

**purple  
mash**

# **Computing Scheme of Work - Overview**

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# Introduction

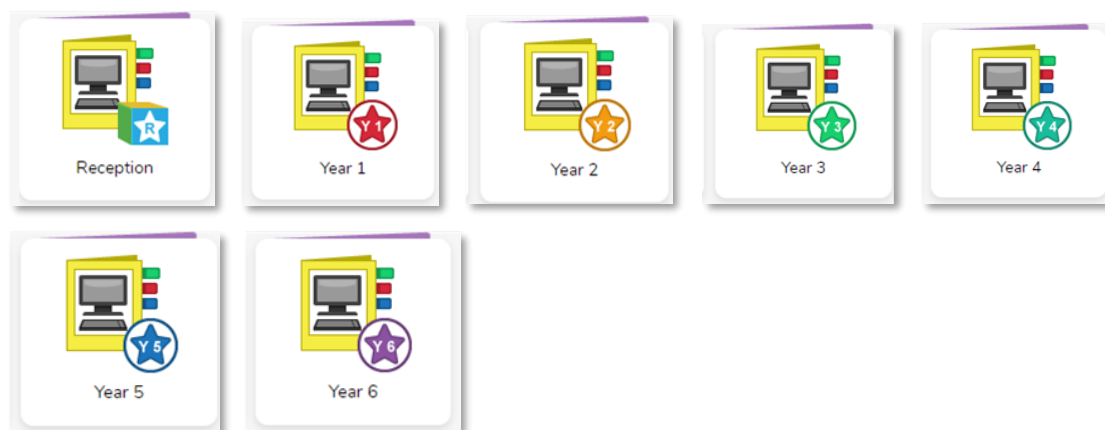
This document contains an overview of the units included in the Purple Mash Computing Scheme of Work for all year groups.

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.'

Individual year group overview documents for years 1-6, detail the unit lessons for that year group and contain relevant curriculum maps for England, Wales, Scotland and Northern Ireland.

Year group pages also contain assessment documents for these units.

These can be found by clicking the following links or from the Purple Mash Computing Scheme of Work page.



The Purple Mash tools used within each unit are detailed in the [Tools section](#) below.

To make the best use of the scheme, children need to be logged onto Purple Mash with their own individual usernames and passwords, using 2dos to complete work so their work will be saved in their own folders automatically and can be easily reviewed and assessed by the class teacher. If children have not used and logged onto Purple Mash before, then they will need to spend some time before starting these lessons, learning how to do this. Children can be supported by having their printed logon cards (produced using [Create and Manage Users](#)) to hand.

Lesson plans also make use of the facility within Purple Mash to set activities for pupils which they can then complete and hand-in online (2Dos). This enables you to assess their work easily as well as distribute resources to all pupils. If children have not opened 2Dos before then they will need more detailed instructions about how to do this. A teacher's guide to 2Dos can be found in the teacher's section: [2Dos Guide](#).

To force links within this document to open in a new tab, right-click on the link then select 'Open link in new tab'.

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# Adapting and Refining the Scheme for your School

In an ideal world, pupils would be able to complete all units; this provides a wide range of different technological experiences using a variety of tools. The overlaps between units serve to deepen understanding of computational concepts and provide opportunities for pupils to apply and extend understanding and make links in their knowledge and capabilities.

However, as a school, you might decide that you need to refine the scheme for your own purposes and needs, meaning that not all units can be covered. This section aims to help you to do this whilst still being confident in curriculum coverage.

Firstly, use the colour coding to pick and choose units that cover the three strands of computing content to ensure a spread of complimentary opportunities and skills and to ensure curriculum coverage. Ideally, balance these strands over the whole school so that pupils cover and revisit all areas.

Secondly, look for opportunities to incorporate the computational skills into other subjects. Resources could be adapted or created to match your topics. Here are some suggestions:

Units that link to the maths curriculum:

- 1.2: Grouping and Sorting
- 1.3 Pictograms
- 2.4 Questioning
- 3.6 Branching Databases
- 3.8 Graphing
- 5.4 Databases
- 6.9 Spreadsheets
- All years: Spreadsheet units

Units that could be part of English lessons:

- 3.7: Simulations
- 4.4 Writing for Different Audiences
- 5.8 Word Processing

Units that could easily be topic linked; resources will need to be adapted to have a topic theme:

Any of the data handling units suggested in the maths section.

