



Computing Scheme of Work Quick Start Guide

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Introduction

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 children. It exposes children to a wide variety of digital tools, technological skills, and innovations.

It contains everything that is needed to deliver inspiring and engaging lessons whilst allowing for the flexibility to meet individual school needs. Lessons are delivered from lesson plans with accompanying slide shows. We have included additional units that go beyond the expectations of National Curricula, whilst also providing 'Catch-Up' units to close gaps in learning. The scheme for Early Years (Reception) shows opportunities for using Mini Mash or Purple Mash as part of the Early Years classroom to support children in working towards early learning goals.

It is important to note that schools can move the order of units around to suit their curriculum intent. Additionally, they may wish to replace optional units with existing units, for example Unit 6.3 Spreadsheets – replaced with unit 6.9 Microsoft Excel.

Schools should utilise units in a way that meets their needs. They may want to truncate, adapt units or remove units from their curriculum design. If this is the case, it is important to check that full coverage of national requirements are met. At the end of each year group overview document, there is mapping of exactly which objectives are met by each unit for: The National Curriculum; Welsh Digital Competence Framework; Northern Ireland Levels of Progression and Scottish Curriculum for Excellence.

The Scheme of Work includes:

- ② All required pupil tools within Purple Mash. (No need to install or set up additional software)
- ② Lesson plans and accompanying slideshows.
- ② Use of the Purple Mash cloud for saving work, and 2Dos for setting and marking work.
- ② Teacher videos for Coding and Spreadsheets.
- ② Whole Scheme and Year Group Overviews.
- ② Year Group Catch-Up Units of Work for Coding and Spreadsheets.
- ② Year Group Unplugged Units of Work.
- ② Assessment Tools – Excel, PDFs, Self-Assessment Progression Statements and Data Dashboard.
- ② Year Group Computing Vocabulary; sectioned for each unit.
- ② Year Group Knowledge Organisers.
- ② Prior and Future Learning Links.
- ② Resources; examples and child resources for lessons.
- ② Computing Leaders Toolkit – Sits alongside the Scheme of work; provides an array of tools for measuring and improving subject performance across the school in relation to all stake holders.

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Overviews

Familiarise yourself with the overviews, decide on any adaptations you may need to make and share with staff.

Whole Scheme Overview

Open the Scheme of Work and locate the main overview.



*Note – there is also an Excel Overview that can be used to locate specific information through filtering.

Look over each year group and the suggested number of lessons for each unit. Due to the nature of the EYFS curriculum, an overview is not present for reception age children. The scheme allows flexibility to change sequence and content. Mixed age overviews are also provided.

Units by Year Group – Single Age Classes		
Predominant Area of Computing*		
Computer Science	Information Technology	Digital Literacy
*Most units will include aspects of all strands.		
Year 1		
It is recommended that you teach unit 1.1 first as it introduces Purple Mash.		
Unit 1.1 Online Safety & Exploring Purple Mash Number of lessons – 4 Programs – Various	Unit 1.2 Grouping & Sorting Number of lessons – 2 Programs – 2DIT	Unit 1.3 Pictograms Number of lessons – 3 Programs – 2Count
Unit 1.4 Lego Builders Number of lessons – 3 Programs – 2DIT	Unit 1.5 Mass Explorers Number of lessons – 3 Programs – 2Go	Unit 1.6 Animated Story Books Number of lessons – 5 Programs – 2Create A Story
Unit 1.7	Unit 1.8	Unit 1.9

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Year Group Overviews

These contain more detailed content of individual unit aims and success criteria as well as home nations* curriculum mapping. Found within each year group folder.

Year 1 Whole Year Overview					
<p>Predominant Area of Computing*</p> <table border="1"> <tr> <td>Computer Science</td><td>Information Technology</td><td>Digital Literacy</td></tr> </table> <p>*Most units will include aspects of all strands.</p> <p>It is recommended that you teach unit 1.1 first as it introduces Purple Mash. Except for unit 1.1, these units can be taught in any order to meet the needs of your wider curriculum.</p>			Computer Science	Information Technology	Digital Literacy
Computer Science	Information Technology	Digital Literacy			
<p>Unit 1.1 Online Safety & Exploring Purple Mash</p> <p>Number of lessons - 4</p> <p>Programs - Various</p>	<p>Unit 1.2 Grouping & Sorting</p> <p>Number of lessons - 2</p> <p>Programs - 2Dy</p>	<p>Unit 1.3 Pictograms</p> <p>Number of lessons - 3</p> <p>Programs - 2Count</p>			

Unit 1.2 - Grouping & Sorting		
Lesson	Title	Success Criteria
1	Sorting Away from the Computer	<ul style="list-style-type: none"> Children can sort various items offline using a variety of criteria.
2	Sorting on the Computer	<ul style="list-style-type: none"> Children have used Purple Mash activities to sort various items online using a variety of criteria.

