



Computing Scheme of Work Quick Start Guide

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Introduction

The Purple Mash Computing Scheme of Work is a comprehensive set of resources aligned to the National Curricula for Computing, Technology and Digital Competence. The Scheme of Work is intended to facilitate teachers in achieving the very best outcomes for children. It exposes children to a wide variety of digital tools, technological skills, and innovations.

It contains everything that is needed to deliver inspiring and engaging lessons whilst allowing for the flexibility to meet individual school needs. Lessons are delivered from lesson plans with accompanying slide shows. We have included additional units that go beyond the expectations of National Curricula, whilst also providing 'Catch-Up' units to close gaps in learning. The scheme for Early Years (Reception) shows opportunities for using Mini Mash or Purple Mash as part of the Early Years classroom to support children in working towards early learning goals.

It is important to note that schools can move the order of units around to suit their curriculum intent. Additionally, they may wish to replace optional units with existing units, for example Unit 6.3 Spreadsheets – replaced with unit 6.9 Microsoft Excel.

Schools should utilise units in a way that meets their needs. They may want to truncate, adapt units or remove units from their curriculum design. If this is the case, it is important to check that full coverage of national requirements are met. At the end of each year group overview document, there is mapping of exactly which objectives are met by each unit for: The National Curriculum; Welsh Digital Competence Framework; Northern Ireland Levels of Progression and Scottish Curriculum for Excellence.

The Scheme of Work includes:

- ② All required pupil tools within Purple Mash. (No need to install or set up additional software)
- ② Lesson plans and accompanying slideshows.
- ② Utilisation of the Purple Mash cloud for saving work, and 2Dos for setting and marking work.
- ② Teacher videos for Coding and Spreadsheets.
- ② Whole Scheme and Year Group Overviews.
- ② Year Group Catch-Up Units of Work for Coding and Spreadsheets.
- ② Year Group Unplugged Units of Work.
- ② Assessment Tools – Excel, PDFs, Self-Assessment Progression Statements and Data Dashboard.
- ② Year Group Computing Vocabulary; sectioned for each unit.
- ② Year Group Knowledge Organisers.
- ② Resources; examples and child resources for lessons.
- ② Computing Leaders Toolkit – Sits alongside the Scheme of work; provides an array of tools for measuring and improving subject performance across the school in relation to all stake holders.

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Overviews

Familiarise yourself with the overviews, decide on any adaptations you may need to make and share with staff.




Whole Scheme Overview

Open the Scheme of Work and locate the main overview.



Look over each year group and the suggested number of lessons for each unit. Due to the nature of the EYFS curriculum, an overview is not present for reception age children. The scheme allows flexibility to change sequence and content. Mixed age overviews are also provided.

Units by Year Group - Single Age Classes

Predominant Area of Computing*					
	Computer Science		Information Technology		Digital Literacy

*Most units will include aspects of all strands.

Year 1

It is recommended that you teach unit 1.1 first as it introduces Purple Mash.

Unit 1.1 Online Safety & Exploring Purple Mash Number of lessons - 4 Programs - Various	Unit 1.2 Grouping & Sorting Number of lessons - 2 Programs - 2DIY	Unit 1.3 Pictograms Number of lessons - 3 Programs - 2Count
Unit 1.4 Lego Builders Number of lessons - 3 Programs - 2DIY	Unit 1.5 Maze Explorers Number of lessons - 3 Programs - 2Go	Unit 1.6 Animated Story Books Number of lessons - 5 Programs - 2Create A Story
Unit 1.7	Unit 1.8	Unit 1.9

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Year Group Overviews

These contain more detailed content of individual unit aims and success criteria as well as home nations* curriculum mapping.

Year 1 Whole Year Overview

Predominant Area of Computing*		
Computer Science	Information Technology	Digital Literacy
Unit 1.1 Online Safety & Exploring Purple Mash Number of lessons - 4 Programs - Various	Unit 1.2 Grouping & Sorting Number of lessons - 2 Programs - 2DIY	Unit 1.3 Pictograms Number of lessons - 3 Programs - 2Count

*Most units will include aspects of all strands.
It is recommended that you teach unit 1.1 first as it introduces Purple Mash. Except for unit 1.1, these units can be taught in any order to meet the needs of your wider curriculum.