- 1.6 Animated stories
- 2.6 Creating Pictures
- 2.8 Presenting Ideas
- 3.9 Presenting
- 4.6 Animation
- 5.5 Game Creator
- 5.7 Concept maps
- 6.7 Quizzing

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For lessons taught more discretely as computing such as Email (3.5) and Blogging (6.4), topic themes could still be used to double-up on objectives covered.

Online safety units can be part of RSE\PSHE lessons; there is a strong link between the learning objectives related to online safety with many of the online safety lessons aligning with RSE\PSHE objectives.

Music topics could be incorporated into music lessons with a modelling of musical skills on both instruments and using the computer:

- 2.7 Making Music
- 4.9 Making Music

Typing could be covered during a regular 10-minute morning session over a term rather than during dedicated computing lessons (unit 3.4).

We have a stand-alone spreadsheet unit for Y6, this does not rely upon having completed the other spreadsheet units so might be another way to familiarise pupils with spreadsheets without including a spreadsheet unit in each year groups. In this case, we would advise including the use of spreadsheets and other data programs within maths where there is a curricular link.

# 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.

<p><b>Unit 1.1</b> Online Safety &amp; Exploring Purple Mash</p> <p>Number of lessons – 4</p> <p>Programs – Various</p>	<p><b>Unit 1.2</b> Grouping &amp; Sorting</p> <p>Number of lessons – 2</p> <p>Programs – 2DIY</p>	<p><b>Unit 1.3</b> Pictograms</p> <p>Number of lessons – 3</p> <p>Programs – 2Count</p>
<p><b>Unit 1.4</b> Lego Builders</p> <p>Number of lessons – 3</p> <p>Programs – 2DIY</p>	<p><b>Unit 1.5</b> Maze Explorers</p> <p>Number of lessons – 3</p> <p>Programs – 2Go</p>	<p><b>Unit 1.6</b> Animated Story Books</p> <p>Number of lessons – 5</p> <p>Programs – 2Create A Story</p>
<p><b>Unit 1.7</b> Coding</p> <p>Number of lessons – 6</p> <p>Programs – 2Code</p>	<p><b>Unit 1.8</b> Spreadsheets</p> <p>Number of lessons – 3</p> <p>Programs – 2Calculate</p>	<p><b>Unit 1.9</b> Technology outside school</p> <p>Number of lessons – 2</p> <p>Programs – Various</p>

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## Year 2

Predominant Area of Computing*		
	Computer Science	 Information Technology
		 Digital Literacy

\*Most units will include aspects of all strands.

<p><b>Unit 2.1</b> <b>Coding</b></p> <p>Number of lessons – 5</p> <p>Programs – 2Code</p>	<p><b>Unit 2.2</b> <b>Online Safety</b></p> <p>Number of lessons – 3</p> <p>Programs – Various</p>	<p><b>Unit 2.3</b> <b>Spreadsheets</b></p> <p>Number of lessons – 4</p> <p>Programs – 2Calculate</p>
<p><b>Unit 2.4</b> <b>Questioning</b></p> <p>Number of lessons – 5</p> <p>Programs – 2Question, 2Investigate</p>	<p><b>Unit 2.5</b> <b>Effective Searching</b></p> <p>Number of lessons – 3</p> <p>Programs – Browser</p>	<p><b>Unit 2.6</b> <b>Creating Pictures</b></p> <p>Number of lessons – 5</p> <p>Programs – 2PaintAPicture</p>
<p><b>Unit 2.7</b> <b>Making Music</b></p> <p>Number of lessons – 3</p> <p>Programs – 2Sequence</p>	<p><b>Unit 2.8</b> <b>Presenting Ideas</b></p> <p>Number of lessons – 4</p> <p>Programs – Various</p>	

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## Year 3

Predominant Area of Computing*		
	Computer Science	
	Information Technology	
	Digital Literacy	

\*Most units will include aspects of all strands.