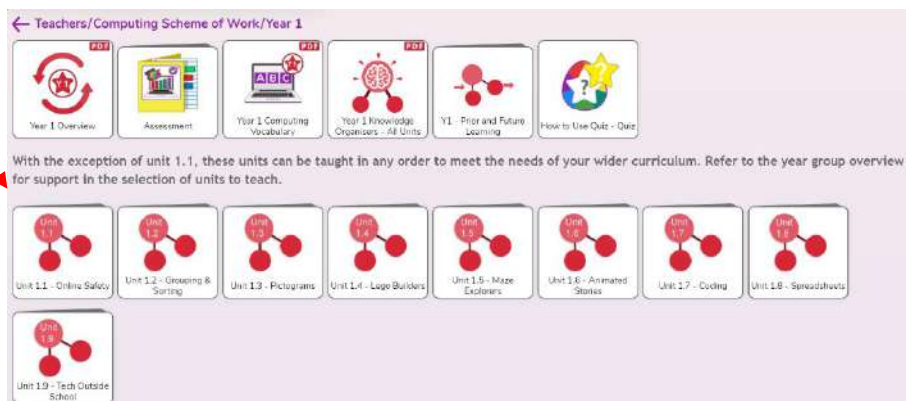
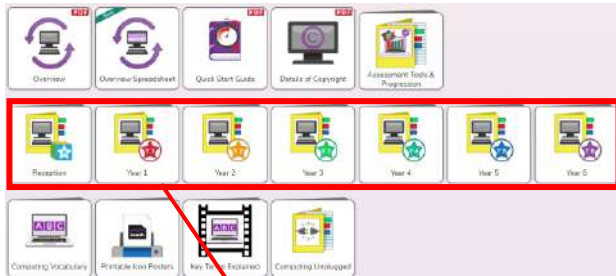
*	English National Curriculum Objectives (Key Stage 1)	11
	Welsh Digital Competence Framework	12
	Northern Ireland Levels of Progression and Desirable Features	14
	Scottish Curriculum for Excellence (First Level)	15

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Year Group Units of Work

There is a page for each year group in the following format:



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Individual Units

Within each unit page, you will find lesson plans with accompanying slideshows for each lesson, prior & future learning links, knowledge organisers, teacher guidance videos (coding/spreadsheets), unit quizzes and all required resources.

← Teachers/Computing Scheme of Work/Year 1/Unit 1.7 - Coding

Planning:

Unit 1.7 - Coding - Lesson Plans

Unit 1.7 - Prior and Future Learning Links

Unit 1.7 - Knowledge Organiser

Key Terms Explained

Lesson Materials:

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

Concept Map and Quiz:

Use these resources to ascertain the children's understanding before or after the unit has been taught.

Unit 1.7 - Concept Map

Unit 1.7 - Quiz

Computing Scheme of Work Unit 1.7 -

Coding - New From 2021

Unit 1.7 - Coding: Prior and Future Learning Links

Lesson Objectives

- Understand the basics of coding
- Understand the basics of coding
- Understand the basics of coding

Key Skills

- Problem Solving
- Communication
- Teamwork
- Self-reflection

Key Concepts

- Algorithms
- Loops
- Variables
- Events
- Conditionals

Lesson Objectives

- Understand the basics of coding
- Understand the basics of coding
- Understand the basics of coding

Key Skills

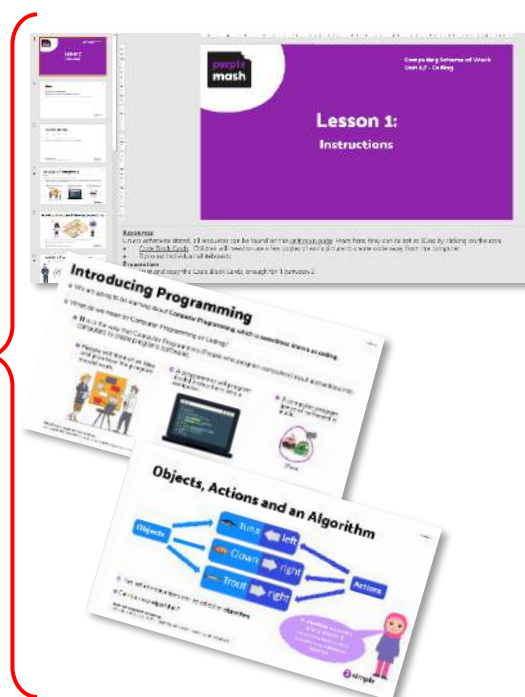
- Problem Solving
- Communication
- Teamwork
- Self-reflection

Key Concepts

- Algorithms
- Loops
- Variables
- Events
- Conditionals

Work on Purple Mash

3 simple



Catch-Up Units

Catch-Up units for Coding and Spreadsheets exist for Years 2 to 6. These are designed to close gaps. For example, pupils entering a junior school from a mix of different infant schools might have limited coding knowledge depending on their experiences. They might have Catch-Up Coding delivered to them in Year 3 and then the usual coding unit when they enter Year 4.

