



Great Marsden St John's

Church of England Primary Academy

A member of **CTDARI**

Computing Curriculum

Subject Coverage in Computing at GMSJ

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Planning and length of topic - PurpleMash</u>	Purple Mash - New Scheme	Purple Mash - New Scheme	Purple Mash - New Scheme	Purple Mash - New Scheme	Purple Mash - New Scheme	Purple Mash - New Scheme
Autumn Term Online Safety to be taught in all year groups - September	Creative Computing	Route Explorers	Email	Unpacking Hardware and Software	Databases	Networks
Spring Term	Data Explorers	The Internet	Route Planners	Logo	Game Creator	Graphing
Summer Term	Creating and Following Instructions	Coding	Coding	Coding	Coding	Coding

CULTURAL CAPITAL OPPORTUNITIES IN Computing AT GMSJ

Cultural capital is achieved by showing the children a variety of technology and programs they may not have access to outside of school

Purple Mash Computing Scheme of Work and Cultural Capital

We understand the importance of supporting opportunities for all children. Our future workforce should reflect a broad cross section of society, including but not limited to: age, gender, race, religious beliefs, cognitive and physical differences. If we consider computing and the potential career opportunities and pathways this may lead to, it's vital that a broad workforce is in place, particularly when decisions on design and implementation of systems is required to limit bias. Computing should be integrated within different cultures and experiences of people, for example, farmers using technology to maximise yield of crops.

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 all children. It exposes children to a wide variety of digital tools, technological skills and innovations to enable them to become informed members of the digital community.

Disciplinary Knowledge KS1

- In many units, children will be furthering online understanding and concepts of technology (DL) through making digital content (IT and CS)
- At all times children will be learning about using technology safely and respectfully (DL).
- In most units for all strands, children will be developing their general information technology skills (IT).
- This overlap, repetition and reinforcement helps give children a deeper understanding of the knowledge and skills across all strands, and of their integrated nature in the real world.

YEAR 1				
Unit name	Substantive knowledge	Disciplinary Knowledge	Unit Planning	Key vocab
Creative Computing	- Select colours and painting effects in 2Paint. - Control a computer mouse. - Use a mouse or finger (device dependent) to perform tasks - Use drag and drop methods to complete games, including 2DIY jigsaws and placing activities. - Use the image gallery to create jigsaw images. - Use hotspots in 2DIY Placing games. - Share work to a Purple Mash Display Board. - Access shared work on a Purple Mash Display Board.	- Art can be created using digital tools. - Digital tools can be used to play and make simple games. - Extension: Purple Mash allows a user to share work for others to use on digital display boards.	Purple Mash - (New Scheme) Creative Computing - 4 Lessons	Hotspot, Drag and Drop, Arrow Keys, Data, Sort, Group
Data Explorers	- Identify criteria that can be used to sort items into groups. - Sort items using criteria. - Describe how to logically sort items into groups. - Complete grouping questions in 2Quiz using given criteria. - Complete sequencing questions in 2Quiz using given sorting criteria. - Decide whether it is better to sort or group items to organise them. - Identify items to be grouped or sorted as examples of data that can be organised. - Use data grouping and sorting to answer questions. - Create a pictogram using data from the class in 2Count. - Answer questions about the class using the pictogram. - Collect and record data. - Input the data into the 2Count tool. - Make a pictogram using 2Count. - Answer questions using the pictogram.	- Items can be grouped using a range of criteria, and a logical process should be used when doing so. - Digital tools can be used to group images of items. - Sorting is a way to organise items. - Sorting and grouping have different meanings. - Data is information that can be collected and used. - Data can be represented digitally using pictures. - Before collecting data, you must think about how it can be used and what information to collect.	Purple Mash - (New Scheme) Data Explorers - 6 lessons	
Creating and Following Instructions	Coming Soon	Coming Soon	Purple Mash - (New Scheme) Creating and Following Instructions - Not Yet Available	

SHOW IT Distance learning assessments – YEAR 1

To be complete 2-3 weeks after a unit of learning. Where possible these questions also draw on the children's disciplinary knowledge and explanation.