<p style="text-align: center;"><b>Unit 3.1</b> <b>Coding</b></p> <p>Number of lessons – 6</p> <p>Main Programs – 2Code</p>	<p style="text-align: center;"><b>Unit 3.2</b> <b>Online safety</b></p> <p>Number of lessons – 3</p> <p>Programs – Various</p>	<p style="text-align: center;"><b>Unit 3.3</b> <b>Spreadsheets</b></p> <p>Number of lessons – 3</p> <p>Programs – 2Calculate</p>
<p style="text-align: center;"><b>Unit 3.4</b> <b>Touch Typing</b></p> <p>Number of lessons – 4</p> <p>Programs – 2Type</p>	<p style="text-align: center;"><b>Unit 3.5</b> <b>Email (including email safety)</b></p> <p>Number of lessons – 6</p> <p>Programs – 2Email, 2Connect, 2DIY</p>	<p style="text-align: center;"><b>Unit 3.6</b> <b>Branching Databases</b></p> <p>Number of lessons – 4</p> <p>Programs – 2Question</p>
<p style="text-align: center;"><b>Unit 3.7</b> <b>Simulations</b></p> <p>Number of lessons – 3</p> <p>Programs – 2Simulate, 2Publish</p>	<p style="text-align: center;"><b>Unit 3.8</b> <b>Graphing</b></p> <p>Number of lessons – 3</p> <p>Programs – 2Graph</p>	<p style="text-align: center;"><b>Unit 3.9</b> <b>Presenting (with Microsoft PowerPoint or Google Slides)</b></p> <p>Number of Lessons – 5 or 6 (version dependent) Main Program – MS PowerPoint or Google Slides</p>

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## Year 4

Predominant Area of Computing*		
	Computer Science	
		
		Digital Literacy




\*Most units will include aspects of all strands.

<p><b>Unit 4.1</b> <b>Coding</b></p> <p>Number of lessons – 6</p> <p>Main Programs – 2Code</p>	<p><b>Unit 4.2</b> <b>Online safety</b></p> <p>Number of lessons – 4</p> <p>Programs – Various</p>	<p><b>Unit 4.3</b> <b>Spreadsheets</b></p> <p>Number of lessons – 6</p> <p>Programs – 2Calculate</p>
<p><b>Unit 4.4</b> <b>Writing for different audiences</b></p> <p>Number of lessons – 5</p> <p>Programs – 2Email, 2Connect, 2DIY</p>	<p><b>Unit 4.5</b> <b>Logo</b></p> <p>Number of lessons – 4</p> <p>Programs – Logo</p>	<p><b>Unit 4.6</b> <b>Animation</b></p> <p>Number of lessons – 3</p> <p>Programs – 2Animate</p>
<p><b>Unit 4.7</b> <b>Effective Search</b></p> <p>Number of lessons – 3</p> <p>Programs – Browser</p>	<p><b>Unit 4.8</b> <b>Hardware Investigators</b></p> <p>Number of lessons – 2</p>	<p><b>Unit 4.9</b> <b>Making Music</b></p> <p>Number of Lessons – 4</p> <p>Main Program – Busy Beats</p>

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## Year 5

Predominant Area of Computing*		
	Computer Science	
		
		Digital Literacy




\*Most units will include aspects of all strands.

<p><b>Unit 5.1</b> <b>Coding</b></p> <p>Number of lessons – 6</p> <p>Main Programs – 2Code</p>	<p><b>Unit 5.2</b> <b>Online safety</b></p> <p>Number of lessons – 3</p> <p>Programs - Various</p>	<p><b>Unit 5.3</b> <b>Spreadsheets</b></p> <p>Number of lessons – 6</p> <p>Programs – 2Calculate</p>
<p><b>Unit 5.4</b> <b>Databases</b></p> <p>Number of lessons – 4</p> <p>Programs – 2Question, 2Investigate</p>	<p><b>Unit 5.5</b> <b>Game Creator</b></p> <p>Number of lessons – 5</p> <p>Programs – 2DIY 3D</p>	<p><b>Unit 5.6</b> <b>3D Modelling</b></p> <p>Number of lessons – 4</p> <p>Programs – 2Design and Make</p>
<p><b>Unit 5.7</b> <b>Concept Maps</b></p> <p>Number of lessons – 4</p> <p>Programs – 2Connect</p>	<p><b>Unit 5.8</b> <b>Word processing (with Microsoft Word or Google Docs)</b></p> <p>Number of Lessons – 8</p> <p>Main program – MS Word or Google Docs</p>	

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## Year 6

Predominant Area of Computing*		
	Computer Science	
		
		Digital Literacy

\*Most units will include aspects of all strands.