Planning:

The diagram shows five planning resources for Unit 2.1, each with a PDF icon in the top right corner:

- Unit 2.1 - Coding - Lesson Plans:** Represented by an icon of three orange circles connected by lines, with the word "Planning" written below them.
- Unit 2.1 - Prior and Future Learning Links:** Represented by an icon of three orange circles connected by lines, with arrows indicating flow.
- Unit 2.1 - Knowledge Organiser:** Represented by an icon of a brain inside an orange circle, with three smaller orange circles below it.
- Coding Crash Course:** Represented by an icon of an orange circle with the text "Unit 2.1" and a red stamp that says "CRASH COURSE". This resource is highlighted with a red border.
- Key Terms Explained:** Represented by an icon of a film strip with a laptop screen inside showing the letters "ABC".

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Slideshows

Each lesson has an accompanying slideshow that has been designed to enable you to teach in the most practical way possible without having to refer to any other documents or find links and resources during the lesson, freeing you to focus on what children are doing and how they are learning. To facilitate this:

- ② **A consistent format:** Each slideshow starts with Aims and Success Criteria and finishes with the opportunity to assess against Success Criteria. All resources are listed in the notes section of the title page.
- ② **Practical considerations** when delivering the lesson: There is still a lesson plan document; it is there if you want it, but everything is on the slideshow. All the notes from the lesson plan document are repeated in the notes section of each slide. This means that you do not need the lesson plan document when teaching the lesson. In the usual scenario where you open the slideshow on your computer and play the slideshow to the class, the slides will display on your whiteboard for the children to see. The notes will appear on your own computer to refer to if necessary and see what slide is coming next or whether there is animation and what will happen when you click through the slide. View the slideshow in 'play' mode whilst planning to see what the children will be presented with. All slides are numbered: The numbers are referred to in the lesson plan document to help you navigate and find parts quickly when you are planning.
- ② **Examples:** The slideshows include clickable links to purpose-made examples to use for demonstration or to complete as a class.
- ② **Notes** have been kept to a minimum with questions and answers incorporated onto the slides and revealed during the animation of the slideshow to draw out children's understanding.
- ② **Teacher videos:** For Coding and Spreadsheets, we have included teacher videos for each lesson to clarify what is meant by the steps of the lesson.
- ② **An interactive experience:** The slideshows are designed not to simply be a wallpaper to the lesson whilst children work. They should not be a passive experience for children or teachers. They are interactive to enhance learning. Assistance is given to teachers through the questioning and the notes in how to draw out and deepen children's understanding.
- ② **Assessment:** Aids are incorporated seamlessly for formative and summative assessment these will help you to assess where children are at with their understanding.
- ② **A starting point:** All slides are editable should you wish to change the way that they are delivered.

Lesson Materials and Resources

All the resources and tools needed to teach the units of work can easily be found in each unit's lesson folder. Direct links to some resources are duplicated within the accompanying lesson slideshows to save having to locate them during the lesson. They are also listed in the lesson plan and in the notes section of the first slide of each slideshow so that you do not have to refer to more than one document whilst teaching.

← Teachers/Computing Scheme of Work/Year 2/Unit 2.2 - Online Safety

Planning:

- Unit 2.2 - Online Safety
- Unit 2.2 - Prior and Future Learning Links
- Unit 2.2 - Knowledge Organiser

Lesson Materials:

- Lesson 1
- Lesson 2
- Lesson 3

Lessons 1 and 2 - Designing and Making a More Complex Program

Aims

- To design a playable game with a timer and a score.
- To plan and use selection and variables.
- To understand how the launch command works.

Success Criteria

- Children can plan a program which includes a timer and a score.
- Children can follow their plans to create a program.
- Children can debug when things do not run as expected.

Resources

Unless otherwise stated, all resources can be found on the [main unit 6.1 page](#). From here, click on the icon to set a resource as a 2Do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page.

- [Coding Vocabulary Quiz V6](#)
- [Get - Coding Planner](#)
- [Storyboard Template](#)
- [Pad guide](#)
- [Main 2Code Page](#) (scroll down to the Gibbon activities).
- [Licence](#): The teacher flash cards have been created so you can print them to size, fold them in half and glue them together. You can display coding lessons to support use of vocabulary.

purple mash

Computing Scheme of Work
Unit 1.7 - Coding

Lesson 1: Instructions

Resources

Unless otherwise stated, all resources can be found on the [unit main page](#). From here, they can be set as 2Dos by clicking on the icon.

- [Code Block Cards](#): Children will need to use a few copies of each picture to create code away from the computer.
- Optional: Individual whiteboards.

Preparation

- Print and copy the Code Block Cards, enough for 1 between 2.

Activity 1: Applicants Database

- Open the Applicants database on the whiteboard.
- This is a simulation of applicants to a college funded by the local premier league football team Halliwell FC. The college has used online searches to fill in the information that they can find to help them assess who should be offered a place.
- Look at the record structure by clicking the button.
- Look at the Digital Footprints Detectives sheet.
- You will need to open the database from your 2dos and use the database to answer the questions about the candidates.

