

Computing Policy

Jotmans Hall Primary School



Approved by:	Local Governing Board of Jotmans Hall Primary School PENDING
Date approved:	September 2026
Review due:	September 2028



Mission Statement

We believe that all children matter and that learning should be fun, purposeful and challenging.

The values of Jotmans Hall School underpin all the work we do:

E.R.I.C.



Eric the Owl

Effort, Respect, Independence, Communication

The children are at the heart of every decision we make to ensure that they are happy, confident and that the opportunities that are provided for them are relevant to their needs both now and in the future.

Aims

All children should:

1. Learn from a curriculum that is broad and balanced, as well as stimulating, effective and challenging.
2. Have their work and contribution to the school recognised and valued.
3. Have the right to enjoy and learn from a curriculum that fosters equal opportunities.
4. Be encouraged to develop a sense of citizenship through learning about their own religion and culture, and through learning about those of others.
5. Be helped to have respect for themselves and their environment and to develop respect for, and responsibility towards others in school and in the wider community.

Jotmans Hall Primary School aims to be an energetic school where children are enthusiastic and motivated to achieve their full potential.

Everybody at Jotmans Hall Primary School works hard to reach the highest standards in everything we do and this is further embedded through our successful relationships with parents, the local community and the other schools in the local area.



Equality Statement

At Jotmans Hall Primary School we are committed to:

- Promoting equality of opportunity
- Eliminating discrimination and harassment
- Valuing diversity and promoting positive relationships
- Providing an inclusive education which enables all pupils to develop their full potential meeting the requirements of the Equality Act 2010.

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(The full JHS Equality Statement can be found on our website: www.jotmanshall.co.uk)

Jotmans Hall Curriculum Principles and Inclusion

At Jotmans Hall Primary School we are committed to providing an inclusive, ambitious, and accessible curriculum for all pupils. We believe every child should be supported to participate fully and achieve success, regardless of ability, background, language, or additional need. Through high-quality teaching, adaptive teaching approaches, appropriate challenge, and effective support, we ensure that all pupils, including those with SEND, disadvantaged pupils, vulnerable pupils, and pupils with EAL, can access learning, make progress, and develop confidence and independence. We promote equality of opportunity, celebrate diversity, and make reasonable adjustments where necessary to enable every child to thrive.

The teaching of foundational skills is embedded throughout our curriculum to support pupils in becoming confident, independent, and effective learners. In line with the principles outlined in Strong foundations in the first years of school, we prioritise the explicit teaching and regular practice of communication, language, reading, writing, and mathematical understanding to ensure pupils develop secure foundations for future learning. We place a strong emphasis on oracy, enabling pupils to develop vocabulary, articulate their thinking clearly, listen respectfully, and engage in purposeful discussion across all subjects. Metacognitive approaches are taught explicitly to help pupils plan, monitor, and evaluate their learning, developing resilience, self-regulation, and problem-solving skills. Through consistent modelling, questioning, retrieval practice, and opportunities for reflection, pupils are supported to build and remember more over time, enabling them to apply knowledge and skills confidently across the curriculum and beyond. We also value meaningful cross-curricular opportunities that enable pupils to make connections between subjects, apply their learning in different contexts, and deepen their understanding through rich, purposeful experiences across the wider curriculum.



1. Purpose of the policy

This policy reflects the aims and values of Jotmans Hall Primary School. It ensures all stakeholders, including staff, trustees, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website www.jotmanshall.co.uk

2. Subject Intent

At Jotmans Hall Primary School, we understand the immense value that technology plays not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school. Our aims are to fulfil the requirements of the National Curriculum for Computing whilst also providing enhanced collaborative learning opportunities, engagement in rich content and supporting pupil's conceptual understanding of new concepts which support the needs of all our pupils.

"A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world...core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content." National Curriculum

Our Computing curriculum with the aid of Purple Mash aims to develop the heart and mind of every child. Computing teaching at has links with mathematics, science and design and technology and our aim is to provide a broad and balanced curriculum whilst ensuring that pupils become digitally literate and digitally resilient. Technology is ever evolving and we aim to develop pupils who can use and express themselves,



develop their ideas through, information and communication technology at a suitable level for the future workplace and as active participants in a digital world.

Digital Leaders group are pupils who help promote the safe, respectful, and responsible use of technology throughout the school. They support teachers and classmates with digital learning, model positive online behaviour, and encourage everyone to use technology confidently and safely.

The aims of our Computing curriculum are to develop pupils who:

- Are responsible, competent, confident and creative users of information and communication technology.
- Know how to keep themselves safe whilst using technology and on the internet and be able to minimise risk to themselves and others.
- Become responsible, respectful and competent users of data, information and communication technology.
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Can analyse problems in computational terms, and have repeated practical experience writing computer programs in order to solve such problems.
- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Become digitally literate and are active participants in a digital world.
- Are equipped with the capability to use technology throughout their lives.
- Understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
- Have a 'can do' attitude when engaging with technology and its associated resources.
- Utilise computational thinking beyond the Computing curriculum.
- Understand and follow the SMART E-Safety rules.
- Understand the E-Safety messages can keep them safe online.
- Know who to contact if they have concerns.
- Apply their learning in a range of contexts, e.g. at school and at home.



3. Aims and outcomes

Early Years Foundation Stage (EYFS)

In EYFS at Jotmans Hall Primary School, we aim to offer our children a stimulating, exciting and challenging curriculum and environment, which inspires them and motivates them to learn. We engage the children through opportunities for purposeful play, both indoors and out. Our goal is to develop the whole child, in order to sow the seeds for a love of learning.

Through the seven areas of the EYFS curriculum: Communication and Language; Physical Development; Personal, Social and Emotional Development; Literacy; Mathematics; Understanding the World and Expressive Arts and Design, we lay the foundations for our children to access the subjects of the National Curriculum, once they move into Year 1 and beyond.

<u>Personal, Social and Emotional Development</u>	
Managing Self	- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know the right from wrong and try to behave accordingly.
Expressing Arts and Design	- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

National Curriculum

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.



Aim

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

KS1

Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

KS2

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts



- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

4. Teaching and learning

Computing is taught in single/mixed-age classes by class teachers. Lesson plans are based around the subject's long-term plan and resources available, with objectives adapted to suit the stage of development for the pupils in each class. Computing is taught via the use of Tablets (iPads) and Chromebooks. The teaching of Computing will be split into three different areas of computing: Computer Science, Information Technology and Digital Literacy. Computing will also be taught via:

- Whole-class teaching
- Small group discussions
- Assemblies
- Use of equipment: Chromebooks and iPads



5. Curriculum Implementation

To ensure high standards of teaching and learning in computing, we implement a curriculum that is progressive throughout the whole school. Our implementation of the computing curriculum is in line with 2014 Primary National Curriculum requirements for KS1 and KS2 and the Foundation Stage Curriculum in England. This provides a broad framework and outlines the knowledge and skills taught in each key stage.

Computing teaching will deliver these requirements through our half-termly units. Our Computing progression model is broken down into three strands that make up the computing curriculum. These are Computer Science, Information Technology and Digital Literacy. Computer Science underlines the knowledge and skills relating to programming, coding, algorithms and computational thinking. Information Technology underlines the knowledge and skills relating to communication, multimedia and data representation and handling. Digital Literacy underlines the knowledge and skills relating to online safety and technology uses all of which are covered whether combined or discretely.

