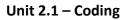
Purple Mash Scheme of Work - Year 2





| Lesson | Title | Aims (Objectives) | Success Criteria |
|--------|----------------------------|--|---|
| 1 | Algorithms | To understand what an algorithm is. To create a computer program using an algorithm. | Children can explain that an algorithm is a set of instructions. Children can describe the algorithms they created. Children can explain that for the computer to make something happen, it needs to follow clear instructions. |
| 2 | Collision Detection | To create a program using a given design. To understand the collision detection event. | Children can plan an algorithm that includes collision detection. Children can create a program using collision detection. Children read blocks of code and predict what will happen when it is run. |
| 3 | Using a Timer | To understand that algorithms follow a sequence. To design an algorithm that follows a timed sequence. | Children can create a program that uses a timer-after command. Children can explain what the timer-after command does in their program. Children can predict what will happen in a program that includes a timer-after command. |
| 4 | Different Object Types | To understand that different objects have different properties. To understand what different events do in code. | Children can create a computer program that includes different object types. Children can modify the properties of an object. Children can use different events in their program to make objects move. |
| 5 | Buttons | To create a program using a given design. To understand the function of buttons in a program. | Children can create a computer program that includes a button object. Children can explain what a button does in their program. Children can modify the properties of a button to fit their program design. |
| 6 | 'Smelly Code' Debugging | To know what debugging means. To understand the need to test and debug a program repeatedly. To debug simple programs. | Children can explain what debug (debugging) means. Children can use a design document to start debugging a program. Children can debug simple programs. |

Unit 2.2 – Online Safety

| Lesson | Title | Aims (Objectives) | Success Criteria |
|--------|--------------------------|--|--|
| 1 | Searching and Sharing | 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 the Internet. | 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. |
| 2 | Email Using 2Respond | To introduce Email as a communication tool using 2Respond simulations. To understand how we talk to | 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. |
| 3 | Digital Footprint | 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. |

Unit 2.3 – Spreadsheets

| Lesson | Title | Aims (Objectives) | Success Criteria |
|--------|--|--|---|
| 1 | Introduction to Spreadsheets | To understand what a spreadsheet is used for. To understand what a spreadsheet looks like. To be able to navigate around a spreadsheet and enter data. To learn new vocabulary related to spreadsheets. | Children can navigate around a spreadsheet. Children can enter data into cells. Children can explain what rows and columns are. |
| 2 | Adding Images to a Spreadsheet | To add different types of images to a spreadsheet. To use image as calculation aids. To use the 'move cell' tool to make images draggable. | Children can use the menu buttons to add different types of images. Children can use the apparatus images to solve maths questions. Children can use the 'move cell' tool so that images can be dragged around the spreadsheet. |
| 3 | Exploring images and values | To use clipart images in a spreadsheet. To assign values to images. To use assigned values in calculations. | Children can use the clipart gallery to add images to a spreadsheet. Children can give images a value. Children can make use of the assigned values in calculations. |
| 4 | Totalling tools | To use 2Calculate totalling tools. To use 2Calculate to solve a simple puzzle. | Children can use tools in a spreadsheet to automatically total rows and columns. Children can use a spreadsheet to solve a mathematical puzzle. |
| 5 | Using the 'Speak' and 'Count' Tools to Count Items | To use the 'speak' and 'count' tools in 2Calculate to count items. | Children can use the count tool to count items. Children can use the speak tool so that the items are counted out loud |
| 6 | Creating a Table and Block Graph | To add and edit data in a table layout. To find out how spreadsheet programs can automatically create graphs from data. | Children can create a table of data on a spreadsheet. Children can use a spreadsheet program to automatically create charts and graphs from data. |

Unit 2.7 – Making Music

| Lesson | Title | Aims (Objectives) | Success Criteria |
|--------|--------------------------|--|---|
| 1 | Introducing 2Sequence | To be introduced to making music digitally using 2Sequence. To explore, edit and combine sounds using 2Sequence. | Children understand what 2Sequence is and how it works. Children have used the different sounds within 2Sequence to create a tune. Children have explored how to speed up and slow down tunes. Children understand what happens to the tune when sounds are moved. |
| 2 | Making Music | To add sounds to a tune to improve it. To think about how music can be used to express feelings and create tunes which depict feelings. | Children have added sounds to a tune they have already created to change it. Children have considered how music can be used to express feelings. Children can change the volume of the background sounds. Children have created two tunes which depict two feelings. |
| 3 | Soundtracks | To upload a sound from a bank of sounds into the Sounds section. To record their own sound and upload it into the Sounds section. To create their own tune using the sounds which they have added to the Sounds section. | Children have uploaded and used their own sound chosen from a bank of sounds. Children have created, uploaded and used their own recorded sound. Children have created their own tune using some of the chosen sounds. |