Use the database records to complete the table to assess the candidates.

Candidate	Has the person lived in the area for at least 5 years?	What date is the candidate's birthday? (DD/MM/YYYY)	Are they a member of the local football team?	Has the candidate been to school for at least 5 years?	Have they been to school for at least 5 years?

Use the database records to complete the table to assess the candidates.

Have they been to school for at least 5 years?

Have they been to school for at least 5 years?

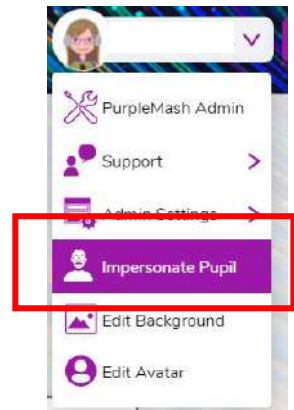
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Tip:

Use the 2Dos functionality to set resources needed for sessions to allow quick access for children. The resources section will detail which resources should be set as 2Dos.

Familiarise yourself with how the children access core tools for units by impersonating a child using the Admin Tools.



Knowledge Organisers

Use the Knowledge Organisers to support learning during a unit of work. They can be used to introduce a unit to give children an overview of what they will be learning.

Knowledge Organisers can be found within every unit of work on Purple Mash.

← Teachers/Computing Scheme of Work/Year 4/Unit 4.1 - Coding

Planning:

Unit 4.1 - Coding - Lesson Plans

Unit 4.1 - Prior and Future Learning Links

Unit 4.1 - Knowledge Organiser

Y4 Coding Crash Course

Key Terms Explained

Unit 4.1 Coding

Key Learning

- To begin to understand selection in computer programming.
- To understand how an IF statement works.
- To understand how to use co-ordinates in computer programming.
- To understand the "repeat until" command.
- To understand how an IF/ELSE statement works.
- To understand what a variable is in programming.
- To use a number variable.
- To create a playable game.

Key Resources

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Tasks, 2Dos, 2D art, The code editor

Key Vocabulary

Action The way that objects change when programmed to do so. For example, move or change a property.	Alert This is a type of output. It shows a pop up of text on the screen.	Algorithm A precise, step-by-step set of instructions used to solve a problem or achieve an objective.
Background In 2Code the background is an image in the design that does not change.	Button A type of object that responds to being clicked on.	Code blocks A way to write code using blocks which each have an object or an action. Each group of blocks will run when a specific condition is met or when an event occurs.
Command A single instruction in 2Code.	Debug/Debugging Fixing code that has errors so that the code will run the way it was designed to.	Design In coding, this is a plan for the program showing the visual look of the user interface (the screen) with the objects. The algorithm can be represented as part of the design, showing actions and events.
Executes This is the proper word for when you run the code. We say, 'the program (or code) executes'.		

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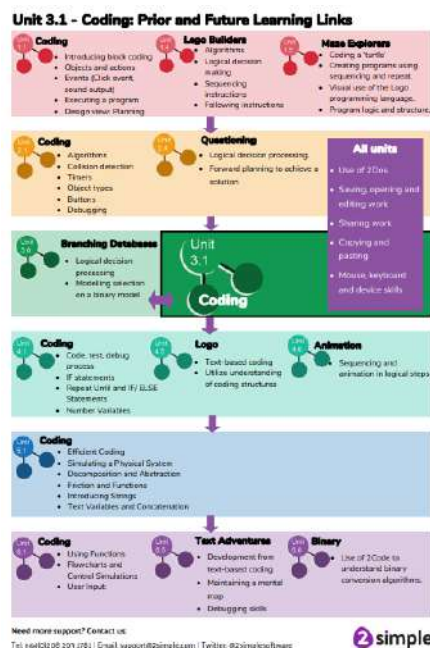
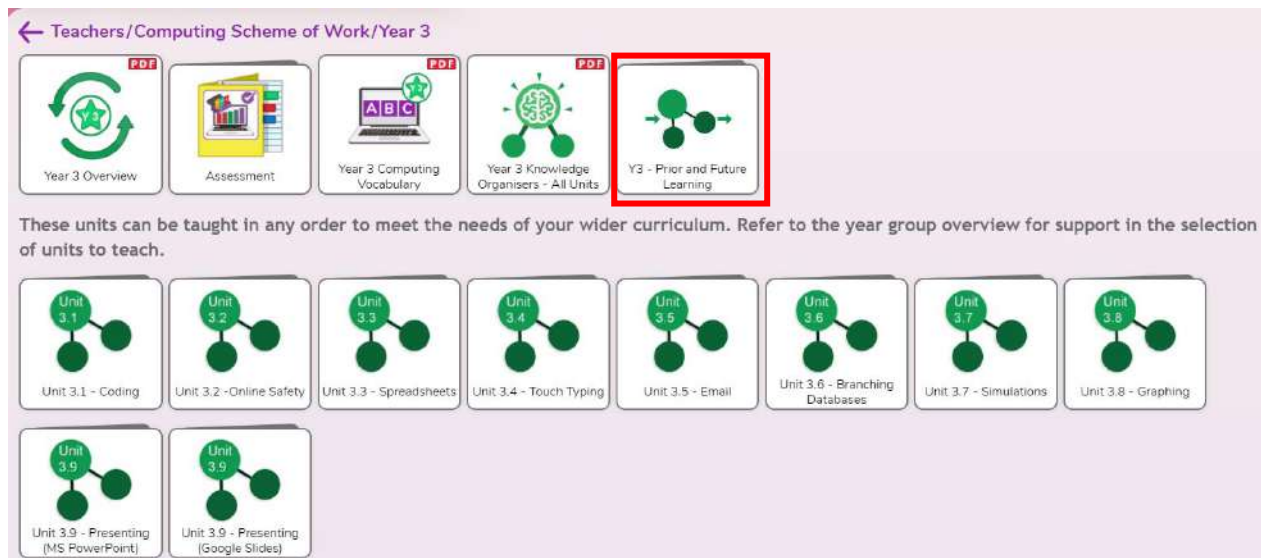
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Prior and Future Learning