Unit 1.2 - Grouping & Sorting

Lesson	Title	Success Criteria
1	Sorting Away from the Computer	<ul style="list-style-type: none"> Children can sort various items offline using a variety of criteria.
2	Sorting on the Computer	<ul style="list-style-type: none"> Children have used Purple Mash activities to sort various items online using a variety of criteria.

*	English National Curriculum Objectives (Key Stage 1)	11
	Welsh Digital Competence Framework	12
	Northern Ireland Levels of Progression and Desirable Features	14
	Scottish Curriculum for Excellence (First Level)	15

Year Group Units of Work

There is a page for each year group in the following format:



← Teachers/Computing Scheme of Work/Year 1

With the exception of unit 1.1, these units can be taught in any order to meet the needs of your wider curriculum. Refer to the year group overview for support in the selection of units to teach.

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Individual Units

Within each unit page, you will find lesson plans with accompanying slideshows for each lesson, teacher guidance videos (coding/spreadsheets) and all required resources.

The diagram illustrates the navigation path for Unit 1.7 - Coding. It starts with a screenshot of the 'Teachers/Computing Scheme of Work/Year 1/Unit 1.7 - Coding' page. This page has three sections: 'Lesson Plans and Slideshows' (a row of 7 icons), 'Teacher Videos' (a row of 6 icons), and 'Resources' (a row of 4 icons). A red arrow points from the 'Unit 1.7 - Coding - Lesson Plans' icon to a separate 'Unit 1.7 - Coding - Lesson Plans' PDF icon. Another red arrow points from the 'Lesson 1' icon in the 'Lesson Plans and Slideshows' section to a 'Lesson 1' Slideshow icon. A third red arrow points from the 'Lesson 1' Slideshow icon to a 'Lesson 1: Instructions' page. This page lists resources and includes a 'Preparation' section. Below the 'Preparation' section are three sample slides: 'Introducing Programming', 'What do we mean by Computer Programming or Coding?', and 'Objects, Actions and an Algorithm'.

Catch-Up Units

Catch-Up units for Coding and Spreadsheets exist for Years 2 to 6. These are designed to close gaps. For example, pupils entering a junior school from a mix of different infant schools might have limited coding knowledge depending on their experiences. They might have Catch-Up Coding delivered to them in Year 3 and then the usual coding unit when they enter Year 4.

The screenshot shows the 'Teachers/Computing Scheme of Work/Year 2/Unit 2.1 - Coding' page. It has a 'Lesson Plans and Slideshows' section with a row of 7 icons. The first icon is 'Unit 2.1 - Coding - Lesson Plans' (marked 'UPDATED' and 'PDF'). The next six icons are 'Lesson 1' through 'Lesson 6' (each marked 'New'). The last icon is 'Unit 2.1 - Coding - Lesson Plans' (marked 'PDF'). A red box highlights the 'Unit 2.1 - Coding - Lesson Plans' icon.

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Slideshows

Each lesson has an accompanying slideshow that has been designed to enable you to teach in the most practical way possible without having to refer to any other documents or find links and resources during the lesson, freeing you to focus on what children are doing and how they are learning. To facilitate this:

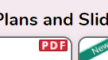
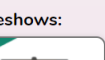



- ② **A consistent format:** Each slideshow starts with Aims and Success Criteria and finishes with the opportunity to assess against Success Criteria. All resources are listed in the notes section of the title page.
- ② **Practical considerations** when delivering the lesson: There is still a lesson plan document; it is there if you want it, but everything is on the slideshow. All the notes from the lesson plan document are repeated in the notes section of each slide. This means that you do not need the lesson plan document when teaching the lesson. In the usual scenario where you open the slideshow on your computer and play the slideshow to the class, the slides will display on your whiteboard for the children to see. The notes will appear on your own computer to refer to if necessary and see what slide is coming next or whether there is animation and what will happen when you click through the slide. View the slideshow in 'play' mode whilst planning to see what the children will be presented with. All slides are numbered: The numbers are referred to in the lesson plan document to help you navigate and find parts quickly when you are planning.
- ② **Examples:** The slideshows include clickable links to purpose-made examples to use for demonstration or to complete as a class.
- ② **Notes** have been kept to a minimum with questions and answers incorporated onto the slides and revealed during the animation of the slideshow to draw out children's understanding.
- ② **Teacher videos:** For Coding and Spreadsheets, we have included teacher videos for each lesson to clarify what is meant by the steps of the lesson.
- ② **An interactive experience:** The slideshows are designed not to simply be a wallpaper to the lesson whilst children work. They should not be a passive experience for children or teachers. They are interactive to enhance learning. Assistance is given to teachers through the questioning and the notes in how to draw out and deepen children's understanding.
- ② **Assessment:** Aids are incorporated seamlessly for formative and summative assessment these will help you to assess where children are at with their understanding.
- ② **A starting point:** All slides are editable should you wish to change the way that they are delivered.