	Creative Computing	Data Explorers	Creating and Following Instructions
Year 1	Unit Overview - Quiz https://www.purplemash.com/#cms/curriculum/computing-scheme/Creative_Computing/:eyJwcmVCcmVhZGNYdW1iljpbeyJsYWJlbEFqYXgiOilvY2F0ZWdvcnkvZ2V0Q2F0ZWdvcnlUaXRsZT9jYXRIZ29yeU5hbWU9aG9tZV92MyIsImxpbmsiOiJ0YWlvaG9tZSIsImRlcHRoljoxfSx7ImxhYmVsljoiQ29tcHV0aW5nIFNjaGVtZSIsImhpZGVbNmNlc3RvcnMiOmZhbnHNILCJsaW5rljoidGFil2hvbWUvY29tcHV0aW5nX3Nvd3MiLCJkZXB0aCI6MX1dfQ==	Unit Overview - Quiz https://www.purplemash.com/#cms/curriculum/computing-scheme/Data_Explorers/:eyJwcmVCcmVhZGNYdW1iljpbeyJsYWJlbEFqYXgiOilvY2F0ZWdvcnkvZ2V0Q2F0ZWdvcnlUaXRsZT9jYXRIZ29yeU5hbWU9aG9tZV92MyIsImxpbmsiOiJ0YWlvaG9tZSIsImRlcHRoljoxfSx7ImxhYmVsljoiQ29tcHV0aW5nIFNjaGVtZSIsImhpZGVbNmNlc3RvcnMiOmZhbnHNILCJsaW5rljoidGFil2hvbWUvY29tcHV0aW5nX3Nvd3MiLCJkZXB0aCI6MX1dfQ==	Unit Overview - Quiz

YEAR 2				
Unit name	Substantive knowledge	Disciplinary Knowledge	Unit Planning	Key vocab
Route Explorers	- Input commands - Input purposeful commands in 2Go to move the turtle in a specific direction towards a goal. - Use techniques such as finger movements to plan a route. - Input several commands into a sequential algorithm layout and run this code to move the turtle along the programmed route. - Reset the turtle to the starting position to rerun the code. - Plan the route by writing the algorithm first and then inputting the commands. - Make logical attempts to debug code for routes. - Reset, debug and re-run the code to test routes.	- The combination of a direction and a distance is known as a command in 2Go. - Commands can be input into 2Go to control the movement of a screen turtle in four directions. - Planning a route is important in order to input the correct commands. - Routes can be programmed to perform more than one command in a sequence. - A list of instructions for a route is the algorithm for the route. - Errors (bugs) occur because commands have been input incorrectly. - Fixing the errors is called debugging.	Purple Mash - (New Scheme) Route Explorers - 4 lessons	Internet, World Wide Web, Web Page, Search Engine, Algorithm, Coding, Bug, Debug
The Internet	- Explain the difference between the Internet and the World Wide Web, recognising that they describe different things. - Explain that wi-fi describes a wireless internet connection. - Recognise a web browser. - Find information on the school's website by viewing the different webpages. - Decide whether a device is a smart device. - Give examples of smart devices. - Navigate to the Purple Mash homepage and to the school's website homepage. - Use a link on a webpage of the school's website. - Use keywords to search for information using a search engine.	- The Internet is a global network of connected computers around the world. - An internet connection allows people to communicate with others over the internet. This is commonly known as being online. - An internet connection can be made using wires or wirelessly. - A browser is used to access websites and webpages of the World Wide Web - The World Wide Web refers to the documents and pages someone sees when using a browser. - Smart devices are those that can connect to the internet. - The 'front page' of a website is known as the home page - Webpages have links that, when clicked, display other webpages. - Websites can be found using a browser that contains a search engine.	Purple Mash - (New Scheme) The Internet - 4 lessons	
Coding	Coming Soon	Coming Soon	Purple Mash - (New Scheme) Coding - Coming Soon	

SHOW IT Distance learning assessments – YEAR 2

To be complete 2-3 weeks after a unit of learning. Where possible these questions also draw on the children’s disciplinary knowledge and explanation.