Prior and Future Learning documents are designed to show how a current unit of work links to other units before, within and beyond the current curriculum year. These documents are an ideal visual reference tool to identify linkages of key learning.

Prior and Future Learning documents can be found in every unit page as well as a compilation in each unit page.



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Computing Vocabulary and Key Terms Explained

You can find all the key 'Computing Vocabulary' in PDFs that can be printed and shared with the children.

Key terms used in the curriculum are explained in short 30 second videos which reference where in the scheme of work each term is used.

Computing Vocabulary and Key Terms Explained can be found on the homepage of the Scheme of Work and within the year group pages.

← Teachers/Computing Scheme of Work

*Excel files - Once downloaded, you may need to right click on the file from Windows file explorer, click properties and then click security (Unblock) to enable Macros.

Overview Overview Spreadsheet Quick Start Guide Details of Copyright Assessment Tools & Progression

Reception Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

Computing Vocabulary Printable Icon Posters Key Terms Explained Computing Unplugged

Computing Vocabulary- Year 1

Unit 1.1: Online Safety and Exploring Purple Mash

Log in Using a username and password to access a system.	Username A name that is used by a person to access an online site.	Password A series of letters, numbers and special characters that is entered after the username to access an online site. In Purple Mash, this can also be a series of pictures.
Log out Leaving a computer system.	My Work The place on Purple Mash where your work is stored. Only you and your teachers can access this.	
Avatar A digital picture to represent someone.	Notification A system that lets you know if you have something to look at. On Purple Mash this is shown by a bell.	Topics The area on Purple Mash that contains ready-made resources.
Tools They are on Purple Mash with the different learning apps.	Save Store your work as you create something so it can be accessed later.	

Algorithms

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National Curriculum Glossary of Terms

Algorithms

0:00 / 0:24

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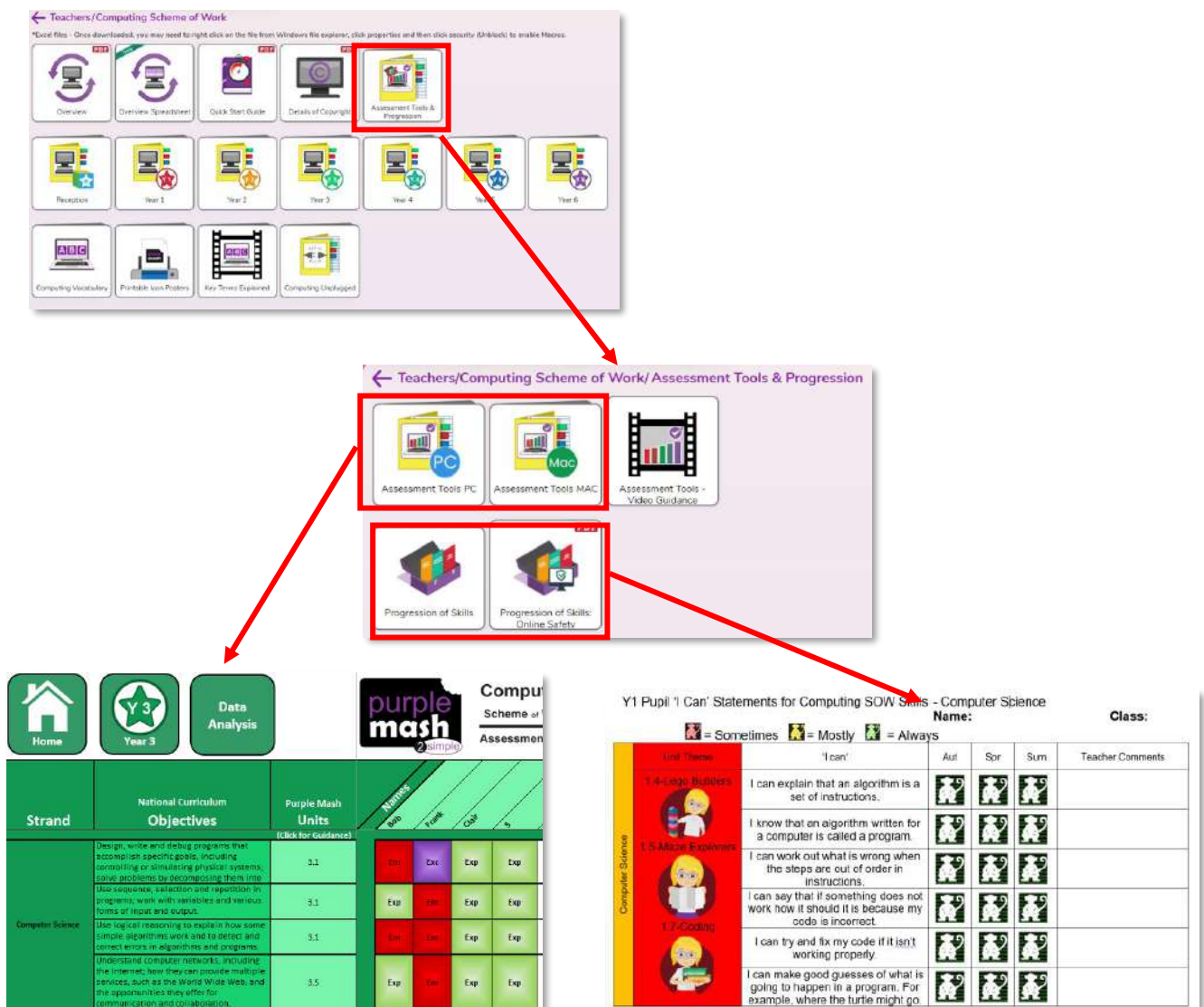
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Assessment