Resources and Tools




All the resources and tools needed to teach the units of work can easily be found in each unit lesson page under the resource section. Direct links to some resources are duplicated within the accompanying lesson slideshows to save having to locate them during the lesson. They are also listed in the lesson plan and in the notes section of the first slide of each slideshow so that you do not have to refer to more than one document whilst teaching.

← Teachers/Computing Scheme of Work/Year 2/ Unit 2.2 - Online Safety


Lesson Plans and Slideshows:

 <p>Unit 2.2 - Online Safety</p>	 <p>Slideshow - Lesson 1</p>	 <p>Slideshow - Lesson 2</p>	 <p>Slideshow - Lesson 3</p>	 <p>Unit 2.2 - Knowledge Organiser</p>
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Resources:

 <p>Digital Footprint Quiz</p>	 <p>Digital Footprint Slideshow</p>	 <p>Digital Footprint Poster</p>
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Purple Mash Computing Scheme of Work Unit 6.1
Coding Lessons 1 and 2



Lessons 1 and 2 - Designing and Making a More Complex Program

Aims

- To design a playable game with a **timer** and a **score**.
- To plan and use **selection** and **variables**.
- To understand how the **launch command** works.

Success Criteria

- Children can plan a program which includes a **timer** and a **score**.
- Children can follow their plans to create a program.
- Children can **debug** when things do not run as expected.

Resources

Unless otherwise stated, all resources can be found on the [main unit 6.1 page](#). From here, click on the icon to set a resource as a 2Do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page.

- [Coding Vocabulary Quiz Y6](#)

123456789101112131415161718192021222324252627282930313233343536373839404142434445464748495051525354555657585960616263646566676869707172737475767778798081828384858687888990919293949596979899100

Coding Planner, Storyboard Template Pad guide.
[Main 2Code Page](#) (scroll down to the Gibbon activities).
(the main 2Code screen in the Gorilla section).

I cards. The teacher flash cards have been created so you can print them to size, fold them in half and glue them together. You can display coding lessons to support use of vocabulary.

The screenshot shows the Purple Mash interface for Lesson 1: Instructions. The page has a purple background with a white circle on the left containing the 'purple mash' logo. The title 'Lesson 1: Instructions' is prominently displayed in white text. In the top right corner, it says 'Computing Scheme of Work Unit 17 - Coding'. On the left side, there is a vertical sidebar with a list of lesson thumbnails numbered 1 to 17. The main content area is currently blank.

Activity 1: Applicants Database

Applicants Database

6 Open The Applicants database on the whiteboard.

6 This is a simulation of applicants to a college funded by the local premier league football team Halliwell FC. The college has used online searches to fill in the information that they can find to help them assess who should be offered a place.

6 Look at the record structure by clicking the

6 Look at the Digital Footprints Detectives sheet.

6 You will need to open the database from your 2dos and use the database to answer the questions about the candidates.

Digital Footprint Detectives

Candidate	"Has he passed recently?" provide information on how many times, what achievement?	"Can we see his college profile? any references or comments from the school management regarding specific staff?"	Any other relevant information on the candidate?	Are there any photographs or images online?

Notes: Have you spent enough time to look at digital footprint information useful?

Based on the digital footprint information, are there any other factors affecting a place on the course? What are the reasons?

Halliwell FC will bring you student money to fund their further study in football business management. Candidates needs have an interest in sports.