<p><b>Unit 6.1</b> <b>Coding</b></p> <p>Number of lessons – 6</p> <p>Main Programs – 2Code</p>	<p><b>Unit 6.2</b> <b>Online safety</b></p> <p>Number of lessons – 2</p> <p>Programs - Various</p>	<p><b>Unit 6.3</b> <b>Spreadsheets</b></p> <p>Number of lessons – 5</p> <p>Programs – 2Calculate</p>
<p><b>Unit 6.4</b> <b>Blogging</b></p> <p>Number of lessons – 4</p> <p>Programs – 2Blog</p>	<p><b>Unit 6.5</b> <b>Text Adventures</b></p> <p>Number of lessons – 5</p> <p>Programs – 2Code, 2Connect</p>	<p><b>Unit 6.6</b> <b>Networks</b></p> <p>Number of lessons – 3</p>
<p><b>Unit 6.7</b> <b>Quizzing</b></p> <p>Number of lessons – 6</p> <p>Programs – 2Quiz, 2DIY, Text Toolkit, 2Investigate</p>	<p><b>Unit 6.8</b> <b>Understanding Binary</b></p> <p>Number of Lessons – 4</p> <p>Main Program – 2Code</p>	<p><b>Unit 6.9</b> <b>Spreadsheets (with Microsoft Excel or Google Sheets)</b></p> <p>Number of Lessons – 8 Main program – MS Excel or Google Sheets</p>

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# Adapting the Scheme for Mixed Age Classes

Below is an exemplar for a 1\2, 3\4, 5\6 mix. Not all mixed age school will have the same mix, so plans will need adapting depending upon the mix and the journey of each individual pupil through the school: Ideally children in each age group will not repeat lessons in the next academic year and will not have gaps in knowledge to fill.

The logic that was used to create the exemplar can be applied to other mixes; this is the logic that was used to create the exemplar:

- Categorising the units into those that suited topics being covered in an order (spreadsheets and coding) and those that had more flexibility to differentiate and progress by outcome and expectation.
- From this, we created a two-year rolling program: In some schools this might be a 3- or 4-year rolling program. In schools with mixed ages, the same process will be being used for core subjects and we recommend using the same rolling program length.
- In the exemplar, the less specifically progressive units are completed by pupils in either year 1 or 2, year 3 or 4, year 5 or 6.
- In the exemplar, for KS1 (year 1/2) all the coding is in cycle A.
- For 3/4 and 5/6 coding, we looked at the themes of the individual lessons in the coding units and grouped them into two groups of related themes so all lessons about (for example) repetition in coding will be done in one year of the program and all lessons about variables would be done in another.
- Spreadsheets were hard to split in the same way as the coding so will require teachers to put the emphasis more firmly on the computing skills than the maths knowledge when younger pupils are tackling the unit for older pupils first in the two-year program.
- The rest of the units are more self-contained and can be achieved by differentiating expected outcomes for younger and older children.
- Unit 1.1 provides a good introduction to the use of Purple Mash and online safety, so we have included it in both cycles of the Y1\2 mix.

The lesson plans have a certain amount of repetition in them to recap and review learning from previous years. If they are completed out of sequence, for example teaching all the 'repetition' lessons in a block, some of this recapping will not be necessary, freeing up lesson time to explain new knowledge in more detail to the younger learners.

For an EYFS (Reception)\Y1 mix, you might decide that the curriculum for this class could focus initially on building familiarity with the hardware and tools using guidance from the Reception Scheme of Work with Mini Mash accessed through Purple Mash and then bringing in some units from the Y1 scheme of work that lend themselves well to early years:

- Grouping and Sorting - easily can be done hands on with classroom equipment.
- Lego Builders
- Maze explorers
- Pictograms
- Technology outside school

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You can also use the colour coding to pick and choose units that cover the three strands of computing content rather than aiming to complete every unit if this is going to be difficult to achieve.

We also have a stand-alone spreadsheet unit for Y6, this does not rely upon having completed the other spreadsheet units so might be another way to familiarise pupils with spreadsheets without including a spreadsheet unit in each year group. In this case, we would advise including the use of spreadsheets and other data programs within Maths, where there is a curricular link.