There are several assessment tools and resources which you could utilise. You may choose to use a combination of them, stick with one or use the existing systems within your school. An assessment guide with greater detail can be found [here](#).

Assessment Tools and Progression

This area contains a **Microsoft Excel tool** and **Progression Statements** and is located on the homepage of the Scheme of Work.

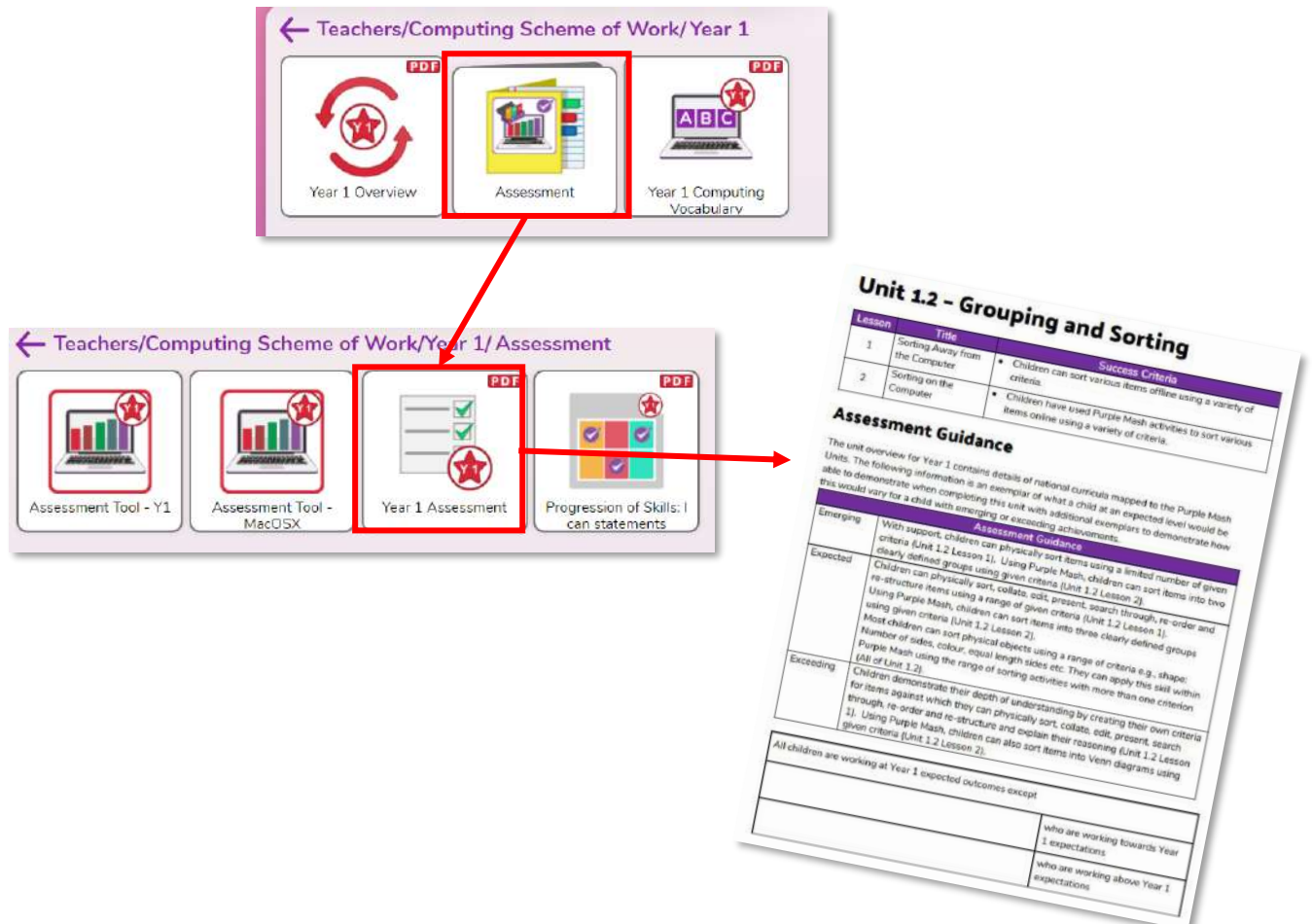


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Year Group PDF Assessment Sheets

These can be printed out and filled in at the end of each unit and at the end of the academic year.



