">Year 1</p> <p><u>Computer Science</u></p> <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. <p><u>Information Technology</u></p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> Recognise common uses of information technology beyond school. 	<p style="text-align: center;"><u>Key Stage 1</u></p> <ul style="list-style-type: none"> understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 	<p>iPads</p> <p>Laptops</p> <p>Touch Tables</p> <p>ClassVR</p> <p>Beebots</p> <p>Probots</p>	<p>2Code</p> <p>2Go,</p> <p>2Quiz,</p> <p>2Count,</p> <p>2Investigate</p> <p>2Sequence</p>	Y1	action, algorithm, animation, arrow, avatar, backspace/delete, button, cells, challenge, character, clipart, code block, coding, columns, computer, criteria, cursor, data, debug, direction, file, font, forward, input, instruction, log in, log out, my work, navigation, password, pictogram, program, rewind, rows, save, sort, spreadsheet, technology, tools, topics, undo, username

<ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<ul style="list-style-type: none"> ✓ understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons 		<p>2Publish</p> <p>2Respond</p>			
<p style="text-align: center;">Year 2</p> <p><u>Computer Science</u></p> <ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs. <p><u>Information Technology</u></p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> • Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information private; 					<p>Y2</p>	<p>Continue to build on the vocabulary introduced in previous years.</p> <p>animated, attachment, binary tree, bpm, collate, concept map, copy and paste, data, database, digital footprint, internet, lock, node, repeat, search, search engine, sharing, soundtrack, template, tempo, volume</p>

<p>identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>					
<p style="text-align: center;">Year 3</p> <p><u>Computer Science</u></p> <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selection and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the 	<p style="text-align: center;"><u>Key Stage 2</u></p> <ul style="list-style-type: none"> ✓ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ✓ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ✓ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ✓ understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration 	<p>Computers</p> <p>iPads</p> <p>Laptops</p> <p>Chromebooks</p> <p>ClassVR</p> <p>Beebots</p>	<p>2Code</p> <p>2Email</p> <p>2Question</p> <p>2Graph</p> <p>2Respond</p> <p>2Connect</p>	<p>Y3</p>	<p>Continue to build on the vocabulary introduced in previous years.</p> <p>action, advance mode, algorithm, attachment, blog, bug, chart, code block, code design ,command, communication, database, design mode, event, field, formatting, graph, input, output, PEGI, posture, simulation, spoof, timer, variable</p>

<p>opportunities they offer for communication and collaboration.</p> <p><u>Information Technology</u></p> <ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. <p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact. 	<ul style="list-style-type: none"> ✓ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ✓ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ✓ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p>Probots</p> <p>Visualisers</p> <p>360° Camera</p>	<p>2Publish+</p> <p>2Blog</p> <p>2DIY3D</p> <p>2Logo</p>		
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Year 4

Computer Science

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection and repetition in programs; work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.

Information Technology

- Use search technologies effectively, appreciate how results are selected and ranked, and be

Continue to build on the vocabulary introduced in previous years.

alert, algorithm, bk, bold, browser, bug, code design, cookies, copyright, debug, easter egg, effective searching, fd, flipbook, flowchart, font, formula, frame, italic, LOGO, lt, malware, onion skinning, pd, phishing, plagiarism, pu, repeat, rt, setpc, setps, spam, spoof, stop motion, underline, virus, wizard

Y4

<p>discerning in evaluating digital content.</p> <ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. <p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact. 					
<p style="text-align: center;">Year 5</p> <p><u>Computer Science</u></p> <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. 				Y5	<p>Continue to build on the vocabulary introduced in previous years.</p> <p>2D, 3D, CAD, SMART rules, algorithm, average, bibliography, branching database, bugging, citations, command, concept, customise, debugging, encryption, event, find, group, input, interactive,</p>

- Use sequence, selection and repetition in programs; work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.

Information Technology

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

modelling, node, output, polygon, record, reference, repeat, reputable, screenshot, selection, shared image, sort, statistics, visual

<p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact. 					
<p style="text-align: center;">Year 6</p> <p><u>Computer Science</u></p> <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selection and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • Understand computer networks, including the internet; how they 				Y6	<p>Continue to build on the vocabulary introduced in previous years.</p> <p>base 10, base 2, binary, bit, blog, blog page, blog post, byte, collaborative, control, decimal, denary, function, gigabyte, icon, kilobyte, local area network, megabyte, modem, network, network cables, nibble, phishing, router, screen time, sequence, sprite, tabs, terabyte, text-based adventure, timer, transistor, variable, variable, vishing, wide area network ,wireless</p>

can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.

Information Technology

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Digital Literacy

- Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways

to report concern about content and contact.

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