We use and follow the Purple Mash scheme of work from Year 1-6, ensuring consistency and progression throughout the school.

We recognise that computing is a specialist subject and not all teachers are computing specialists. Computing lessons are taught by our teaching staff with additional support from our member of staff in charge of IT Support. The Purple Mash scheme of work enables clear coverage of the computing curriculum whilst also providing support and CPD for less confident teachers to deliver lessons.

Lessons are broken down into weekly units, usually with two units taught per half-term. Units are practical and engaging and allow computing lessons to be hands on. Units cover a broad range of computing components such as coding, spreadsheets, Internet and Email, Databases, Communication networks, touch typing, animation and online safety.

When teaching computing teachers can follow the children's interests to ensure their learning is engaging, broad and balanced. Teachers should ensure that ICT and computing capability is also achieved through core and foundation subjects and where appropriate and necessary ICT and computing should be incorporated into work for all subjects using our wide range of interactive ICT resources.

Through our Purple Mash subscription our teachers can deliver thematic, cross curricular lessons that also follow children's interests and provide flexibility. Purple Mash has an online portal of age-appropriate software, games and activities as well as topic materials and materials to support children's learning in other subject areas for all key stages.

Computing lessons will also use the Purple Mash software to 'make music' using the 2Sequence program, design and make using the 2Animate software and make links with Maths through spreadsheets using 2Calculate.



Computing teaching is practical and engaging and a variety of teaching approaches and activities are provided based on teacher judgement and pupil ability. We have a wide range of resources to support our computing teaching. Pupils may use laptops or iPads independently, in pairs, alongside a IT support or in a group with the teacher. Teachers and pupils are also aware of the importance of health and safety and pupils are always supervised when using technology and accessing the internet.

Our pupils are fully encouraged to engage with ICT and technology outside of school. Each teacher and pupil have their own unique Purple Mash login and password. Computing work can be stored and saved using pupil log in details and homework or '2do's' can also be set for pupils to access and complete tasks at home that link with their current class learning.

We provide a variety of opportunities for computing learning inside and outside the classroom. Computing and safeguarding go hand in hand and we provide a huge focus on internet safety inside and outside of the classroom. Additional to all pupils studying an online safety unit through their computing lessons, every year we also take part in National Safer Internet Day in February. The Computing co-ordinator alongside class teachers will plan additional internet safety lessons and activities to take part in following a specific yearly theme. Internet Safety assemblies are also held as well as parent internet safety workshops and parent home activities.



Curriculum Map

	Rolling Programme Year A			Rolling Programme Year B		
Year Group:	1/2	3/4	5/6	1/2	3/4	5/6
Autumn 1	Unit 1.1 Online Safety & Exploring Purple Mash (Lessons 4) Unit 2.5 Effective Searching (Lessons 3)	Unit 4.1 Coding (Lessons 6)	Unit 6.1 Coding (Lessons 6)	Unit 1.1 Online Safety & Exploring Purple Mash (Lessons 4) Unit 1.5 Maze Encounters (Lessons 3)	Unit 3.1 Coding (Lessons 6)	Unit 5.1 Coding (Lessons 6)
Autumn 2	Unit 1.4 Lego Builders (Lessons 3) Unit 1.9 Technology outside school (Lessons 2)	Unit 3.2 Online Safety (Lessons 3) Unit 3.3 Spreadsheets (Lessons 3)	Unit 5.4 Databases (Lessons 4) Unit 5.2 Online Safety (Lessons 3)	Unit 2.4 Questioning (Lessons 5)	Unit 4.2 Online Safety (Lessons 4) Unit 4.6 Animation (Lessons 3)	Unit 6.2 Online Safety (Lessons 2) Unit 6.4 Blogging (Lessons 4)
Spring 1	Unit 1.2 Grouping and Sorting (Lessons 2) Unit 1.8 Spreadsheets (Lessons 3)	Unit 3.4 Touch Typing (Lessons 4) Unit 3.8 Graphing (Lessons 3)	Unit 5.3 Spreadsheets (Lessons 6)	Unit 2.2 Online Safety (Lessons 3) Unit 2.7 Making Music (Lessons 3)	Unit 4.3 Spreadsheets (Lessons 6)	Unit 6.5 Text Adventures (Lessons 5)
Spring 2	Unit 2.6 Creating Pictures (Lessons 5)	Unit 3.5 Email (including email safety) (Lessons 6)	Unit 5.6 3D Modelling (Lessons 4)	Unit 1.6 Animated Story Books (Lessons 5)	Unit 4.5 Logo (Lessons 3)	Unit 6.6 Networks (Lessons 3)
Summer 1	Unit 1.7 Coding (Lessons 6)	Unit 3.6 Branching Databases (Lessons 4) Unit 3.7 Simulations (Lessons 3)	Unit 5.5 Game Creator (Lessons 5)	Unit 2.3 Spreadsheets (Lessons 4) Unit 1.3 Pictograms (Lessons 3)	Unit 4.7 Effective Search (Lessons 3) Unit 4.8 Hardware Investigators (Lessons 2)	Unit 6.3 Spreadsheets (Lessons 5)
Summer 2	Unit 2.1 Coding (Lessons 5)	Unit 3.8 Graphing (Lessons 3)	Unit 5.7 Concept Maps (Lessons 4)	Unit 2.8 Presenting Ideas (Lessons 4)	Unit 4.4 Writing for different audiences (Lessons 5)	Unit 6.7 Quizzing (Lessons 6)
Additional Units						
Year 1 / 2		Year 3 / 4		Year 5 / 6		
		Unit 3.9 Presenting (with Microsoft PowerPoint or Google Slides) (Lessons 5)		Unit 5.8 Word Processing (with Microsoft word or Google Docs) (Lessons 8)		



Coding Breakdown

YEAR 3 & 4 - CYCLE A					
Using Flowcharts Unit 3.1, Lesson 1	Using Timers Unit 3.1, Lesson 2	'if' statements Unit 4.1, Lesson 2	Coordinates Unit 4.1, Lesson 3	Code, Test and Debug – Unit 3.1, Lesson 4	Design, Code, Test and Debug Unit 4.1, Lesson 1
YEAR 3 & 4 - CYCLE B					
Using Repeat Unit 3.1, Lesson 3	Repeat Until and 'if/else' Statements Unit 4.1, Lesson 4	Number Variables Unit 4.1, Lesson 5	Design and Make an Interactive scene Unit 3.1, Lesson 5-6		Making a Playable game – Unit 4.1, Lesson 6

Coding Breakdown

YEAR 5 & 6 - CYCLE A					
Coding Efficiently Unit 5.1, Lesson 1	Simulating a physical system Unit 5.1, Lesson 2	Friction and Functions Unit 5.1, Lesson 4	Introducing Strings Unit 5.1, Lesson 5	Text Variable and Concatenation Unit 5.1, Lesson 6	User Input Unit 6.1, Lesson 5
YEAR 5 & 6 - CYCLE B					
Designing and writing a more complex program Unit 6.1, Lessons 1 & 2		Decomposition and Abstraction Unit 5.1, Lesson 3	Using Functions Unit 6.1, Lesson 3	Flowcharts and control simulations Unit 6.1, Lesson 4	Text Adventure Unit 6.1, Lesson 6

E-Safety

New technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school.