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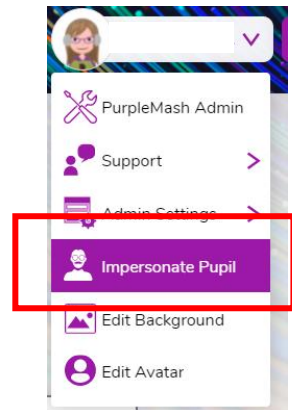
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Tip:

Use the 2Dos functionality to set resources needed for sessions to allow quick access for children. The resources section will detail which resources should be set as 2dos.

Familiarise yourself with how the children access core tools for units by impersonating a child using the Admin Tools.



Knowledge Organisers

Use the Knowledge Organisers to support learning during a unit of work. They can be used to introduce a unit to give children an overview of what they will be learning.

Knowledge Organisers can be found within every unit of work on Purple Mash.

A screenshot of the Purple Mash interface showing the 'Unit 1.1 - Online Safety' section. The 'Lesson Plans and Slideshows' section contains several items, with the 'Unit 1.1 - Knowledge Organiser' PDF highlighted by a red box. A red arrow points from this box to a larger screenshot of the Knowledge Organiser itself. The Knowledge Organiser for 'Unit: 1.1 Online Safety and Exploring Purple Mash' includes sections for 'Key Learning', 'Key Resources', 'Key Vocabulary', and 'Tools'. The 'Key Learning' section lists tasks like logging in safely, finding saved work, and exploring the Tools and Games section. The 'Key Resources' section shows icons for 'Purple Mash' and 'Tools'. The 'Key Vocabulary' section defines terms like 'Log in', 'Username', 'Password', 'Avatar', 'My Work', 'Log out', 'Save', 'Notification', 'Topics', and 'Tools'. The 'Tools' section lists 'Paint Projects', '2Connect', '2Count', and '2Explore'.

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Computing Vocabulary and Key Terms Explained

You can find all the key 'Computing Vocabulary' in PDFs that can be printed and shared with the children.

Key terms used in the curriculum are explained in short 30 second videos which reference where in the scheme of work each term is used.

Computing Vocabulary and Key Terms Explained can be found on the homepage of the Scheme of Work and within the year group pages.

The image shows the 'Teachers/ Computing Scheme of Work' homepage. It features a grid of icons for various resources: Quick Start Guide, Overview, Details of Copyright, Assessment Tools & Progression, Reception, Year 1 through Year 6, Computing Vocabulary, Key Terms Explained, and Computing Unplugged. A red arrow points from the 'Computing Vocabulary' icon to a 'Computing Vocabulary- Year 1' page. Another red arrow points from the 'Key Terms Explained' icon to a video player showing a video titled 'Algorithms' from the 'National Curriculum Glossary of Terms'.

Computing Vocabulary- Year 1

Unit 1.1: Online Safety and Exploring Purple Mash

Log in Using a username and password to access a system.	Username A name that is used by a person to access an online site.	Password A series of letters, numbers and special characters that is entered after the username to access an online site. In Purple Mash, this can also be a series of pictures.
Log out Leaving a computer system.	My Work The place on Purple Mash where your work is stored. Only you and your teachers can access this.	
Avatar A digital picture to represent someone.	Notification A system that lets you know if you have something to look at. On Purple Mash this is shown by a bell.	Topics The area on Purple Mash that contains ready-made resources.
Tools They are on Purple Mash with the different learning apps.	Save Store your work as you create something so it can be accessed later.	