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# Exemplar

## Year 1\2 – Cycle A

Predominant Area of Computing*		
	Computer Science	
	Information Technology	Digital Literacy

\*Most units will include aspects of all strands.

<p><b>Unit 1.1</b> Online Safety &amp; Exploring Purple Mash</p> <p>Number of lessons – 4</p> <p>Programs – Various</p>	<p><b>Unit 2.5</b> Effective Searching</p> <p>Number of lessons – 3</p> <p>Programs – Browser</p>	<p><b>Unit 1.4</b> Lego Builders</p> <p>Number of lessons – 3</p> <p>Programs – 2DIY</p>
<p><b>Unit 1.9</b> Technology outside school</p> <p>Number of lessons – 2</p> <p>Programs – Various</p>	<p><b>Unit 1.2</b> Grouping &amp; Sorting</p> <p>Number of lessons – 2</p> <p>Programs – 2DIY</p>	<p><b>Unit 2.6</b> Creating Pictures</p> <p>Number of lessons – 5</p> <p>Programs – 2PaintAPicture</p>
<p><b>Unit 1.8</b> Spreadsheets</p> <p>Number of lessons – 3</p> <p>Programs – 2Calculate</p>	<p><b>Unit 1.7</b> Coding</p> <p>Number of lessons – 6</p> <p>Programs – 2Code</p>	<p><b>Unit 2.1</b> Coding</p> <p>Number of lessons – 5</p> <p>Programs – 2Code</p>

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## Year 1\2 – Cycle B

Predominant Area of Computing*		
	Computer Science	
	Information Technology	Digital Literacy

\*Most units will include aspects of all strands.

<p><b>Unit 1.1</b> Online Safety &amp; Exploring Purple Mash</p> <p>Number of lessons – 4</p> <p>Programs – Various</p>	<p><b>Unit 1.5</b> Maze Explorers</p> <p>Number of lessons – 3</p> <p>Programs – 2Go</p>	<p><b>Unit 2.4</b> Questioning</p> <p>Number of lessons – 5</p> <p>Programs – 2Question, 2Investigate</p>
<p><b>Unit 2.2</b> Online Safety</p> <p>Number of lessons – 3</p> <p>Programs – Various</p>	<p><b>Unit 1.6</b> Animated Story Books</p> <p>Number of lessons – 5</p> <p>Programs – 2Create A Story</p>	<p><b>Unit 2.7</b> Making Music</p> <p>Number of lessons – 3</p> <p>Programs – 2Sequence</p>
<p><b>Unit 2.3</b> Spreadsheets</p> <p>Number of lessons – 4</p> <p>Programs – 2Calculate</p>	<p><b>Unit 1.3</b> Pictograms</p> <p>Number of lessons – 3</p> <p>Programs – 2Count</p>	<p><b>Unit 2.8</b> Presenting Ideas</p> <p>Number of lessons – 4</p> <p>Programs – Various</p>

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**Year 3\4 – Cycle A**

Predominant Area of Computing*		
	Computer Science	
	Information Technology	
	Digital Literacy	

\*Most units will include aspects of all strands.

<p style="text-align: center;"><b>Coding</b></p> <p>Number of lessons – 6</p> <p>Main Programs – 2Code</p> <p>See table below for breakdown.</p>	<p style="text-align: center;"><b>Unit 3.2</b></p> <p style="text-align: center;"><b>Online safety</b></p> <p>Number of lessons – 3</p> <p>Programs – Various</p>	<p style="text-align: center;"><b>Unit 3.3</b></p> <p style="text-align: center;"><b>Spreadsheets</b></p> <p>Number of lessons – 3</p> <p>Programs – 2Calculate</p>
<p style="text-align: center;"><b>Unit 3.4</b></p> <p style="text-align: center;"><b>Touch Typing</b></p> <p>Number of lessons – 4</p> <p>Programs – 2Type</p>	<p style="text-align: center;"><b>Unit 3.5</b></p> <p style="text-align: center;"><b>Email (including email safety)</b></p> <p>Number of lessons – 6</p> <p>Programs – 2Email, 2Connect, 2DIY</p>	<p style="text-align: center;"><b>Unit 3.6</b></p> <p style="text-align: center;"><b>Branching Databases</b></p> <p>Number of lessons – 4</p> <p>Programs – 2Question</p>
<p style="text-align: center;"><b>Unit 3.7</b></p> <p style="text-align: center;"><b>Simulations</b></p> <p>Number of lessons – 3</p> <p>Programs – 2Simulate, 2Publish</p>	<p style="text-align: center;"><b>Unit 3.8</b></p> <p style="text-align: center;"><b>Graphing</b></p> <p>Number of lessons – 3</p> <p>Programs – 2Graph</p>	