The internet and other digital and information technologies, including AI are powerful tools, which open up new opportunities for everyone. Electronic communication helps teachers and pupils learn from each other. These technologies can stimulate discussion, promote creativity and increase awareness of context to



promote effective learning. Children and young people should have an entitlement to safe internet access at all times.

The requirement to ensure that children and young people are able to use the internet and related communications technologies appropriately and safely is addressed as part of the wider duty of care to which all who work in schools are bound.

For full details please refer to JHS Online Safety (www.jotmanshall.co.uk)

6. Cross-curricular links

Computing is one of the most fundamentally cross curricular subject areas in education. It's about using technology, logic, creativity and computational thinking to solve problems that cross all disciplines. It requires the systematic breakdown (decomposition) of both the problem and the solution. We need to prepare pupils for how to live in an increasingly digital world by equipping them with the knowledge, understanding and skills to solve yet unknown problems using tools and technologies that do not yet exist. We can work towards achieving this by using computing as a means of making sense of the world and using what the children learn in computing across the curriculum. Many subjects feed into the curriculum of computing here are the examples:

Computing shares links with the following subjects:

- English: Development of literacy skills through Spelling shed online and PurpleMash English SPAG games
- Maths: Timetables Rockstars and PurpleMash Maths Games
- RE: Researching deeper understanding of different religions and their influence via the internet and watching videos
- Geography: Reading interactive maps and a greater awareness of global and local changes
- Art: Research online of artists, drawing and creating art via PurpleMash
- History: Using the internet to research timelines and historical figures, places and eras.

The above list is not exhaustive and should be adapted to suit your specific context.



7. Curriculum Impact

Jotmans Hall Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

End points are set from the DFE (2013) Computing Programmes of Study: Key Stage 1 and 2. By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and competencies as specified in the key outcomes from the Computing Scheme of work and PurpleMash.

In order to achieve the Intent of the Computing curriculum, assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessments are made in order to improve. They are used to identify where there are gaps in learning for particular pupils. Planning is adjusted as a result in order to ensure that identified pupils catch up or close the gap. All pupils are individual and will be assessed in this way to ensure that they fulfil their individual potential. The founding assumption is that all pupils can achieve mastery (breadth and depth) if they are supported to do so.

Pupils' progress is continually monitored throughout their time at the school and is used to inform future learning and teaching. Teaching staff will assess the children's knowledge and skills and use the pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. At the end of each half termly unit, teachers use this sheet to decide if the children are at expected level, above expected level or below the expected level. The Subject Lead will complete a range of subject monitoring each term.

Subject leader monitoring will include the following aspects:

- Work sampling to ensure development of key learning and key vocabulary;
- Discussing and checking understanding of learning and work with pupils, including effective challenge for more able pupils;
- Monitoring planning to ensure full coverage of the curriculum;
- Monitoring data input onto Insight
- Checking that there are opportunities to use and apply speaking & listening and writing skills in each subject area, consistent with quality in Literacy books.
- Monitoring language skills – ensuring pupils understand key vocabulary;
- Climate walks;
- Lesson visits;
- Gathering and responding to stakeholder's views, including pupils;
- Links to other areas of the curriculum including



Subject leaders will:

- Work with teachers to ensure pupils are supported to achieve at least sufficient progress and expected attainment.
- Produce an annual Action Plan to work on key development points.

7.1 Assessment

Jotmans Hall Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Our Computing Curriculum is high quality, well thought out and is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different computational components and alike other subjects' discreet vocabulary progression also form part of the units of work.

If children are keeping up with the curriculum, they are deemed to be making good or better progress.

We measure the impact of our curriculum through the following methods:

- Pupil discussions and interviewing the pupils about their learning (pupil voice).
- Monitoring with our subject computing lead visits.
- Opportunities for dialogue between teachers.
- Photo evidence and images of the pupils practical learning.
- Video analysis through recording of performance in lessons.
- A reflection on standards achieved against the planned outcomes.
- Learning walks and reflective staff feedback (teacher voice).
- Dedicated Computing leader time.
- Monitoring of children's work.

Termly data is uploaded to the Insight data system to support subject leaders and class teachers in monitoring whole-school attainment and progress, enabling the identification of areas requiring further development or intervention.

Marking

Children receive regular feedback and marking follows the school's Feedback & Marking policy.

7.2 Recording

In Computing students work will be recorded via:



- the shared online platform of Google Chrome.
- Children's work will also be recorded by PurpleMash online work folders for each child and class

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

8. Resources

8.1 Textbooks and other equipment

Resources used for the Computing curriculum:

- PurpleMash
- Apps (TimesTables Rockstars, Spelling Shed, PurpleMash)
- Textbooks
- Beebots

8.2 Enhancing the Curriculum

School trips to facilities which offer a wider range of technology such as, experts and real-life role models. Trips for children to enhance student's knowledge in Robotics and Coding and Drone Coding.

We have Digital Leaders who are made up of an elected representative of each KS1 & KS2 Class. They help promote the safe, respectful, and responsible use of technology throughout the school. They support teachers and classmates with digital learning, model positive online behaviour, and encourage everyone to use technology confidently and safely.

The whole school will be subjected to the Online safety talks via assemblies every academic term. Students will also be involved in a Coding week and important dates throughout the year themes around computing.

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject



- Ensure subject action plans are suitable
- Monitor the quality of resources
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out
- Monitor pupil and parent engagement with the subject

9.2 Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to trustees on the subject and how it is being taught

9.3 Governing Body

The Governing Body at our school will:

- Monitor the impact of the subject across the school and on pupils
- Monitor teacher workload and professional development
- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

Classroom teachers at our school will:



- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

10. Inclusion

Teachers set high expectations for all pupils in Computing They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study Computing, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in Computing.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- EYFS Policy
- Online Safety Policy
- Feedback & Marking policy
- SEN policy

12. Monitoring and review

This policy will be reviewed by staff and trustees every 2 years ‘



13. Appendix

Year A Rolling Program: Year 1 & 2



Purple Mash Computing Scheme of Work: Knowledge Organisers

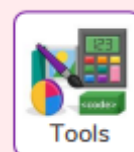
Unit: 1.1

Online Safety and Exploring Purple

Key Learning

- To log in safely.
- To learn how to find saved work in the Online Work area and find teacher comments.
- To learn how to search Purple Mash to find resources.
- To become familiar with the icons and types of resources available in the Topics section.
- To start to add pictures and text to work.
- To explore the Tools and Games section of Purple Mash.
- To learn how to open, save and print.
- To understand the importance of logging out.

Key Resources



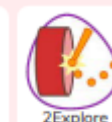
Paint Projects



2Connect



2Count



2Explore

Key Vocabulary

Alert

A system that lets you know if you have something to look at.

Avatar

A digital picture to represent someone.

Button

An area where you click to make something happen.

Device

A piece of electrical equipment made for a purpose.