	Route Explorers	The Internet	Coding
Year 2	Unit Overview - Quiz https://www.purplemash.com/#cms/curriculum/computing-scheme/Route_Explorers/:eyJwcmVCcmVhZGNydW1iljpbeyJsYWJlEFqYXgiOilvY2F0ZWdvcnkzZ2V0Q2F0ZWdvcnIUaXRzZT9jYXRlZ29yeU5hbWU9aG9tZV92MyIsImxpbmsiOiJ0YWlvaG9tZSIsImRlcHRoljoxfSx7ImxhYmVsljoiQ29tcHV0aW5nIFNjaGVtZSIsImhpZGVBbmNlc3RvcnMiOmZhbnHILCJsaW5rIjoidGFjL2hvbWUvY29tcHV0aW5nX3Nvd3MiLCJkZXB0aCI6MX1dfQ==	Unit Overview - Quiz https://www.purplemash.com/#cms/curriculum/computing-scheme/the-internet/:eyJwcmVCcmVhZGNydW1iljpbeyJsYWJlEFqYXgiOilvY2F0ZWdvcnkzZ2V0Q2F0ZWdvcnIUaXRzZT9jYXRlZ29yeU5hbWU9aG9tZV92MyIsImxpbmsiOiJ0YWlvaG9tZSIsImRlcHRoljoxfSx7ImxhYmVsljoiQ29tcHV0aW5nIFNjaGVtZSIsImhpZGVBbmNlc3RvcnMiOmZhbnHILCJsaW5rIjoidGFjL2hvbWUvY29tcHV0aW5nX3Nvd3MiLCJkZXB0aCI6MX1dfQ==	Unit Overview Quiz

Disciplinary Knowledge – KS2

- Children will develop an understanding of the capabilities of the World Wide Web (CS) while searching online (IT).
- They will be developing their understanding of appropriate online behaviour (DL) skills while learning about searching the Internet (IT).
- At all times children will be learning about using technology safely and respectfully (DL).
- In most units for all strands, children will be developing their general information technology skills (IT).
- This overlap, repetition and reinforcement helps give children a deeper understanding of the knowledge and skills across all strands, and of their integrated nature in the real world.

