**Computing Medium Term Planning**

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| **Term:** Autumn 1 | **Year:** 1/2  | **Topic/Unit:** 1.1 Online Safety & Exploring Purple Mash, nit 2.2 Online Safety |
| **Key Vocabulary** **Lesson 1- login, password, private, home screen, avatar, icon, typing, saving, log out****Lesson 2**- **login, password, My work area, alert, notification, device, search, filter, shared folder, file name****Lesson 3- my work area, device, file name, topic area, writing template, textbox, tool bar, menu, think about box****Lesson 4- my work area, file name, menu, purple mash tools, button****Lesson 5- search, filter, internet, sharing, display board** **Lesson 6-** **search, filter, internet, sharing, display board, email, attachment, reply, personal information, private information.****Lesson 7- email, attachment, reply, personal information, private information, digital footprint, protection, identifying, secure.** |

**Evidence: Please can all class teachers generate an example of work that is Working towards, Working at and Working to GD for each unit and upload them to the computing curriculum folder (or email to Louise) for monitoring. Evidence is collected for Computing Folder in SLT room.**

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| **National Curriculum** | **Week** | **NC Coverage** | **Skills taught** | **Knowledge** | **Activity Outline** |
| • 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.•create and debug simple programs• use logical reasoning to predict the behaviour of simple programs | 1Unit 1.1PM lesson 1 | Use technology purposefully to create, organise, store, manipulate and retrieve digital content Use technology safely and respectfully, keeping personal information private; identifywhere to go for help and support when they have concerns about content or contact on the internet or other online technologies | To login safely and understand why that is important.To create an avatar and to understand what this is and how it is used.To be 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. | • Children can log in to Purple Mash using their own login.• Children understand the importance of logging in safely.• Children have created their own avatar and understand why it is useful.• Children can add their name to a picture that they created on the computer.• Children are beginning to develop their understanding of ownership of work online.• Children can save their work in the My Work folder in Purple Mash and understand that this is a private saving space just for their work. | PreparationPrinted copy of slide icons for visual support might be useful for this lesson (i.e where to find logout button etc in the order of use). Children can use this like a checklist to follow lesson structure each week.Lesson outline:Multiple sort tasks- this lesson will last around 1 hour. Slide 4: Discuss new vocabulary with the children on vocab slide.Activity 1: Logging in Slide 5: Use purple Mash on the board to show children how to get to the login screen, their logins and why it is important not to share their login details with other children, password safety etc.Questioning:*What reasons can you think of for keeping your password private?**What should you do if you find someone else’s login card?**Why is it important to keep your login details safe?**What could someone else do if they logged in as you?*Activity 2 **around 10 mins max**: (Slide 9-11)- look at parts of purple mash with children and introduce some vocabulary i.e. homepage, work area, folders, my work folder etc).Activity 3 **10 mins**: (Slide 12-14) show children how to edit their avatars to make them look like them. Focus on vocabulary such as “icon”.Activity 4 **around 10/15 mins:** (slide 16**-22).** Show children how to access paint activity. Change the pens etc (allow a bit of tinker time to try out independently), how to type their name on it, save it, log out, exit Purple Mash etc.Review meaning of vocabulary (click on words to reveal the definitions) |