File Name

The name given to an online piece of work.

Icon

An image on a web page that you can click on to navigate to somewhere.

Log in

Using a username and password to access a system.

Log out

Leaving a computer system.

Notification

A message telling you about something.

Menu

A button which gives the user different options.

My Work Area

The place on Purple Mash where your work is stored. Only you and your teachers can access this.

Private

Keeping information restricted from other people.

Password

A series of letters, numbers and special characters that is entered after the username to access an online site.

Need more support? Contact us:

Tel: +44(0)208 203 1781 | Email: support@2simple.com | Twitter: [@2simplesoftware](https://twitter.com/2simplesoftware)





Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 2.5 Effective Searching

Key Learning

- To understand the terminology associated with searching.
- To gain a better understanding of searching on the Internet.
- To create a leaflet to help someone search for information on the Internet.

Key Resources



Key Vocabulary

Internet

A global computer network providing a variety of information and communication facilities, consisting of interconnected networks and computers.

Search

Look for information in a database or the World Wide Web using a search engine.

Search Engine

A program that searches for and identifies items on the World Wide Web.

Key Questions

How can I search the Internet?

The easiest way to search the Internet is using a search engine. The search engine crawls the Internet looking for answers to the search enquiry. Google is a popular search engine.

Need more support? Contact us:
Tel: +44(0)208 203 1781 | Email: support@2simple.com | Twitter: [@2simplesoftware](https://twitter.com/2simplesoftware)





Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 1.4 Lego Builders

Key Learning

- To compare the effects of adhering strictly to instructions to completing tasks without complete instructions.
- To follow and create simple instructions on the computer.
- To consider how the order of instructions affects the result.

Key Vocabulary

Algorithm

A precise, step-by-step set of instructions used to solve a problem or achieve an objective.

Code

Instructions that a programmer enters into a computer that cause the computer to perform a certain way.

Computer

An electronic device for storing and processing data.

Debugging

To find and remove errors from computer hardware or software.

Instructions

Detailed information about how something should be done or operated.

Program

An algorithm that has been coded into something that can be run by a machine, e.g., a computer or a robot.

Key Resources



Paint Projects

Key Questions

What is an instruction?

An instruction takes you through something step by step so that you can successfully complete a task.

Why do we need to debug code?

When you write code, it won't always work correctly first time. When you search for the errors and correct them, this is known as debugging.

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 1.9 Technology Outside School

Key Learning

- To walk around the local community and find examples of where technology is used.
- To record examples of technology outside school.

Key Vocabulary

Computer

An electronic device for storing and processing data.

Technology

Science and engineering knowledge put into practical use to solve problems or invent useful tools.

Key Resources



2Publish Plus

Key Questions

What is technology?

Technology is the use of knowledge to invent new devices or tools. Throughout history, technology has made people's lives easier.

How does technology make our lives easier?

Technology has made life easier in many areas. It is now much easier to communicate around the world. Messages that used to take weeks to reach the sender can now be sent and received in seconds. We are surrounded by technology from your toys, to machines in your house, to systems that control traffic and planes.

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 1.2 Grouping and Sorting

Key Learning

- To sort items using a range of criteria.
- To sort items on the computer using the 'Grouping' activities in Purple Mash.

Key Questions

In what ways can we sort objects?

We can sort objects by different criteria. These include the size of the objects, the colour of the objects or the number of sides the object has. The criteria will depend on the type of objects being sorted.

Key Resources



Key Vocabulary

Criteria

A way in which something is judged.

Groups

Objects arranged and put together because they have features in common.

Sort

Put things together by features they have in common.

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Purple Mash Computing Scheme of Work: Knowledge Organisers

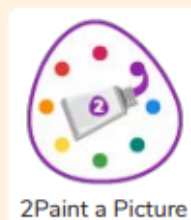
Unit: 2.6

Creating Pictures

Key Learning

- To learn the functions of the 2Paint a Picture tool.
- To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir).
- To recreate Pointillist art and look at the work of pointillist artists such as Seurat.
- To learn about the work of Piet Mondrian and recreate the style using the lines template.
- To learn about the work of William Morris and recreate the style using the patterns template.
- To explore surrealism and eCollage.

Key Resources



2Paint a Picture

Key Vocabulary

Impressionism

The impressionist movement began in the 1860s and became most popular in the 1870s and 1880s. It differed from the common art of the time because it wasn't religious art, showing scenes from religious stories or specific events, but was just intended to capture a scene at a moment. The art gave an 'impression' of the scene.

Palette

Within computer graphics, this is the range of colours or shapes available to the user.

Share

An instance of posting or reposting something on a social media website or application.

Pointillism

Pointillism was a development of impressionism. It was invented mainly by George Seurat and Paul Signac. Pointillist paintings are created by using small dots in different colours to build up the whole picture. Colours are placed near each other rather than mixed.

Surrealism

Explored the subconscious areas of the mind. The artwork often made little sense as it was usually trying to depict a dream or random thoughts.

Template

Something that serves as a model for others to copy.

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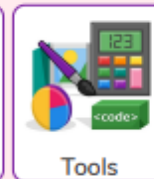
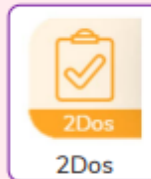
Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 1.7 Coding

Key Learning

- To understand what instructions are and predict what might happen when they are followed.
- To use code to make a computer program.
- To understand what object and actions are.
- To understand what an event is.
- To use an event to control an object.
- To begin to understand how code executes when a program is run.
- To understand what backgrounds and objects are.
- To plan and make a computer program.

Key Resources



Key Vocabulary

Action

The way that objects change when programmed to do so. For example, move.

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.

Code

Instructions that a programmer enters into a computer that cause the computer to perform a certain way.

Coding

Writing instructions that the computer can process (understand) to make programs (software).

Command

A single instruction in 2Code.

Debug/ Debugging

Fixing code that has errors so that the code will run the way it was designed.

Event

An occurrence that causes a block of code to be run. The event could be the result of user action such as the user pressing a key or clicking the screen.

Execute

This is the proper word for when you run the code. We say, 'the program (or code) executes.'

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 3.1 Coding

Key Learning

- To understand what a flowchart is and how flowcharts are used in computer programming.
- To understand that there are different types of timers and select the right type for purpose.
- To understand how to use the repeat command.
- To understand the importance of nesting.
- To design and create an interactive scene.
-

Key Resources



Tools



2Dos



2Chart



Free code chimp

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.

Bug

A problem in a computer program that stops it working the way it was designed.

Button

A type of object that responds to being clicked on.

Click Event

An event that is triggered when the user clicks on an object.

Code

Writing the code for a computer program.

Collision Detection Event

The event of two objects colliding.

Command

A single instruction in a computer program.

Debug/Debugging

Fixing code that has errors so that the code will run the way it was designed to.

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 3.3 Spreadsheets

Key Learning

- To use the symbols more than, less than and equal to, to compare values.
- To use 2Calculate to collect data and produce a variety of graphs.
- To use the advanced mode of 2Calculate to learn about cell references.

Key Resources



Key Questions

Explain how you would collect data to find out children's favourite school subjects. What sort of graph would you create?