Algorithms

purple mash

National Curriculum Glossary of Terms

Algorithms

0:00 / 0:24

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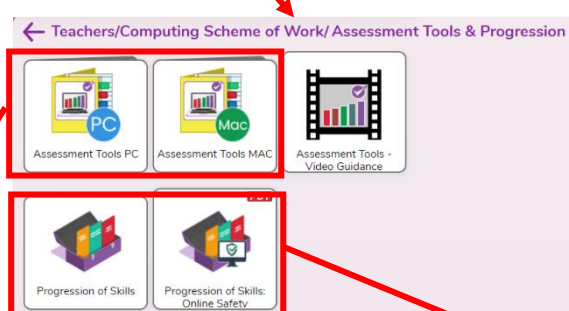
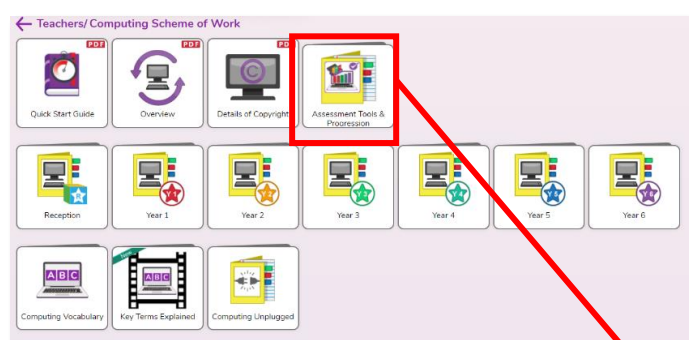
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Assessment

There are several assessment tools and resources which you could utilise. You may choose to use a combination of them, stick with one or use the existing systems within your school.

Assessment Tools and Progression

This area contains a **Microsoft Excel tool** and **Progression Statements** and is located on the homepage of the Scheme of Work.



				Computing Scheme of Work Assessment
Strand	National Curriculum Objectives	Purple Mash Units (Click for Guidance)	Names	
			Bob	Frank
			Exp	Exc
			Exp	Em
			Em	Exp
			Em	Em
			Exp	Exp
			Exp	Em
			Exp	Exp
			Exp	Exp

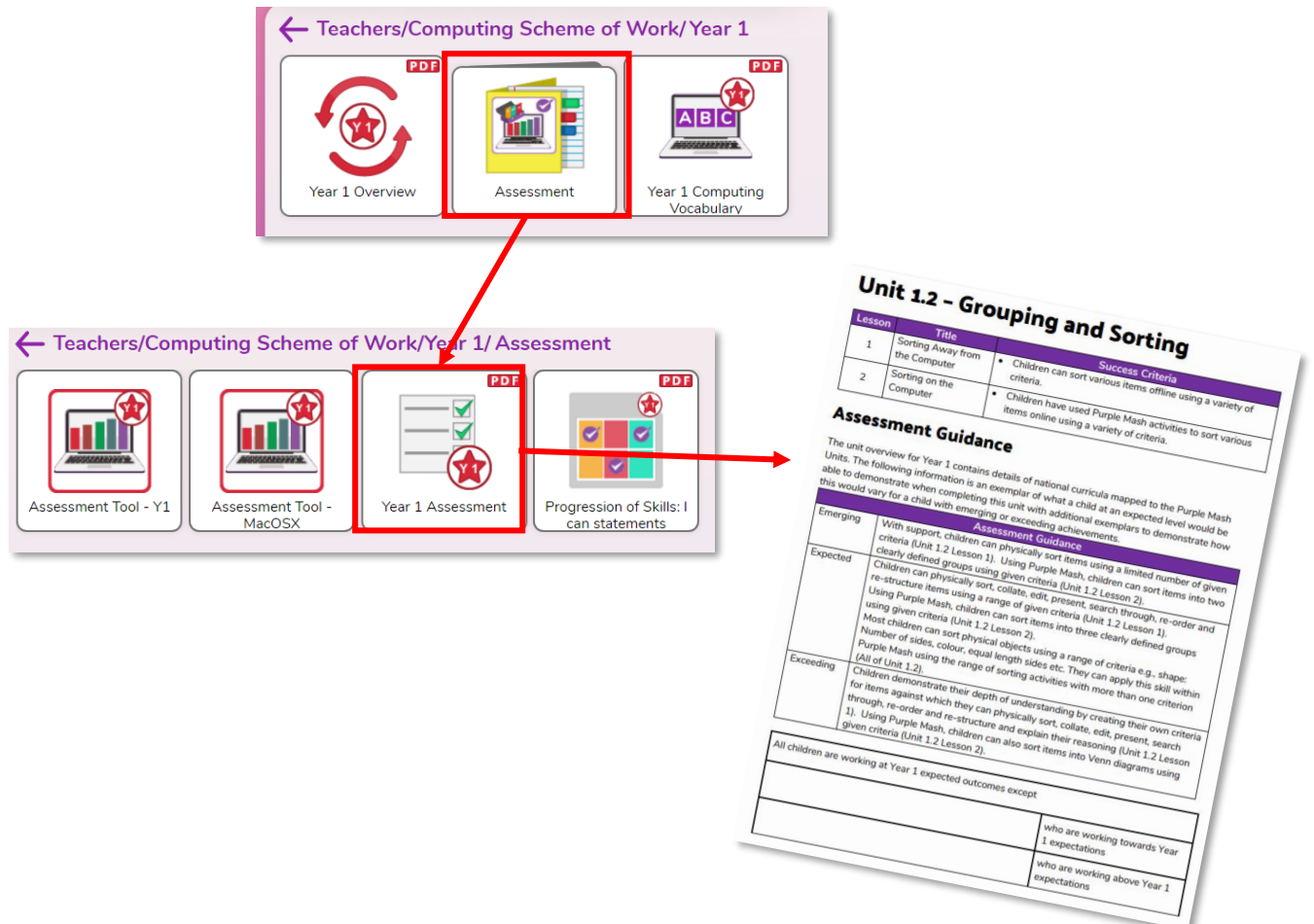
Y1 Pupil 'I Can' Statements for Computing SOW Skills - Computer Science					
Name: _____ Class: _____					
= Sometimes = Mostly = Always					
Unit Theme	'I can'	Aut	Spr	Sum	Teacher Comments
1.4 Lego Builders	I can explain that an algorithm is a set of instructions.				
	I know that an algorithm written for a computer is called a program.				
1.5 Maze Explorers	I can work out what is wrong when the steps are out of order in instructions.				
	I can say that if something does not work how it should it is because my code is incorrect.				
1.7 Coding	I can try and fix my code if it isn't working properly.				
	I can make good guesses of what is going to happen in a program. For example, where the turtle might go.				

