Purple Mash Scheme of Work - Year 1

Unit 1.1 – Online Safety & Exploring Purple Mash

Lesson	Title	Aims (Objectives)	Success Criteria
1	Safe Logins	• To log in safely and understand why that is important. • To create an avatar and to understand what this is and how it is used. • To be able to 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 have created their own avatar and understand why they are used. • Children can add their name to a picture they created on the computer. • Children are beginning to develop an understanding of ownership of work online. • Children can save work into the My Work folder in Purple Mash and understand that this is a private saving space just for their work.
2	My Work Area	• 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 Online Work area of Purple Mash. • Children can find messages that their teacher has left for them on Purple Mash. • Children can search Purple Mash to find resources.
3	Purple Mash Topics	• 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.
4	Purple Mash Tools	• 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. (extension) • To understand the importance of logging out when they have finished.	• Children have explored the Tools section on Purple Mash and become familiar with some of the key icons: Save, Print, Open and New. • Children have explored the Games section and looked at Table Toons (2x tables). • Children can log out of Purple Mash when they have finished using it and know why that is important.

Unit 1.2 – Grouping & Sorting

Lesson	Title	Aims (Objectives)	Success Criteria
1	Sorting Away from the Computer	• To begin to think logically about the steps of a process. • To sort items using a range of criteria	• Children can sort various items offline using a variety of criteria. • Children can follow a logical process to categorise objects.
2	Sorting on the Computer	• To sort items on the computer using the 'Grouping' activities in Purple Mash. • To bring together logical thinking and the use of technology. • To introduce the term 'algorithm' to describe logically following a process	• Children have used Purple Mash activities to sort various items online using a variety of criteria. • Children have experienced logical sorting using technology where items either fit a category or do not

Unit 1.5 – Maze Explorers

Lesson	Title	Aims (Objectives)	Success Criteria
1	Challenges 1 and 2	• To understand the functionality of the basic direction keys in Challenges 1 and 2. • To be able to use the direction keys to complete the challenges successfully.	• Children know how to use the direction keys in 2Go to move forwards, backwards, left and right. • Children know how to add a unit of measurement to the direction in 2Go Challenge 2. • Children know how to undo their last move. • Children know how to move their character back to the starting point.
2	Challenges 3 and 4	• To understand the functionality of the basic direction keys in Challenges 3 and 4. • To understand how to create and debug a set of instructions (algorithm).	• Children can use diagonal direction keys to move the characters in the right direction. • Children know how to create a simple algorithm. • Children know how to debug their algorithm.
3	Challenges 5 and 6	• To use the additional direction keys as part of their algorithm. • To understand how to change and extend the algorithm list. • To create a longer algorithm for an activity.	• Children can use the additional direction keys to create a new algorithm. • Children can challenge themselves by using the longer algorithm to complete challenges.
4	Setting More Challenges	• To provide an opportunity for the children to set challenges for each other. • To provide an opportunity for the teacher to add these challenges to a display board for the class to try.	• Children can change the background images in their chosen challenge and save their new challenge. • Children have tried each other's challenges.

Unit 1.7 – Coding

Lesson	Title		Success Criteria
1	Instructions	• To understand what instructions are. • To predict what will happen when instructions are followed. • To understand that computer programs work by following instructions called code	• Children can give and follow instructions. • Children can draw symbols to represent instructions. Children can arrange code blocks to create a set of instructions.
2	Objects and Actions	• To use code to make a computer program. • To understand what objects and actions are	• Children can create a program using code blocks. • Children can use object and action code blocks.
3	Events	• To understand what an event is. • To use an event to control an object	• Children can create a simple program using code blocks. • Children can use event, object and action code blocks
4	When Code Executes	• To understand what an event is. • To begin to understand how code executes when a program is run.	• Children can create a simple program using code blocks. • Children can use event, object and action code blocks. • Children can notice when their code executes when their program is run.
5	Setting the Scene	• To understand what backgrounds and objects are. • To understand how to use the scale property.	• Children can edit a scene by adding, deleting and moving objects. • Children can change the size of objects using the properties table.
6	Using a Plan	• To plan a computer program. • To make a computer program.	• Children can create a design plan for their Free Code Scene program. • Children can use code to make the program they have designed work.

Unit 1.8 – Spreadsheets

Lesson	Title		Success Criteria
1	Introduction to Spreadsheets	• To understand what a spreadsheet looks like. • To be able to navigate around a spread sheet and enter data. • To learn new vocabulary related to spreadsheets.	• Children can navigate around a spreadsheet. • Children can explain what rows and columns are. • Children can save and open sheets. • Children can enter data into cells.
2	Adding Images to a Spreadsheet and Using the Image Toolbox	• To add clipart images to a spreadsheet. • To use the 'move cell' and 'lock' tools.	• Children can open the Image toolbox and find and add clipart. • Children can use the 'move cell' tool so that images can be dragged around the spreadsheet. • Children can use the 'lock' tool to prevent changes to cells.
3	Using the 'Speak' and 'Count' Tools in 2Calculate to Count Items	• To use the 'speak' and 'count' tools in 2Calculate to count items.	• Children can give images a value that the spreadsheet can use to count them. • Children can add the count tool to count items. • Children can add the speak tool so that the items are counted out loud. • Children can use a spreadsheet to help work out a fair way to share items (Extension)

Unit 1.9 – Technology outside school

Lesson	Title	Aims (Objectives)	Success Criteria
1	What is Technology?	• To find and understand examples of where technology is used in the local community	• Children understand what is meant by 'technology'. • Children have considered types of technology used in school and out of school.
2	Technology outside school.	• To record examples of technology outside school.	• Children have recorded 4 examples of where technology is used away from school.