| 2Purple Mash lesson 2 | • Use technology purposefully to create, organise, store, manipulate and retrieve digital content •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 | 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. | • Children can find their saved work in the Work area of Purple Mash. •Children can find messages left by the teacher on Purple Mash.•Children know that these are called notifications.•Children can search Purple Mash to find resources. | *Preparation:**Ensure that all of the paint activity has been marked for all children from previous week- this week they will be looking at your comments!*Lesson outline:Review meaning of vocabulary (from lesson 1 slides). Introduce new vocabulary on slide.Encourage children to access internet through laptops, get onto Purple Mash and Log in successfully.Slide 6: discuss with children where to find their work that was completed/begun in the last session.Activity 1: go through slides, showing children how to view their previous work and their teacher comments.Activity 2: class task on teachers interactive board, identifying how they might use digital communication i.e. video calling nan etc. **Save document for evidence. (printable version for adapted learning if wish)**Activity 3: purple mash task search. Children to save the file as their name (or use teacher judgement) into a shared file. CHILDREN SHOULD NOT START THE PAINT PROJECT JUST YET. Discuss appropriate behaviour and relate this to off-line work. Do you draw in other people’s books or on their pictures? Do you sometimes do work together and both work on the same thing?Plenary:Review meaning of vocabulary (click on words to reveal the definitions) |
| 3PM lesson 3 | •Use technology purposefully to create, organise, store, manipulate and retrieve digital content •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 | 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. | • 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. | *Preparation:*Lesson outline:Encourage children to access internet through laptops, get onto Purple Mash and Log in successfully.Recap previously used vocab and introduce new vocabularyShow the children how to access topics on IWB.Show children how to identify the animals topic and the different activities offered.Slide 7: Children to launch writing activity “animal needs” (encourage children to find this rather than setting as a 2Do). Familiarise children with the format and tools in a writing template. Show children that there is often a “think about” box available that can give talking points. (teachers can use this in conjunction with part finished work as a starting block for adaptions before lessons).Slide 10: children to add animal images and type the name of their animal in the text area under the picture. Save their work to “my work” folder with appropriate name. **(teachers can encourage children to use this at home for research for current topics)****Share positive examples on the board of children’s work. (Good time to add comment to children’s work for marking)-** review progress together as a classPlenary:Review meaning of vocabulary (click on words to reveal the definitions) |
| 4PM lesson 4 | •Use technology purposefully to create, organise, store, manipulate and retrieve digital content •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 | 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.To understand the importance of logging out when you have finished. | • Children have explored the Tools area on Purple Mash and become familiar with some of the key icons: Save, Print, Open and New.• Children have explored the Games area and looked at Table Toons 2x tables. (Extension)• Children can log out of Purple Mash when they have finished using it and know why that is important. | *Preparation:**Set 2Count tool and 2Explore tool as 2Do.