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Year Group PDF Assessment Sheets

These can be printed out and filled in at the end of each unit and at the end of the academic year.



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Data Dashboard



It is also possible to utilise the Data Dashboard for completed pieces of work, content and non-Purple Mash files by assigning objectives and making judgements against them.

When setting a 2Do, you can add objectives from curricula and then judge them when handed in.

Set 'Digital Footprint Quiz' as 2Do

Set by: Mr Teacher

Make this my display name: ☐

Objectives: [Click here to set objectives](#)

Tags:

Prev

Edit Objectives

Year: Y3




Subject: Computing

Strand: Digital Literacy

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. ☒

Open your Work folder and make judgements against individual or group pieces of work.



	File	Program	Made by	Modified	Tags	Comment	Judgements	Rewards
<input type="checkbox"/>	 Bob Tesy <input type="button" value="Mark"/> <input type="button" value="More"/>	2Quiz	 Bob Tesy	Fri, 27 Aug 2021 16:28	None	<div>I have finished!</div> <div>2Do handed in 2021-08-27. Redo not set</div> <div></div>	<div><input type="button" value="Emerging"/> <input type="button" value="Expected"/> <input type="button" value="Exceeding"/></div>	None

Enter judgements for "Bob Tesy"

Subject: Computing | Y3 | IT

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.