Label one column 'Subject' and list the subjects in this column. In the cells to the right put in the number of children who like this subject. Use the chart button to automatically create a chart. A pie chart would be a suitable choice.

How can you make a 3 times table machine using the spin tool? Could you use the equals tool to check your answer

Put the spin tool in the left most cell of a row. Type 0×3 in the next three cells. Put an equals tool in the next cell in the row. When you spin the spin tool, the question will change. Enter the answer and the equals tool will tell you if it is correct.

Explain how you would locate a cell in the advanced mode?

Cells in advanced mode have rows labelled with numbers, and columns labelled with letters. So, each cell has a number and letter. For example, A1 or D7.

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 3.4 Touch Typing

Key Learning

- To introduce typing terminology.
- To understand the correct way to sit at the keyboard.
- To learn how to use the home, top and bottom row keys.
- To practise typing with the left and right hand.

Key Resources



2Type

Key Vocabulary

Posture

The correct way to sit at the computer.

Keys

Buttons that are pressed on a computer keyboard or typewriter. These can be described by their position; bottom row, top row and home row (middle row).

Space bar

The bar at the bottom of the keyboard.

Typing

The action or skill of writing something by means of a typewriter or in this case a computer.

Key Questions

Why should I have a good posture at the computer?

A good posture is important to help you avoid any injuries that come from repeatedly using the computer incorrectly.

Why should I type certain keys with certain fingers?

Using specific fingers for specific keys allows you to type more quickly.

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 3.8 Graphing

Key Learning

- To enter data into a graph and answer questions.
- To solve an investigation and present the results in graphic form.

Key Resources



Key Vocabulary

Axis

A fixed horizontal or vertical reference line for the measurement of coordinates or to plot data in a graph.

Chart

A diagram that represents data. Charts include graphs and other diagrams such as pie charts or flowcharts.

Column

Vertical (down the page) divisions of a piece of work.

Data

A collection of information, especially facts or numbers, obtained by observation, questions or measurement to be analysed and used to help decision-making.

Graph

A diagram that represents data. There are specific layouts for graphs including bar graphs and line graphs.

Investigation

A formal inquiry or systematic study.

Row

Horizontal (across the page) divisions of a piece of work.

Sorting

Organising data by a rule such as alphabetical or numerical.

Tally Chart

A way of recording how often something happens by counting in fives.

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 3.5

Email

Key Learning

- To think about different methods of communication.
- To open and respond to an email using an address book.
- To learn how to use email safely.
- To add an attachment to an email.
- To explore a simulated email scenario.

Key Resources



2Email



2Connect



2Do It Yourself

Key Questions

What is email?

Email is a method of sending electronic communication from one device to another.

What should I do if I receive an email that makes me upset or scared?

If you are at school, you should tell the teacher immediately. If you receive the message at home, then you should tell a parent or guardian.

What information can I send in an email?

As well as sending a message, files such as photographs, videos, music and other resources can be attached to the email and sent to the receiver.

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 3.6 Branching Databases

Key Learning

- To sort objects using just 'yes' or 'no' questions.
- To complete a branching database using 2Question.
- To create a branching database of the children's choice.

Key Resources



Key Vocabulary

Binary Tree

Another name for a branching database.

Database

A collection of data organised in such a way that it can be searched, and information found easily. Database usually refers to data stored on computers.

Branching database

Used to classify groups of objects. It is used to help identify the objects by answering questions with either 'yes' or 'no'. Branching databases can also be called binary trees.

Data

A collection of information, especially facts or numbers, obtained by observation, questions or measurement to be analysed and used to help decision-making.

Debugging

The process of identifying and removing errors from computer hardware or software.

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 3.7 Simulation

Key Learning

- To consider what simulations are.
- To explore a simulation.
- To analyse and evaluate a simulation.

Key Resources



Key Questions

What is a computer simulation?

A program that models a real-life situation. They let you try things out that would be too difficult or dangerous to do in real life.

What kind of simulations are there?

Some simulations represent dangerous situations for training such as flying in space, carrying out medical operations or piloting an aeroplane. Others simulate activities for fun, such as racing simulations.

Are there any problems with simulations?

Simulations are often too simple; and unexpected problems can still occur in real life that are difficult to simulate. Simulations can also be very expensive.

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 3.8 Graphing

Key Learning

- To enter data into a graph and answer questions.
- To solve an investigation and present the results in graphic form.

Key Resources



Key Vocabulary

Axis

A fixed horizontal or vertical reference line for the measurement of coordinates or to plot data in a graph.

Chart

A diagram that represents data. Charts include graphs and other diagrams such as pie charts or flowcharts.

Column

Vertical (down the page) divisions of a piece of work.

Data

A collection of information, especially facts or numbers, obtained by observation, questions or measurement to be analysed and used to help decision-making.

Graph

A diagram that represents data. There are specific layouts for graphs including bar graphs and line graphs.

Investigation

A formal inquiry or systematic study.

Row

Horizontal (across the page) divisions of a piece of work.

Sorting

Organising data by a rule such as alphabetical or numerical.

Tally Chart

A way of recording how often something happens by counting in fives.

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Year 5 & 6



Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 5.1 Coding

Key Learning

- To begin to simplify code.
- To create a playable game.
- To understand what a simulation is.
- To program a simulation using 2Code.
- To know what decomposition and abstraction are in computer science.
- To take a real-life situation, decompose it and think about the level of abstraction.
- To understand how to use friction in code.
- To begin to understand what a function is and how functions work in code.
- To understand what the different variables types are and how they are used differently.
- To understand how to create a string.
- To understand what concatenation is and how it works.

Key Resources



Tools



2Dios



2Chart



Free code gorilla

Key Vocabulary

Abstraction

A way of de-cluttering and removing unnecessary details to get a program functioning.

Action

The way that objects change when programmed to do so. For example, move or change a property.

Algorithm

A precise step by step set of instructions used to solve a problem or achieve an objective.

Concatenation

The action of linking a mixture of strings, variable values and numbers together in a series.

Debug\ Debugging Fixing code that has errors so that the code will run the way it was designed.

Decomposition

A method of breaking down a task into manageable components. This makes coding easier as the components can then be coded separately and then brought back together in the program.

Efficient

In coding, simplified code runs faster and uses less processing memory, it is said to be more efficient.

Flowchart

A diagram that uses specifically shaped, labelled boxes and arrows to represent an algorithm as a diagram.

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 5.4 Databases

Key Learning

- To learn how to search for information in a database.
- To contribute to a class database.
- To create a database around a chosen topic.

Key Questions

What is a database?

A collection of data organised in such a way that it can be searched, and information found easily. Database usually refers to data stored on computers.

Key Resources

**purple
mash**



2Investigate



Avatar builder

Why is the collaborative feature important?

Making a database collaborative allows lots of people to enter information into the database at the same time. This is a lot quicker than one person entering the data by themselves.

In what ways can I sort information in a database?

A database can hold lots of information so it is essential that information can be effectively investigated. In 2Investigate, data can be searched and sorted in a variety of ways. It can also be presented pictorially.