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## Year 3\4 – Cycle B

Predominant Area of Computing*		
	Computer Science	
	Information Technology	
		Digital Literacy

\*Most units will include aspects of all strands.

<p style="text-align: center;"><b>Coding</b></p> <p>Number of lessons – 6</p> <p>Main Programs – 2Code</p> <p>See table below for breakdown.</p>	<p style="text-align: center;"><b>Unit 4.2</b></p> <p style="text-align: center;"><b>Online safety</b></p> <p>Number of lessons – 4</p> <p>Programs – Various</p>	<p style="text-align: center;"><b>Unit 4.3</b></p> <p style="text-align: center;"><b>Spreadsheets</b></p> <p>Number of lessons – 6</p> <p>Programs – 2Calculate</p>
<p style="text-align: center;"><b>Unit 4.4</b></p> <p style="text-align: center;"><b>Writing for different audiences</b></p> <p>Number of lessons – 5</p> <p>Programs – 2Email, 2Connect, 2DIY</p>	<p style="text-align: center;"><b>Unit 4.5</b></p> <p style="text-align: center;"><b>Logo</b></p> <p>Number of lessons – 4</p> <p>Programs – Logo</p>	<p style="text-align: center;"><b>Unit 4.6</b></p> <p style="text-align: center;"><b>Animation</b></p> <p>Number of lessons – 3</p> <p>Programs – 2Animate</p>
<p style="text-align: center;"><b>Unit 4.7</b></p> <p style="text-align: center;"><b>Effective Search</b></p> <p>Number of lessons – 3</p> <p>Programs – Browser</p>	<p style="text-align: center;"><b>Unit 4.8</b></p> <p style="text-align: center;"><b>Hardware Investigators</b></p> <p>Number of lessons – 2</p>	

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## Coding Breakdown

YEAR 3 & 4 - CYCLE A					
Using Flowcharts Unit 3.1, Lesson 1	Using Timers Unit 3.1, Lesson 2	'if' statements Unit 4.1, Lesson 2	Coordinates Unit 4.1, Lesson 3	Code, Test and Debug – Unit 3.1, Lesson 4	Design, Code, Test and Debug Unit 4.1, Lesson 1
YEAR 3 & 4 - CYCLE B					
Using Repeat Unit 3.1, Lesson 3	Repeat Until and 'if/else' Statements Unit 4.1, Lesson 4	Number Variables Unit 4.1, Lesson 5	Design and Make an Interactive scene Unit 3.1, Lesson 5-6	Making a Playable game – Unit 4.1, Lesson 6	

## Additional Units

You may choose to do these in addition to or instead of any of the above units. They have not been included above due to the number of weeks in a school year and the number of weeks for each unit.

<p style="text-align: center;"><b>Unit 3.9</b> <b>Presenting (with Microsoft PowerPoint or Google Slides)</b></p> <p><b>Number of Lessons –</b> 5 or 6 (version dependent) <b>Main Program –</b> MS PowerPoint or Google Slides</p>	<p style="text-align: center;"><b>Unit 4.9</b> <b>Making Music</b></p> <p><b>Number of Lessons –</b> 4</p> <p><b>Main Program –</b> Busy Beats</p>
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**Year 5\6 – Cycle A**

Predominant Area of Computing*		
	Computer Science	
	Information Technology	
	Digital Literacy	

\*Most units will include aspects of all strands.