YEAR 3

Unit name	Substantive Knowledge	Disciplinary Knowledge	Unit Planning	Key Vocab
Route Planners	- Input commands - Input purposeful commands in 2Go to make the turtle move in a particular direction towards a goal. - Input commands that rotate the turtle to face the desired direction for movement using both 90° and 45° angles. - Use techniques such as finger movements to plan a route. - Plan the route by first writing the algorithm and then inputting the code commands. - Input several commands into a sequential algorithm layout and run this code to move the turtle along the programmed route. - Reset the turtle to the starting position to rerun the code. - Use the repeat algorithm layout for 2Go commands. - Anticipate the effect of the repeat and use logical reasoning to decide upon when this layout is useful to accomplish a task. - Make logical attempts to debug code for routes. - Reset, debug and re-run the code to test routes.	- The combination of a direction and a distance is known as a command in 2Go. - Commands can be input into 2Go to control the movement of a screen turtle in four directions. - The turtle can be set to rotate by angles of 90° or 45° both clockwise and anticlockwise. - Planning a route is important to ensure the correct commands are input. - A list of instructions for a route is called an algorithm. - Routes can be programmed to perform more than one command in a sequence. - Routes can be programmed to repeat a sequence of commands a set number of times. - Errors (bugs) occur because commands have been input incorrectly. - Fixing the errors is called debugging.	Purple Mash -(New Scheme) Route Planners - 5 lessons	Algorithm, Repeat, Command, Email, Attachment, Communication
Email	- Explain the advantages and disadvantages of different communication methods. - Choose an appropriate communication method for a task. - Make use of 2Email to communicate within school. - Make use of these common features of email software to communicate digitally. - Check alerts for new messages and respond to these. - Use the address book within 2Email to find contacts. - Send emails to multiple contacts using the address book. - Identify the attachment icon. - Select files to attach to an email and send. - Be cautious of emails that have attachments. - Discuss the advantages and disadvantages of being able to send attachments with emails. - Recognise a concerning email/contact. - Identify who a trusted contact is. - Report any concern to a trusted adult and use the report to teacher feature in 2Email. - Consider consent when sharing content digitally. - Recognise personal and private information and know what is not appropriate to share with the recipient.	- There are different methods of communication and they each have strengths and weaknesses. - Emails are a form of digital communication. - They can be sent and received almost instantly to anyone with an email address. - Common features of email software are the inbox, the 'To' address field, the sender email address, the subject, the message text, compose and reply functions. - Alerts can be used to notify a person that they have unread email. - Address books can be saved in the email software. This provides a convenient way to send emails without typing the full email address each time. - Pictures, documents and other file types can be attached to emails. - There are risks related to use of email.	Purple Mash -(New Scheme) Email - 6 lessons	
Coding			Purple Mash -(New Scheme) Coding - Coming Soon	

SHOW IT Distance learning assessments – YEAR 3

To be complete 2-3 weeks after a unit of learning. Where possible these questions also draw on the children’s disciplinary knowledge and explanation.

	Route Planners	Email	Coding
Year 3	Unit Overview - Quiz https://www.purplemash.com/#cms/curriculum/computing-scheme/Route_Planners/:eyJwcmVCcmVhZGNydW1iljpbeyJsYWJlbEFqYXgiOilvY2F0ZWdvcnkvZ2V0Q2F0ZWdvcnlUaXRzZT9jYXRIZ29yeU5hbWU9aG9tZV92MyIsImxpYmVsljoiQ29tcHV0aW5nIFNjaGVtZSIsImhpZGVibmNlc3RvcnMiOmZhbHNILCJsaW5rIjoicGFjL2hvbWUvY29tcHV0aW5nX3Nvd3MiLCJkZXB0aCI6MX1dfQ==	Unit Overview - Quiz https://www.purplemash.com/#cms/curriculum/computing-scheme/Email/:eyJwcmVCcmVhZGNydW1iljpbeyJsYWJlbEFqYXgiOilvY2F0ZWdvcnkvZ2V0Q2F0ZWdvcnlUaXRzZT9jYXRIZ29yeU5hbWU9aG9tZV92MyIsImxpYmVsljoiQ29tcHV0aW5nIFNjaGVtZSIsImhpZGVibmNlc3RvcnMiOmZhbHNILCJsaW5rIjoicGFjL2hvbWUvY29tcHV0aW5nX3Nvd3MiLCJkZXB0aCI6MX1dfQ==	Unit Overview - Quiz