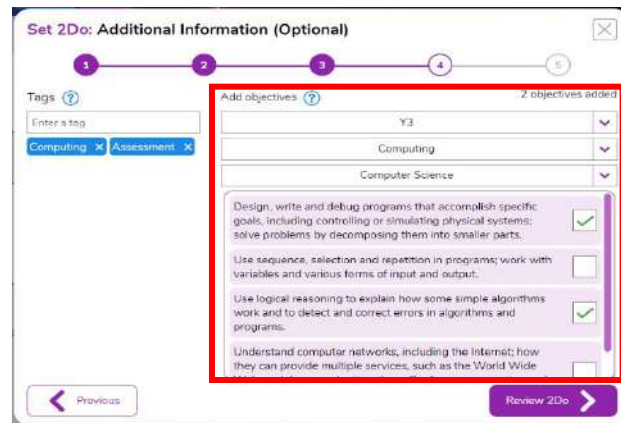
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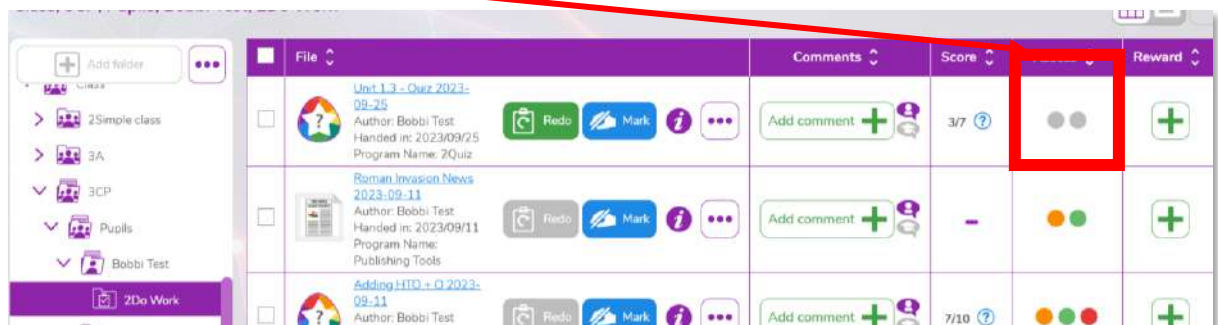
Data Dashboard

It is also possible to utilise the Data Dashboard for completed pieces of work, content and non-Purple Mash files by assigning objectives and making judgements against them.

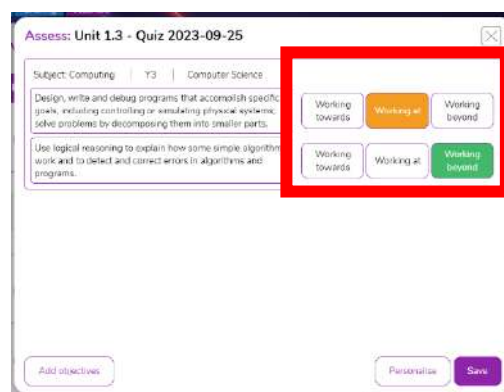
When setting a 2Do, you can add objectives from curricula and then judge them when handed in.



Open your Work folder and make judgements against individual or group pieces of work.