<p style="text-align: center;"><b>Coding</b></p> <p>Number of lessons – 6</p> <p>Main Programs – 2Code</p> <p>See table below for breakdown.</p>	<p style="text-align: center;"><b>Unit 5.2</b></p> <p style="text-align: center;"><b>Online safety</b></p> <p>Number of lessons – 3</p> <p>Programs - Various</p>	<p style="text-align: center;"><b>Unit 5.3</b></p> <p style="text-align: center;"><b>Spreadsheets</b></p> <p>Number of lessons – 6</p> <p>Programs – 2Calculate</p>
<p style="text-align: center;"><b>Unit 5.4</b></p> <p style="text-align: center;"><b>Databases</b></p> <p>Number of lessons – 4</p> <p>Programs – 2Question, 2Investigate</p>	<p style="text-align: center;"><b>Unit 5.5</b></p> <p style="text-align: center;"><b>Game Creator</b></p> <p>Number of lessons – 5</p> <p>Programs – 2DIY 3D</p>	<p style="text-align: center;"><b>Unit 5.6</b></p> <p style="text-align: center;"><b>3D Modelling</b></p> <p>Number of lessons – 4</p> <p>Programs – 2Design and Make</p>
<p style="text-align: center;"><b>Unit 5.7</b></p> <p style="text-align: center;"><b>Concept Maps</b></p> <p>Number of lessons – 4</p> <p>Programs – 2Connect</p>		

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**Year 5\6 – Cycle B**

Predominant Area of Computing*		
	Computer Science	
		
		Digital Literacy

\*Most units will include aspects of all strands.

<p><b>Coding</b></p> <p>Number of lessons – 6</p> <p>Main Programs – 2Code</p> <p>See table below for breakdown.</p>	<p><b>Unit 6.2</b></p> <p><b>Online safety</b></p> <p>Number of lessons – 2</p> <p>Programs - Various</p>	<p><b>Unit 6.2</b></p> <p><b>Online safety</b></p> <p>Number of lessons – 2</p> <p>Programs - Various</p>
<p><b>Unit 6.4</b></p> <p><b>Blogging</b></p> <p>Number of lessons – 4</p> <p>Programs – 2Blog</p>	<p><b>Unit 6.5</b></p> <p><b>Text Adventures</b></p> <p>Number of lessons – 5</p> <p>Programs – 2Code, 2Connect</p>	<p><b>Unit 6.6</b></p> <p><b>Networks</b></p> <p>Number of lessons – 3</p>
<p><b>Unit 6.7</b></p> <p><b>Quizzing</b></p> <p>Number of lessons – 6</p> <p>Programs – 2Quiz, 2DIY, Text Toolkit, 2Investigate</p>		

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### Coding Breakdown

YEAR 5 & 6 - CYCLE A					
Coding Efficiently Unit 5.1, Lesson 1	Simulating a physical system Unit 5.1, Lesson 2	Friction and Functions Unit 5.1, Lesson 4	Introducing Strings Unit 5.1, Lesson 5	Text Variable and Concatenation Unit 5.1, Lesson 6	User Input Unit 6.1, Lesson 5
YEAR 5 & 6 - CYCLE B					
Designing and writing a more complex program Unit 6.1, Lessons 1 & 2		Decomposition and Abstraction Unit 5.1, Lesson 3	Using Functions Unit 6.1, Lesson 3	Flowcharts and control simulations Unit 6.1, Lesson 4	Text Adventure Unit 6.1, Lesson 6

### Additional Units

You may choose to do these in addition to or instead of any of the above units. They have not been included above due to the number of weeks in a school year and the number of weeks for each unit.

<p align="center"><b>Unit 5.8</b>  <b>Word processing</b>                      (with Microsoft Word or Google Docs)</p> <p align="center">Number of Lessons – 8</p> <p align="center">Main program – MS Word or Google Docs</p>	<p align="center"><b>Unit 6.9</b>  <b>Spreadsheets (with Microsoft Excel or Google Sheets)</b></p> <p align="center">Number of Lessons – 8</p> <p align="center">Main program – MS Excel or Google Sheets</p>	<p align="center"><b>Unit 6.8</b>  <b>Understanding Binary</b></p> <p align="center">Number of Lessons – 4</p> <p align="center">Main Program – 2Code</p>
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# Tools by Unit