YEAR 4				
Unit name	Substantive knowledge	Disciplinary Knowledge	Unit Planning	Key vocab
Unpacking Hardware and Software	- Identify whether an item is an example of technology. - Decide whether an item is an example of electrical, digital or smart technology. - Define what is meant by hardware, components and peripherals. - Name hardware components of a computer system. - Describe the function of these different parts. - Identify the functions and common components of different software tools and relate them to the tasks those tools perform. - Describe a process in terms of inputs, hardware and software processing and outputs.	- Technology describes using scientific knowledge to design and make tools, systems or machines that help solve problems or make tasks easier. - Electrical, digital and smart technology are subsets of technology. - Hardware describes the physical parts of a computer. - Software describes the programs that instruct a computer to complete computational tasks. - Software and hardware operate together to follow processes that assist in completing tasks.	Purple Mash - (New Scheme) Unpacking Hardware and Software - 4 lessons	Logo, Procedure, Multi-Line Mode, Hardware, Software, Application
Logo	- Logo is a text-based coding language in which commands are written to control the movement of a screen turtle. - Commands in Logo consist of directional or rotational commands that include a direction and a distance in spaces or degrees, and operational commands that alter how the output looks or how the code runs. - Spacing of commands in Logo is important - Visual effects can be achieved by using the PU, PD, SETPC and SETPS commands. - Logo commands can be repeated a set number of times using the repeat command. - A procedure is a named set of Logo commands that will be run in the program when referred to by name. - Errors (bugs) occur because commands have been input incorrectly. - Fixing the errors is called debugging.	- Input commands in the Logo tool to make the turtle move in a particular direction towards a goal. - Input directional commands (FD, BK, RT, LT) and more abstract, non-directional commands (such as PU and PD). - Space commands correctly and debug with a consideration for spacing when errors occur. - Alter line properties to explore visual effects. - Use the line commands to achieve desired visual effects from the code. - Identify where the repeat command would be an efficient coding structure to use. - Create regular shapes using the repeat command. - Anticipate the effect of the repeat when used in example code. - Write and save Logo procedures. - Call the procedures within their code. - Consider how best to use procedures to make their code efficient. - Make logical attempts to debug Logo code. - Make use of multi-line mode for more complex code to enable easier debugging.	Purple Mash - (New Scheme) Logo - 4 lessons	
Coding			Purple Mash - (New Scheme) Coding - Coming Soon	

SHOW IT Distance learning assessments – YEAR 4

To be complete 2-3 weeks after a unit of learning. Where possible these questions also draw on the children's disciplinary knowledge and explanation.

	Unpacking Hardware and Software	Logo	Coding
Year 4	Unit Overview - Quiz https://www.purplemash.com/#cms/curriculum/computing-scheme/Unpacking_Hardware_and_Software/:eyJwcmVCcmVhZGNYdW1iljpbeysJsYWJlbEFqYXgiOilvY2F0ZWdvcnkxZWdvcnIuaXRzZT9jYXRIZ29yeU5hbWU9aG9tZV92MyIsImxpbmRlcHRoLjoxfSx7ImxhYmVsIjoQ29tcHV0aW5nIFNjaGVtZSI9ImhpZGVibmNlci3RvcnMiOmZhbnHNILCJsaW5rIjoIdGFil2hvbWUvY29tcHV0aW5nX3Nvd3MlLCJkZXB0aCI6MX1dfQ==	Unit Overview - Quiz https://www.purplemash.com/#cms/curriculum/computing-scheme/logo/:eyJwcmVCcmVhZGNYdW1iljpbeysJsYWJlbEFqYXgiOilvY2F0ZWdvcnkxZWdvcnIuaXRzZT9jYXRIZ29yeU5hbWU9aG9tZV92MyIsImxpbmRlcHRoLjoxfSx7ImxhYmVsIjoQ29tcHV0aW5nIFNjaGVtZSI9ImhpZGVibmNlci3RvcnMiOmZhbnHNILCJsaW5rIjoIdGFil2hvbWUvY29tcHV0aW5nX3Nvd3MlLCJkZXB0aCI6MX1dfQ==	Unit Overview - Quiz