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 5.2 Online Safety

Key Learning

- To gain a greater understanding of the impact that sharing digital content can have.
- To review sources of support when using technology and children's responsibility to one another in their online behaviour.
- To know how to maintain secure passwords.
- To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this.
- To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.
- To learn about how to reference sources in their work.
- To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.
- To ensure reliability through using different methods of communication.

Key Resources



Display Boards



2Paint a Picture



2Connect



2Publish Plus

Key Questions

Who do I tell if I see anything online that makes me upset or scared?

When you are at school, you should tell the teacher or another adult. At home, you should tell your parent or guardian or another adult that you trust.

Why are passwords so important?

Passwords protect your information and stop other people accessing it. Passwords are like a toothbrush; they should not be shared with anyone else.

Why is it important to reference sources in my work?

If you use a book or article written by someone else, then you must reference it, so people know where you got the information from. If you don't do this then it is known as plagiarism.

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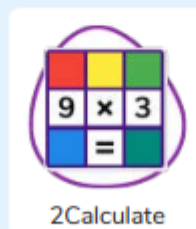
Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 5.3 Spreadsheets

Key Learning

- To use formulae within a spreadsheet to convert measurements of length and distance.
- To use the count tool to answer hypotheses about common letters in use.
- To use a spreadsheet to model a real-life problem.
- To use formulae to calculate area and perimeter of shapes.
- To create formulae that use text variables.
- To use a spreadsheet to help plan a school cake sale.

Key Resources



Key Questions

How would you add a formula so that the cell shows the product of two other cells?

Click on the cell where you want the product to be displayed then click the formula wizard button. Click on the cell that contains the first number. Choose the x operation then click on the second number. Click OK.

What would you use in 2Calculate to have a cell that automatically calculates the number of days since a certain date?

You could use formulae and the totalling tools. To make the spreadsheet easier to understand, you could use named variables.

Explain what a spreadsheet model of a real-life situation is and what it can be used for?

It represents the data of a situation for example: Budgeting for a party; working out how big a field needs to be for a certain number of animals; working out how to spend your pocket money over time. Using the existing data to predict what time your shadow will be a certain length etc.

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 5.6 3D Modelling

Key Learning

- To be introduced to 2Design and Make and the skills of computer aided design.
- To explore the effect of moving points when designing.
- To design a 3D Model to fit certain criteria.
- To refine and print a model.

Key Resources



2D&M

Key Vocabulary

2D

Something that has only two dimensions; height and width.

3D

Something that has three dimensions; height, width and depth.

3D Printing

The action or process of making a physical object from a three-dimensional digital model, typically by laying down many thin layers of a material in succession.

CAD – Computer aided Design

A CAD computer program or app allows you to design a 3D object or environment in 2D and visualise it in 3D on the screen from many angles.

Design Brief

A document for a design project, defining the core details, including the goal and strategy.

Net

What a 3D shape would look like if it was unfolded and opened out flat.

Pattern Fill

A tool where you can add a customised repeating pattern to the surface of the net.

Points

The points on a 3D net which create the corners of the 3D shape.

Template

Something that serves as a model for others to copy and edit.

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 5.5 Game Creator

Key Learning

- To plan a game.
- To design and create the game environment.
- To design and create the game quest.
- To finish and share the game.
- To self and peer evaluate.

Key Resources



Key Vocabulary

Evaluation

To critically examine a program. It involves collecting and analysing information about a program's activities, characteristics, and outcomes.

Feedback

In this case, share information with the creator about how the game could be improved.

Image

In this case, a picture displayed on the computer screen.

Instructions

Detailed information about how something should be done or operated.

Promotion

The publicising of a product, in this case a game, so as to increase sales or public awareness.

Quest

To find or do something.

Scene

The place where an incident in real life or fiction occurs or occurred.

Screenshot

An image of the data displayed on the screen of a computer or mobile device.

Texture

High frequency detail or colour information on a computer-generated graphic.

Theme

In this case, the subject of the game.

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 5.7 Concept Maps

Key Learning

- To understand the need for visual representation when generating and discussing complex ideas.
- To understand the uses of a 'concept map'.
- To understand and use the correct vocabulary when creating a concept map.
- To create a concept map.
- To understand how a concept map can be used to retell stories and information.
- To create a collaborative concept map and present this to an audience.

Key Resources



2Connect

Key Vocabulary

Concept

An idea in the form of a question.

Collaborate

Participating in an activity with more than one person working together.

Story Mode

A way to use a 2Connect concept map to create a piece of text.

Concept Map

A tool for organising and representing knowledge. They form a web of ideas which are all interconnected.

Node

A way to represent concepts or ideas. Can contain text and/or an image.

Connection

Represent a relationship or link between two nodes or ideas.

Presentation Mode

A mode on 2Connect where nodes and connections are revealed gradually to be accompanied by a verbal presentation.

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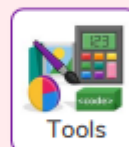
Unit: 1.1

Online Safety and Exploring Purple

Key Learning

- To log in safely.
- To learn how to find saved work in the Online Work area and find teacher comments.
- To learn how to search Purple Mash to find resources.
- To become familiar with the icons and types of resources available in the Topics section.
- To start to add pictures and text to work.
- To explore the Tools and Games section of Purple Mash.
- To learn how to open, save and print.
- To understand the importance of logging out.

Key Resources



Key Vocabulary

Alert

A system that lets you know if you have something to look at.

Avatar

A digital picture to represent someone.

Button

An area where you click to make something happen.

Device

A piece of electrical equipment made for a purpose.

File Name

The name given to an online piece of work.

Icon

An image on a web page that you can click on to navigate to somewhere.

Log out

Leaving a computer system.

Log in

Using a username and password to access a system.

Notification

A message telling you about something.

Menu

A button which gives the user different options.

My Work Area

The place on Purple Mash where your work is stored. Only you and your teachers can access this.

Private

Keeping information restricted from other people.

Password

A series of letters, numbers and special characters that is entered after the username to access an online site.

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 1.5 Maze Explorers

Key Learning

- To understand the functionality of the direction keys.
- To understand how to create and debug a set of instructions (algorithm).
- To use the additional direction keys as part of an algorithm.
- To understand how to change and extend the algorithm list.
- To create a longer algorithm for an activity.
- To set challenges for peers.
- To access peer challenges set by the teacher as 2Dos.

Key Resources



Key Vocabulary

Algorithm

A precise, step-by-step set of instructions used to solve a problem or achieve an objective.

Challenge

A task to be completed.

Command

An action such as left command.

Direction

The path that something travels. For example, a robot moving forwards, backwards or diagonal.

Instruction

Detailed information about how something should be done or operated.

Left and Right

A position which relates to something. For example, make the fish move left of the screen.

Route

A path an object or thing takes to get somewhere.

Undo

If we make a mistake, we can press the undo button.

Unit

A unit such as make the turtle move 2 units (squares).

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 2.4 Questioning

Key Learning

- To learn about data handling tools that can give more information than pictograms.
- To use yes/no questions to separate information.
- To construct a binary tree to identify items.
- To use 2Question (a binary tree database) to answer questions.
- To use a database to answer more complex search questions.
- To use the Search tool to find information.

Key Resources



2Count



2Investigate



2Question

Key Vocabulary

Pictogram

A diagram that uses pictures to represent data.