Year	Unit	Title	Tools used
Y1	1.1	Online Safety and Exploring Purple Mash	Avatar creator
			Paint Projects
			Writing Templates
			2Count (Pictograms)
			2Explore (Music)
	1.2	Grouping & Sorting	2Quiz
	1.3	Pictograms	2Connect (Mind Map)
			2Count (Pictograms)
	1.4	Lego Builders	Paint Projects
			Writing Templates
2Quiz			
1.5	Maze Explorers	2Go (coding)	
1.6	Animated Stories	2Create a Story	
1.7	Coding	2Code	
1.8	Spreadsheets	2Calculate	
1.9	Technology Outside School	Writing Templates	

Year	Unit	Title	Tools used
Y2	2.1	Coding	2Code
	2.2	Online Safety	Writing Templates
			Displayboards
			2Respond (2Email)
	2.3	Spreadsheets	2Calculate
	2.4	Questioning	2Question (Binary Databases)
			2Calculate (spreadsheet)
			2Investigate (database)
2.5	Effective Searching	2Quiz	
		Writing Templates	

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Purple Mash Computing Scheme of Work – Adapting and refining the scheme

	2.6	Creating Pictures	2Paint a Picture
			Writing Templates
	2.7	Making Music	2Sequence (Music)
	2.8	Presenting Ideas	2Connect (Mind Map)
			2Create a Story (ebook)
			2Quiz
			Writing Templates

Year	Unit	Title	Tools used
Y3	3.1	Coding	2Code
	3.2	Online Safety	2Connect (Mind Map)
			2Blog (Blogging)
			Writing Templates
			Displayboards
	3.3	Spreadsheets	2Calculate
	3.4	Typing	2Type
	3.5	Email	2Email
	3.6	Branching Databases	2Question (Binary Databases)
	3.7	Simulations	2Simulate
			Writing Templates
	3.8	Graphing	2Graph
			Writing Templates
2Blog (Blogging)			
3.9	Presenting (with Microsoft PowerPoint or Google Slides)	Microsoft PowerPoint or Google Slides	

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Purple Mash Computing Scheme of Work – Adapting and refining the scheme

Year	Unit	Title	Tools used
Y4	4.1	Coding	2Code
	4.2	Online Safety	2Connect (Mind Map)
			2Publish Plus
			Displayboards
	4.3	Spreadsheets	2Calculate
	4.4	Writing for Different Audiences	Writing Templates
			2Simulate
			2Connect (Mind Map)
			2Publish Plus
	4.5	Logo	2Logo (text-based coding)
	4.6	Animation	2Animate
	4.7	Effective Searching	2Quiz
			2Connect (Mind Map)
	4.8	Hardware Investigators	2Quiz
			2Connect (Mind Map)
			Writing Templates
4.9	Making Music	Busy Beats	
		2Sequence	
		Writing Templates	

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Purple Mash Computing Scheme of Work – Adapting and refining the scheme

Year	Unit	Title	Tools used
Y5	5.1	Coding	2Code
	5.2	Online Safety	2Publish Plus
			Writing Templates
			Displayboards
			2Connect (Mind Map)
	5.3	Spreadsheets	2Calculate
	5.4	Databases	2Investigate (database)
			Avatar creator
	5.5	Game Creator	2DIY 3D
			Writing Templates
2Blog (Blogging)			
5.6	3D Modelling	2Design and Make	
		Writing Templates	
5.7	Concept Maps	2Connect (Mind Map)	
5.8	Word Processing (with Microsoft Word or Google Docs)	MS Word or Google Docs	

Year	Unit	Title	Tools used
Y6	6.1	Coding	2Code
	6.2	Online Safety	2DIY 3D 2DIY 2Code
			2Blog (Blogging)
	6.3	Spreadsheets	2Calculate
	6.4	Blogging	2Blog (Blogging)
	6.5	Text Adventures	2Code
			2Connect (Mind Map)
			Writing Templates
	6.6	Networks	2Connect (Mind Map)
			Writing Templates
6.7	Quizzing	2DIY	
		2Quiz	
		Text Toolkit	

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Purple Mash Computing Scheme of Work – Adapting and refining the scheme

			2Investigate (database)
	6.8	Understanding Binary	2Connect (Mind Map)
			2Question (Binary Databases)
			Writing Templates
			2Code
	6.9	Spreadsheets (with Microsoft Excel or Google Sheets)	MS Excel or Google Sheets

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