YEAR 5				
Unit name	Substantive knowledge	Disciplinary Knowledge	Unit Planning	Key vocab
Databases	- Use the functionality of the 2Investigate database tool to work with data. - Identify, create and edit records and fields of a database. - Sort, group and arrange information in a database. - Search for information in a database. - Answer questions involving the interrogation of a database. - Add records to a collaborative database. Interrogate the data of a collaborative database. - Design a database with validation included. - Use the query builder to specify conditions for the data returned. - Use conditional operators correctly when building a database query. - Build complex queries across multiple tables to answer questions about the data. - Produce automated reports using fields within the data.	- A database contains a set of data that can be searched and sorted to retrieve information. - A table-based database contains records and fields. - Database tools support interpreting data using functionality including sorting, filtering, grouping and searching. - Collaborative databases allow multiple people to work on one set of data at the same time. - A well-designed database has built-in validation to ensure correct data formatting. - Queries can be built using the database tools to answer specific questions about the data. - Some table-based databases have multiple tables of related data. These can be linked on common fields to build complex queries across multiple tables. - Databases support the production of automated reports using fields within the data.	Purple Mash -(New Scheme) Databases - 4 lessons	Playability, Sprite, Condition, Filter, Query, Validation
Game Creator	- Evaluate the playability of a video game. - Make a 3D game using the key functions of the 2DIY 3D game creator tool. - Use a design document to plan the theme and aim, characters and game world, game features, timing, character movement and interaction for a 3D game. - Choose and design appropriate textures for the game world walls, floors, lighting, hazards and scenery. - Choose or compose appropriate sound effects and music for the game. - Design the collectable quest items and add movement, sound effects and actions. - Consider where to place the collectable quest items so it is possible to finish the game. - Place sprites in the game in such a way as to provide challenge but not make it impossible to play. - Select appropriate penalties for encountering an enemy. - Create useful instruction screens for players. - Evaluate games made by their peers using given criteria. - Read evaluations of their game from others. - Make appropriate improvements to their game.	- There are criteria which determine the playability of a video game. 3D games can be made using the 2DIY 3D tool. - To maximise playability, it is important to plan and design a game before making it. - The visual properties of a game should fit with the theme and add a feeling of immersion to the experience. - The audio properties of a game should fit with the theme and add a feeling of immersion to the experience. - The design of baddie sprites and collectable quest items is a key aspect of game creation. - It is important to give the player good instructions to enable them to enjoy playing the game. - Evaluation is important so a game can be improved.	Purple Mash -(New Scheme) Game Creator - 5 Lessons	
Coding			Purple Mash -(New Scheme) Coding - Coming Soon	

SHOW IT Distance learning assessments – YEAR 5

To be complete 2-3 weeks after a unit of learning. Where possible these questions also draw on the children’s disciplinary knowledge and explanation.

	Databases	Game Creator	Coding
Year 5	Unit Overview - Quiz https://www.purplemash.com/#cms/curriculum/computing-scheme/databases/:eyJwcmVCcmVhZGNydW1iljpbeyJsYWJlbEFqYXgiOilvY2F0ZWdvcnkvZ2V0Q2F0ZWdvcnIUaXRzZT9jYXRIZ29yeU5hbWU9aG9tZV92MylslmxpbmsiOiJ0YWlvaG9tZSIsImRlcHRoljoxfSx7ImxhYmVsljoiQ29tcHV0aW5nIFNjaGVtZSIsImhpZGVBbmNlc3RvcnMiOmZhbnHNILCJsaW5rIjoidGFil2hvbWUvY29tcHV0aW5nX3Nvd3MiLCJkZXB0aCI6MX1dfQ==	Unit Overview - Quiz https://www.purplemash.com/#cms/curriculum/computing-scheme/Game_Creator/:eyJwcmVCcmVhZGNydW1iljpbeyJsYWJlbEFqYXgiOilvY2F0ZWdvcnkvZ2V0Q2F0ZWdvcnIUaXRzZT9jYXRIZ29yeU5hbWU9aG9tZV92MylslmxpbmsiOiJ0YWlvaG9tZSIsImRlcHRoljoxfSx7ImxhYmVsljoiQ29tcHV0aW5nIFNjaGVtZSIsImhpZGVBbmNlc3RvcnMiOmZhbnHNILCJsaW5rIjoidGFil2hvbWUvY29tcHV0aW5nX3Nvd3MiLCJkZXB0aCI6MX1dfQ==	Unit Overview - Quiz