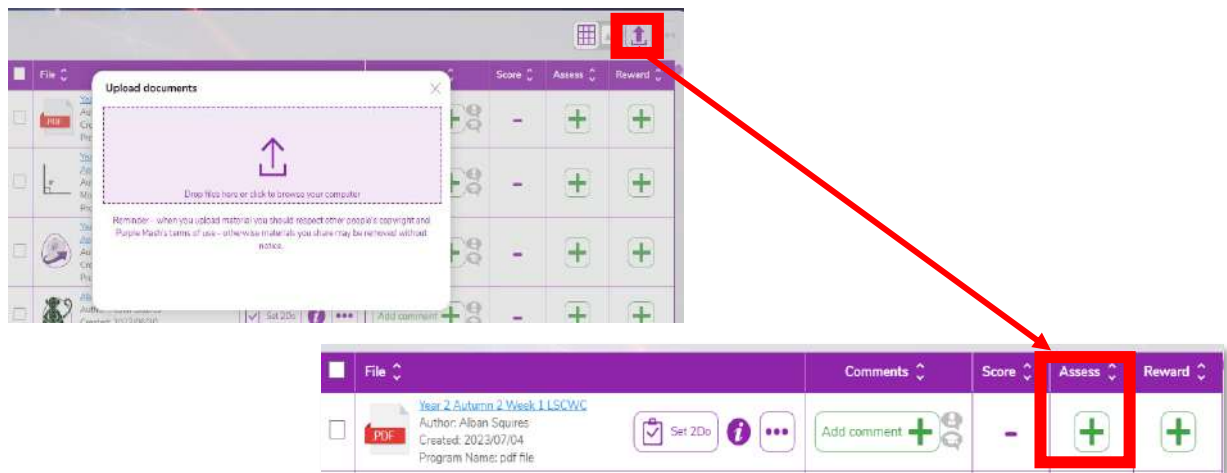
File	Comments	Score	Assess	Reward
Unit 1.3 - Quiz 2023-09-25 Author: Bobbi Test Handed in: 2023/09/25 Program Name: 2Quiz	Add comment +	3/7 ?	Working towards	+
Roman Invasion News 2023-09-11 Author: Bobbi Test Handed in: 2023/09/11 Program Name: Publishing Tools	Add comment +	-	Working at	+
Adding HTD + Q 2023-09-11 Author: Bobbi Test	Add comment +	7/10 ?	Working beyond	+



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You can make judgements against non-Purple Mash files by using the upload button and clicking on the **Assess** area.



Within Data Dashboard, you can review the data.



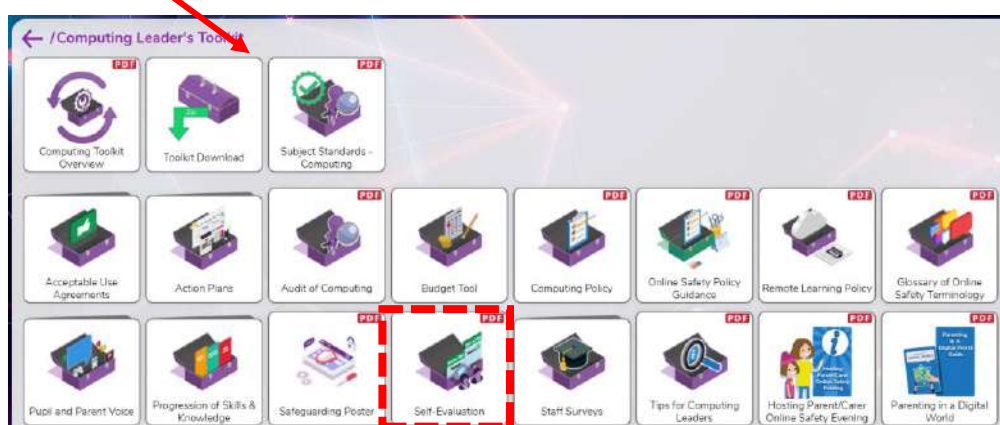
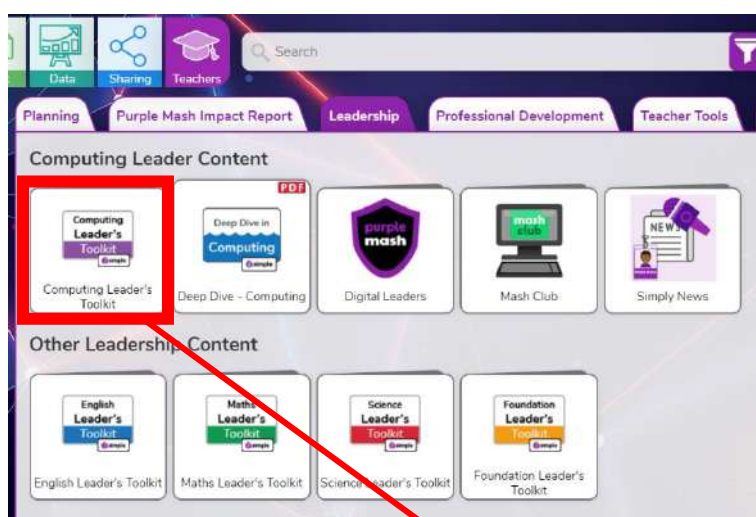
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Computing Subject Leaders' Toolkit

This is a collection of tools, tips and resources to support leadership of Computing which can be used to measure performance and facilitate improvements for all stakeholders. This can be found in the **Leadership** tab of the Teachers Area.

You might like to start by completing the Self-Evaluation document to ascertain your needs and requirements.



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