* Lesson outline:Go through Purple Mash lesson 3 slides.Activity 1: children to use 2Count for the first time. You might wish to choose a theme for pupils that they can carry out a survey of 10 or so fellow pupils e.g. favourite fruit, eye colours or favourite colour.SEND/LA adaptation: Children could use paper version icons before creating on 2Create.Activity 2: children to be shown where to find 2Explore in music and sound section of tools. Introduce to children, allowing tinker time for children to play around with the slider, instruments etc. *Online safety drip feed:* *Why is it important to log out of purple mash?**Why would you not want to let someone use your purple mash login?***Share positive examples on the board of children’s work. (Good time to add comment to children’s work for marking)**Plenary: can be used to review lesson vocabulary. Click on the words to reveal the definitions. Children can rate how they achieved the success criteria using hands. |
| 5Unit 2.2Lesson 1 | •Use technology purposefully to create, organise, store, manipulate and retrieve digital content •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 | • 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 theInternet | • 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. | Set up a display board before the lesson(use this link for any help if you need it [Purple Mash by 2Simple](https://www.purplemash.com/#cms/purple-mash-displayboards/purple-mash-display-boards/:eyJwcmVCcmVhZGNydW1iIjpbeyJsYWJlbCI6IlNlYXJjaCByZXN1bHRzOiIsImhpZGVBbmNlc3RvcnMiOnRydWUsImxpbmsiOiJzZWFyY2gvdGFiL2V5SmhaSFpoYm1ObFpGTmxZWEpqYUNJNlptRnNjMlVzSW5Ob2IzZEJaSFpoYm1ObFpGTmxZWEpqYUNJNlptRnNjMlVzSW5ObFlYSmphQ0k2SWpFdU1TSXNJbmxsWVhKbmNtOTFjSE1pT2lJaUxDSnpkV0pxWldOMGN5STZJaUlzSW1WNGRDSTZJaUlzSW5CeWIyZHlZVzBpT2lJaUxDSmpiMjF0Wlc1MElqb2lJaXdpYjNWMFkyOXRaWE1pT2lJaUxDSmtiMjVsUkdGMFpTSTZJaUlzSW5ObFlYSmphRk53WldOcFptbGpSVzUwYVhScFpYTWlPbTUxYkd3c0ltVnVkR2wwYVdWeklqb2lJaXdpWVhWMGFHOXlJam9pTVM0eElpd2lZWFYwYUc5eVVtOXNaU0k2Ym5Wc2JDd2lkR0ZuY3lJNklqRXVNU0lzSW5CaGRHZ2lPaUl2WVhOelpYTnpiV1Z1ZEY5MGIyOXNjeTloYzNObGMzTnRaVzUwWDJWNFpXMXdiR2xtYVdOaGRHbHZibDl6ZEdGMFpXMWxiblJ6SWl3aWNtVnpiM1Z5WTJWVGRHRjBaWE1pT2lJaUxDSnlZWFJwYm1jaU9qQXNJbTltWm5ObGRDSTZNQ3dpWm1sc1pYTWlPbVpoYkhObGZRPT0iLCJkZXB0aCI6M30seyJsYWJlbCI6IlNlYXJjaCByZXN1bHRzOiIsImhpZGVBbmNlc3RvcnMiOnRydWUsImxpbmsiOiJzZWFyY2gvdGFiL2V5SmhaSFpoYm1ObFpGTmxZWEpqYUNJNlptRnNjMlVzSW5Ob2IzZEJaSFpoYm1ObFpGTmxZWEpqYUNJNlptRnNjMlVzSW5ObFlYSmphQ0k2SWpJdU1pSXNJbmxsWVhKbmNtOTFjSE1pT2lJaUxDSnpkV0pxWldOMGN5STZJaUlzSW1WNGRDSTZJaUlzSW5CeWIyZHlZVzBpT2lJaUxDSmpiMjF0Wlc1MElqb2lJaXdpYjNWMFkyOXRaWE1pT2lJaUxDSmtiMjVsUkdGMFpTSTZJaUlzSW5ObFlYSmphRk53WldOcFptbGpSVzUwYVhScFpYTWlPbTUxYkd3c0ltVnVkR2wwYVdWeklqb2lJaXdpWVhWMGFHOXlJam9pTWk0eUlpd2lZWFYwYUc5eVVtOXNaU0k2Ym5Wc2JDd2lkR0ZuY3lJNklqSXVNaUlzSW5CaGRHZ2lPaUl2WTI5dGNIVjBhVzVuWDNOdmQxOTVNVjkxYm1sMFh6RXRNU0lzSW5KbGMyOTFjbU5sVTNSaGRHVnpJam9pSWl3aWNtRjBhVzVuSWpvd0xDSnZabVp6WlhRaU9qQXNJbVpwYkdWeklqcG1ZV3h6WlgwPSIsImRlcHRoIjoyfSx7ImxhYmVsIjoiU2VhcmNoIHJlc3VsdHM6IiwiaGlkZUFuY2VzdG9ycyI6dHJ1ZSwibGluayI6InNlYXJjaC90YWIvZXlKaFpIWmhibU5sWkZObFlYSmphQ0k2Wm1Gc2MyVXNJbk5vYjNkQlpIWmhibU5sWkZObFlYSmphQ0k2Wm1Gc2MyVXNJbk5sWVhKamFDSTZJbVJwYzNCc1lYbHVJaXdpZVdWaGNtZHliM1Z3Y3lJNklpSXNJbk4xWW1wbFkzUnpJam9pSWl3aVpYaDBJam9pSWl3aWNISnZaM0poYlNJNklpSXNJbU52YlcxbGJuUWlPaUlpTENKdmRYUmpiMjFsY3lJNklpSXNJbVJ2Ym1WRVlYUmxJam9pSWl3aWMyVmhjbU5vVTNCbFkybG1hV05GYm5ScGRHbGxjeUk2Ym5Wc2JDd2laVzUwYVhScFpYTWlPaUlpTENKaGRYUm9iM0lpT2lKa2FYTndiR0Y1YmlJc0ltRjFkR2h2Y2xKdmJHVWlPbT))Use the objectives when setting the task.Go through PM slides with the class. Activity 1 (10 mins max): children have examples of searches to trial. (can use teacher judgement and change to a specific topic you are looking at)Focus on online safety slides with children.Activity 2: children to use “emotions paint projects” activity and save it to the display board. (slide 13 shows step by step)Go through slides 14-15, recapping discussions of online safety and children answering questions. Pupil voice for an online safety page in floorbook showcasing learning across the next 3 lessons.**(Good time to add comment to children’s work for marking)**Plenary: review vocabulary from the lesson. Click on the words to reveal the definition. |