YEAR 6				
Unit name	Substantive knowledge	Disciplinary Knowledge	Unit Planning	Key vocab
Graphing	- Create a variety of graphs and interpret these to draw conclusions. - Create a variety of graph types and determine the best format to represent specified data. - Create a comparative bar chart using the 2Graph tool. - Present the graph with a title, key and axis labels. - Export graphs from 2Graph and import them into a 2Publish file. - Use 2Graph and 2Calculate to create pie charts and then interpret what they show. - Compare the use of each tool in relation to graph production. - Decide when a line graph would be the most appropriate graphing format. - Create line graphs and use a graphing tool to add titles, labels and select the best scale for display. - Create line graphs showing multiple datasets and use these to draw conclusions about the data.	- Graphing helps to make sense of datasets and draw conclusions related to the collected data - There are different types of graphs. The data and the question that needs answering will determine the best graph type to produce. - Comparative bar charts can be used to visually compare several datasets. - Graphs can be exported from a graphing tool such as 2Graph and imported into other documents. - Pie charts represent data as parts of a whole. - Line graphs are used to represent the relationship between two variables as they change over time.	Purple Mash -(New Scheme) Graphing - 4 lessons	Chart, Dataset, Network, LAN, WAN, WWW
Networks	- Identify types of computer networks locally and globally. - Explain the hardware resources that a network might share. - Explain the difference between LAN and WAN. - Create a network diagram that include hardware such as a router and connected devices and peripherals. - Identify the terms wi-fi, mobile data and 5G as pertaining to wireless network connections. - Describe the difference between the Internet and World Wide Web giving examples of the services that both provide. - Give examples of web browser tools. - Give examples of online communication. - Give safety tips related to online communication - Explain the differences between Internet filtering and censorship and why they are used.	- A network describes a group of connected computers that can share information and hardware resources. - LAN and WAN are different kinds of networks, - Certain hardware is required to create a network. - Networks can be wired or wireless or a combination of both. - The difference between the World Wide Web and the Internet. - Web browsers are used to access the World Wide Web. - The existence of networks has opened online communication - Internet filtering and censorship are both used to make parts of the internet less accessible for different reasons.	Purple Mash -(New Scheme) Networks - 4 lessons	
Coding			Purple Mash -(New Scheme) Coding - Coming Soon	

SHOW IT Distance learning assessments – YEAR 6

To be complete 2-3 weeks after a unit of learning. Where possible these questions also draw on the children's disciplinary knowledge and explanation.

	Graphing	Networks	Coding
Year 6	Unit Overview - Quiz https://www.purplemash.com/#cms/curriculum/computing-scheme/Graphing/:eyJwcmVCcmVhZGNydW1iljpbeYJsYWJlbEFqYXgiOilvY2F0ZWdvcnkxZWdvcnIuaXRzZT9jYXRIZ29yeU5hbWU9aG9tZV92MyIsImxpbnRlcHRoljoxfSx7ImxhYmVsIjoQ29tcHV0aW5nIFNjaGVtZSIsImhpZGVibmNlcnMiOmZhbnHILCJsaW5rIjoIdGFilL2hvbWUvY29tcHV0aW5nX3Nvd3MlLCJkZXB0aCI6MX1dfQ==	Unit Overview - Quiz https://www.purplemash.com/#cms/curriculum/computing-scheme/Networks/:eyJwcmVCcmVhZGNydW1iljpbeYJsYWJlbEFqYXgiOilvY2F0ZWdvcnkxZWdvcnIuaXRzZT9jYXRIZ29yeU5hbWU9aG9tZV92MyIsImxpbnRlcHRoljoxfSx7ImxhYmVsIjoQ29tcHV0aW5nIFNjaGVtZSIsImhpZGVibmNlcnMiOmZhbnHILCJsaW5rIjoIdGFilL2hvbWUvY29tcHV0aW5nX3Nvd3MlLCJkZXB0aCI6MX1dfQ==	Unit Overview - Quiz