Collate

Collect and combine (texts, information, or data).

Avatar

An icon or figure representing a person in a video game, Internet forum or other online format.

Question

A sentence written or spoken to find information.

Binary Tree

A simple way of sorting information into two categories.

Database

A computerised system that makes it easy to search, select and store information.

Data

Facts and statistics collected together that can provide information.

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 2.2 Online Safety

Key Learning

- To know how to refine searches using the Search tool.
- 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.
- To introduce Email as a communication tool using 2Respond simulations.
- To understand how we should talk to others in an online situation.
- To open and send simple online communications in the form of email.
- To understand that information put online leaves a digital footprint or trail.
- To identify the steps that can be taken to keep personal data and hardware secure.

Key Resources



Sharing

Sharing



2Email

Key Vocabulary

Search

Look for information (in a database or the World Wide Web) using a search engine.

Displayboard

In Purple Mash, this is a tool that enables you to share work with a wide audience.

Internet

A way to send information from one computer to another anywhere in the world using technology such as phones, satellites and radio links.

Sharing

Post or repost (something) on a website.

Email

Messages distributed by electronic means from one computer user to one or more people.

Attachment

A computer file sent with an email.

Digital Footprint

The information about a person that exists on the Internet as a result of their online activity.

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 2.7 Making Music

Key Learning

- To make music digitally using 2Sequence.
- To explore, edit and combine sounds using 2Sequence.
- To edit and refine composed music.
- To think about how music can be used to express feelings and create tunes which depict feelings.
- To upload a sound from a bank of sounds into the Sounds section.
- To record and upload environmental sounds into Purple Mash.
- To use these sounds to create tunes in 2Sequence.

Key Resources



Key Vocabulary

bpm

The number of beats played in a minute.

Instrument

An object or device for producing musical sounds.

Soundtrack

A recording of the musical accompaniment of a film.

Composition

A creative work, especially a poem or piece of music.

Music

Vocal or instrumental sounds (or both) played alone or combined.

Tempo

The speed at which a passage of music is, or should be, played.

Digitally

By means of digital or computer technology.

Sound Effects (Sfx)

A sound other than speech or music made artificially for use in a play, film, or piece of music.

Volume

How loud a piece of music is.

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 1.6 Animated Story Books

Key Learning

- To introduce e-books and the 2Create a Story tool.
- To add animation to a story.
- To add sound to a story, including voice recording and music the children have composed.
- To work on a more complex story, including adding backgrounds and copying and pasting pages.
- To share e-books on a class display board.

Key Resources



Key Vocabulary

Animation

An object that moves on screen.

Background

An image inserted into a file that sits behind text, objects, or buttons.

Clip-art Gallery

A place in software such as 2Create a Story where a library of images can be found and inserted into a file.

E-book

A book that can be read on the computer or on a tablet.

Edit

Edit means to change something. For example, change some text to improve it.

Font

The style of text used in a piece of writing on a computer or tablet.

Sound

Sounds can be uploaded into software from a file or created.

Sound Effect

A sound other than speech or music made for use in a play, film or computer file.

Text

Words, letters, numbers or symbols entered into a computer, such as writing text in 2Create a Story.

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 2.3 Spreadsheets

Key Learning

- To use 2Calculate image, lock, move cell, speak and count tools to make a counting machine.
- To learn how to copy and paste in 2Calculate.
- To use the totalling tools.
- To use a spreadsheet for money calculations.
- To use the 2Calculate equals tool to check calculations.
- To use 2Calculate to collect data and produce a graph.

Key Resources



2Calculate

Key Questions

Why would you copy and paste when using a spreadsheet?

You might want to rearrange the information in the spreadsheet. It will save you entering the same information many times if you want to repeat things in different cells.

How could a spreadsheet help you when you are planning some shopping?

You could use it to store the process and work out how much it would cost to buy the things that you wanted.

Look at the graph made in 2Calculate showing the class' favourite pets. Which is the most popular?



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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 1.3 Pictograms

Key Learning

- To understand that data can be represented in picture format.
- To contribute to a class pictogram.
- To use a pictogram to record the results of an experiment.

Key Vocabulary

Collect Data

Gathering facts and information.

Compare

Looking at what is the same and what is different.

Data

A collection of information, used to help answer questions.

Pictogram

A diagram that uses pictures to represent data.

Record Results

Writing down what you have found out.

Title

The name given to a piece of work.

Key Resources

purple
mash



2Connect



2Count

Key Images



Open, Close and
Share



Add or delete
columns



Frequency



Add or delete objects
from the Pictogram

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2 simple



Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 2.8 Presenting Ideas

Key Learning

- To explore how a story can be presented in different ways.
- To make a quiz about a story or class topic.
- To make a fact file on a non-fiction topic.
- To make a presentation to the class.

Key Resources



2Create a story



2Connect



2Quiz



2Publish

Key Vocabulary

Concept Map (Mind Map)

A tool for organising and representing knowledge. They form a web of ideas which are all interconnected.

Quiz

A test of knowledge, especially as a competition between individuals or teams as a form of entertainment.

Narrative

A narrative (story or tale) is any account of a series of related events or experiences. This could be fictional or non-fictional.

Node

A way to represent a concept or idea using text and/or images.

Non-Fiction

Informative or factual writing.

Audience

The people giving attention to something.

Animated

A process by which we see still pictures appear to move.

Presentation

A speech or talk in which a new product, idea, or piece of work is shown and explained to an audience.

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Purple Mash Computing Scheme of Work: Knowledge Organisers

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



Tools



2Dos



2Chart



Free code gibbon

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.

Execute

This is the proper word for when you run the code. We say, 'the program (or code) executes.'

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 4.2 Online Safety

Key Learning

- To understand how children can protect themselves from online identity theft.
- To understand that information put online leaves a digital footprint or trail and that this can aid identity theft.
- To identify the risks and benefits of installing software including apps.
- To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.
- To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.
- To identify the positive and negative influences of technology on health and the environment.
- To understand the importance of balancing game and screen time with other parts of their lives.

Key Questions

What is meant by a digital footprint?

A digital footprint is the information that exists about a person based upon sites that they have visited, searches that they have done, information that they have shared and other online behaviours.

What is SPAM?

SPAM messages are emails or online messages sent from a computer to many other users. The users are sent the email without requesting it. The purpose of SPAM is for advertising, phishing or malware.

What is meant by plagiarism?

Plagiarism refers to using someone else's work and claiming it to be your own.

Key Resources



2Connect



2Investigate



SPAM

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 4.6 Animation

Key Learning

- To discuss what makes a good animated film or cartoon.
- To learn how animations are created by hand.
- To find out how animation can be created in a similar way using the computer.
- To learn about onion skinning in animation.
- To add backgrounds and sounds to animations.
- To be introduced to 'stop motion' animation.
- To share animation on the class display board and by blogging.

Key Resources



2Animate

Key Vocabulary

Animation

The process of adding movement to still objects.

FPS (Frames Per Second)

The number of frames played per second.

Frame

A single image in an animation.

Onion Skinning

A process where the shadow image of the previous frame is present to help you line up the objects of the animation correctly.

Pause

To temporarily stop the animation.