| 62.2 lesson 2 |  •Use technology purposefully to create, organise, store, manipulate and retrieve digital content •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 | • 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. | • 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 | *Preparation:*Try the 2Respond activities Barnaby Bear and Celebrations to be aware of the responses the children will need to make. The activities can also be found within the 2Email Tool. In the 2Email User Guide you will find the [Barnaby Bear 2Respond Content](https://www.purplemash.com/#cms/2email-guide/2email_manual/2respond-email-simulations/email-simulations/character-simulations/barnaby-bear) and the [Celebrations 2Respond Content.](https://www.purplemash.com/#cms/2email-guide/2email_manual/2respond-email-simulations/email-simulations/character-simulations/celebrations/)• Set the ‘Celebrations’ activity as a 2Do for the children.• Set the interface mode for using 2Email to ‘Younger’. See the [2Email userguide (2Email settings)](https://www.purplemash.com/#cms/2email-guide/2email_manual/interfaces/younger-interface/) for details.Use the following objectives:Lesson outline:Go through Purple Mash lesson 2 slides up to Activity 1.Activity part 1: Use slides 7-8 to guide the activity whilst having it open in Purple Mash.Children will not be fast typists yet, so it is best to keep replies short.Clicking reveals each step of the activity.Remind children of the importance of thinking carefully about what they write in emails: once they send the message, they cannot get it back.Activity 2: Introduce the activity which children should complete on their own devices.The children will receive a total of five emails. They will respond to four of the emails; the fifth is a thank you email. Help children to reply to the messages if necessary.Email 1: Twanda asks the children to write to her about a celebration they have enjoyed.Email 2: She asks them to send a picture of the celebration.Email 3: She asks if there were any special foods that the children ate or things that they did.Email 4: She asks the children to tell her who they celebrated with.Email 5: She thanks the children for their email.Add on: Feelings activity (good to evidence in floor book) This is a good opportunity for a circle time activity with the children to discuss the impact of appropriate online communication on people’s feelings. This activity could be done separately from the computing lesson but then related back to online communication.**Share positive examples on the board of children’s work. (Good time to add comment to children’s work for marking)**Plenary: Review vocabulary and definitions |
|  | 7Unit 2.2Lesson 3 | •Use technology purposefully to create, organise, store, manipulate and retrieve digital content •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  | • 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. | • 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 | *Preparation:* *Set “digital footprint quiz” and “digital footprint poster” as 2Do. Select these objectives:*Lesson outline:Go through PM slides to Activity 1.Activity 1: can either set as 2Do for individual use or as a class Activity 2: children to think about the slideshow and quiz and use the digital footprint poster template to tell others about what should not be shared online. Children can have their work displayed through corridors**Share positive examples on the board of children’s work. (Good time to add comment to children’s work for marking)**Plenary: Review vocabulary and definitions |