

Unit 1.1 – Online Safety & Exploring Purple Mash

Lesson	Title	Aims (Objectives)	Success Criteria
1	Safe Logins	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> To begin to think logically about the steps of a process. To sort items using a range of criteria 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> To use code to make a computer program. To understand what objects and actions are 	<ul style="list-style-type: none"> Children can create a program using code blocks. Children can use object and action code blocks.
3	Events	<ul style="list-style-type: none"> To understand what an event is. To use an event to control an object 	<ul style="list-style-type: none"> Children can create a simple program using code blocks. Children can use event, object and action code blocks
4	When Code Executes	<ul style="list-style-type: none"> To understand what an event is. To begin to understand how code executes when a program is run. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> To understand what backgrounds and objects are. To understand how to use the scale property. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> To plan a computer program. To make a computer program. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> To add clipart images to a spreadsheet. To use the 'move cell' and 'lock' tools. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> To use the 'speak' and 'count' tools in 2Calculate to count items. 	<ul style="list-style-type: none"> 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?	<ul style="list-style-type: none"> To find and understand examples of where technology is used in the local community 	<ul style="list-style-type: none"> Children understand what is meant by 'technology'. Children have considered types of technology used in school and out of school.
2	Technology outside school.	<ul style="list-style-type: none"> To record examples of technology outside school. 	<ul style="list-style-type: none"> Children have recorded 4 examples of where technology is used away from school.