Emerging Expected Exceeding

Subject: Computing | Y3 | Digital Literacy

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

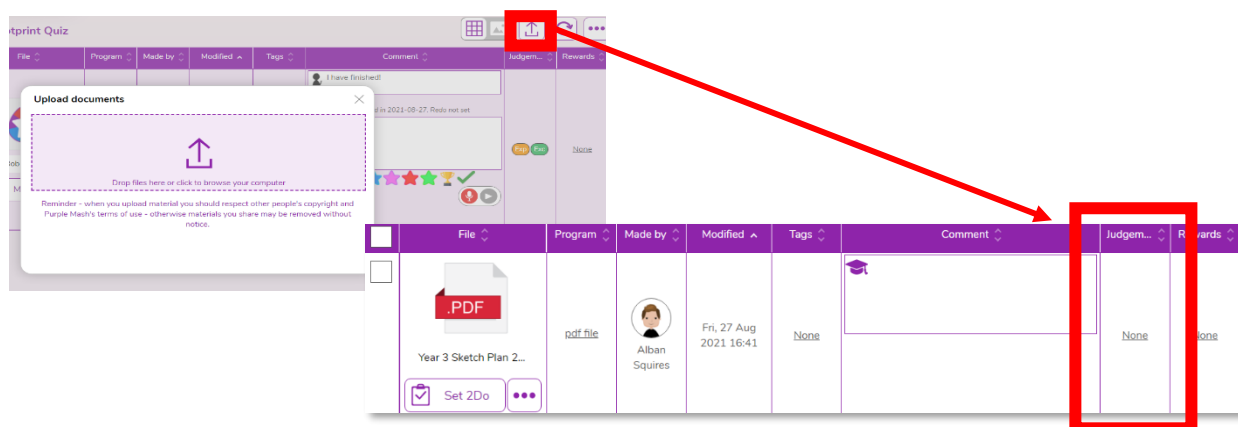
Emerging Expected Exceeding

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You can make judgements against non-Purple Mash files by using the upload button and clicking on the judgements area.



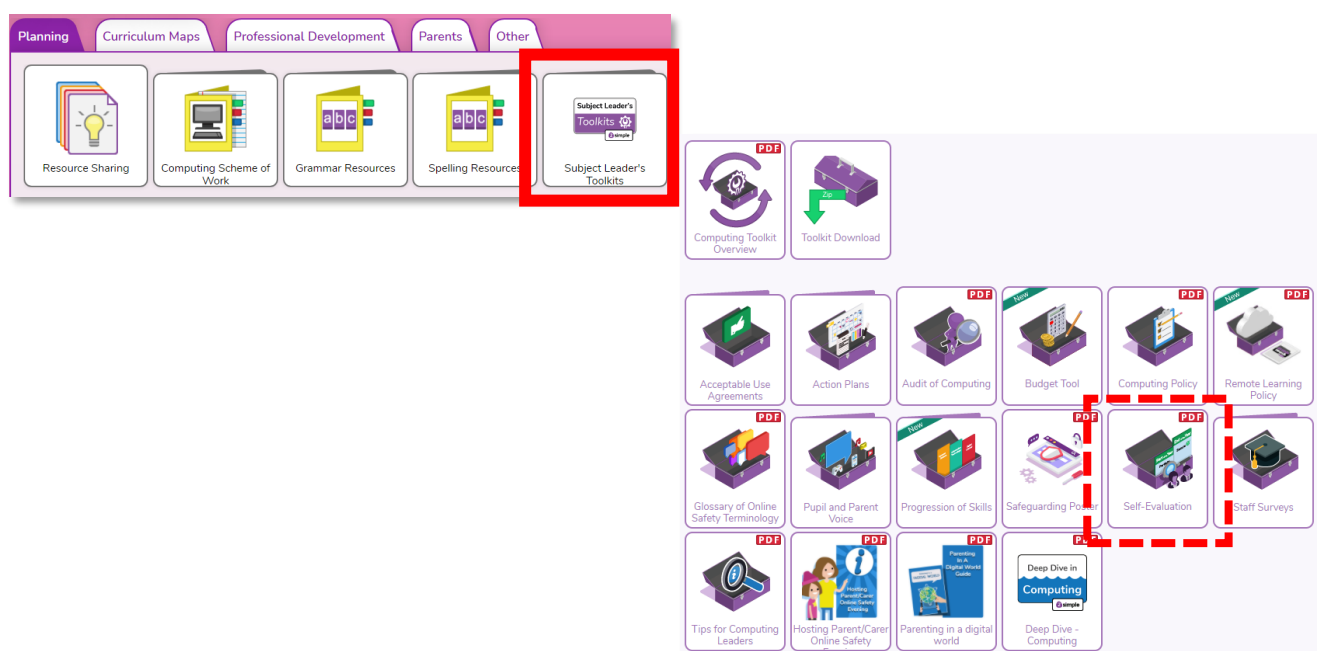
Within Data Dashboard, you can review the data.



Computing Subject Leaders' Toolkit

This is a collection of tools, tips and resources to support leadership of Computing which can be used to measure performance and facilitate improvements for all stakeholders. This can be found in the Planning tab of the Teachers Area.

You might like to start by completing the Self-Evaluation document to ascertain your needs and requirements.



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