Stop motion

A technique whereby the camera is repeatedly stopped and started, for example to give animated figures the impression of movement.

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 4.3 Spreadsheets

Key Learning

- To format cells as currency, percentage, decimal to different decimal places or fraction.
- To use the formula wizard to calculate averages.
- To combine tools to make spreadsheet activities such as timed times tables tests.
- To use a spreadsheet to model a real-life situation.
- To add a formula to a cell to automatically make a calculation in that cell.

Key Resources



2Calculate

Key Vocabulary

Row

Vertical reference points for the cells in a spreadsheet.

Column

Horizontal reference points for the cells in a spreadsheet.

Spreadsheet

A computer program that represents data in **cells** in a grid of **rows** and **columns**. Any cell in the grid may contain either data or a **formula** that describes the value to be inserted based on the values in other cells.

Formula

A group of letters, numbers, or other symbols which represents a scientific or mathematical rule. The plural of formula is formulae.

Average

A number expressing the typical value in a set of data. Also known as the mean. It is calculated by dividing the sum of the values in the set by their number.

Budget

The amount of money available to spend on a project.

Chart

A diagram that represents data. Charts include graphs and other diagrams such as pie charts or flowcharts.

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 4.5 Logo

Key Learning

- To learn the structure of the coding language of Logo.
- To input simple instructions in Logo.
- Using 2Logo to create letter shapes.
- To use the Repeat function in Logo to create shapes.
- To use and build procedures in Logo.

Key Questions

What is Logo?

Logo is a text-based coding language used to control an on-screen turtle to create mathematical patterns.

Key Resources



2Logo

Key Vocabulary

Debugging

The process of identifying and removing errors from computer hardware or software.

Grid

The template around which the 2Logo turtle moves.

LOGO

A text-based coding language used to control an on screen turtle to create mathematical patterns.

LOGO Commands (e.g FD, BK, RT, LT)

A list of commands inputted into 2Logo to move the turtle around the screen.

Multi Line Mode

Type several lines of commands in the text area.

Pen Down

Lowers the screen pen so the 2Logo turtle draws a line on the screen.

Pen Up

Raises the screen pen so the 2Logo turtle doesn't draw on screen.

Prediction

When you say what is going to happen when you run the instructions.

Procedure

Pieces of Logo text with a procedure name that can be run by calling them by name. Saves time if you want to print to screen lots of the same shape.

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 4.8 Hardware Investigators

Key Learning

- To understand the different parts that make up a computer.
- To recall the different parts that make up a computer.

Key Resources

**purple
mash**



2Connect



2Quiz

Key Questions

What is the difference between hardware and software?

Hardware refers to the physical parts of a computer or device. The parts inside the computer casing are often called the components. The parts that are attached to the computer case are called peripherals. Software describes the programs that run on the computer.

Key Vocabulary

Components

Parts inside the computer casing.

CPU

The 'brains' of the computer, where all the calculations take place.

Graphics Card

Also known as a video card and used for displaying images.

Hard Drive

Where the computer stores all your documents, pictures, games and videos.

Input

How information enters the computer.

Motherboard

Main printed circuit board of the computer.

Network Card

Used to connect the computer to a network such as the Internet.

Output

Where information leaves the system.

Peripherals

Parts that are attached to the computer case.

RAM

Allows programs to store information to help the computer run quickly.

Software

The programs that run on the computer.

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 4.4

Writing for Different Audiences

Key Learning

- To explore how font size and style can affect the impact of a text.
- To use a simulated scenario to produce a news report.
- To use a simulated scenario to write for a community campaign.

Key Resources

purple
mash



2Publish Plus



2Simulate

Key Images



Text Toolbar. Click here to format your text.

Key Vocabulary

Campaign

An organised course of action to achieve a goal.

Format

The way in which something is arranged or set out.

Font

A set of type which shows words and numbers in a particular style and size.

Genre

The style or category type of a piece of art, music or writing.

Opinion

A view or judgment someone forms about something, not always based on fact.

Reporter

A person who reports news or conducts interviews for the press or broadcasting media.

Viewpoint

The way someone sees or thinks about something.

Key Questions

Why should I change the font when I am writing?

Changing the appearance of the font can help make things easier to read and highlight important parts of the text.

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 6.1 Coding

Key Learning

- 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.
- To use functions and understand why they are useful.
- To understand how functions are created and called.
- To use flowcharts to create and debug code.
- To create a simulation of a room in which devices can be controlled.
- To understand how user input can be used in a program.
- To understand how 2Code can be used to make a text-adventure game.

Key Resources



Tools



2Dos



2Chart



Free code gorilla

Key Vocabulary

Action

The way that objects change when programmed to do so. For example, move or change a property.

Algorithm

A precise step by step set of instructions used to solve a problem or achieve an objective.

Command

A single instruction in a computer program.

Co-ordinates

Numbers which determine the position of a point, shape or object in a particular space.

Event

An occurrence that causes a block of code to be run. The event could be the result of user action such as the user pressing a key (**when Key**) or clicking or swiping the screen (**when Clicked, when Swiped**) or when objects interact (**collision**). In 2Code, the event commands are used to create blocks of code that are run when events happen.

Decomposition

A method of breaking down a task into manageable components. This makes coding easier as the components can then be coded separately and then brought back together in the program.

Execute\Run

Clicking the Play button to make the computer respond to the code. Execute is the technical word for when you run the code. We say, 'the program (or code) executes.'

Debug/Debugging

Fixing code that has errors so that the code will run the way it was designed to.

Flowchart

A diagram that uses specifically shaped, labelled boxes and arrows to represent an algorithm as a diagram.

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 6.2 Online Safety

Key Learning

- To identify benefits and risks of mobile devices broadcasting the location of the user/device.
- To identify secure sites by looking for privacy seals of approval.
- To identify the benefits and risks of giving personal information.
- To review the meaning of a digital footprint.
- To have a clear idea of appropriate online behaviour.
- To begin to understand how information online can persist.
- To understand the importance of balancing game and screen time with other parts of their lives.
- To identify the positive and negative influences of technology on health and the environment.

Key Questions

Why do I need to be aware of the dangers of being online?

Although the Internet is a brilliant resource for learning and entertainment some people use the Internet to cause you harm. Being aware of these dangers can help keep you safe and protect your privacy.

What is meant by my digital footprint?

The term digital footprint is used to describe the traces that people leave behind when they have visited a website or used social media. Your digital footprint is unique to you.

Key Resources



2Investigate



2DIY



2DIY3D



Free code gorilla

Why is it important to think about how much time use a screen for?

Using a screen can help you surf the Internet or enjoy computer games but you need to be careful how much time you spend using a screen. For instance, using a screen at night can damage your sleep patterns. Turn your screen off regularly and enjoy the world outside.

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 6.4 Blogging

Key Learning

- To identify the purpose of writing a blog.
- To identify the features of a successful blog.
- To plan the theme and content for a blog.
- To understand how to write a blog and a blog post.
- To consider the effect upon the audience of changing the visual properties of the blog.
- To understand how to contribute to an existing blog.
- To understand how and why blog posts are approved by the teacher.
- To understand the importance of commenting on blogs.

Key Questions

What is a blog?

A blog is a website or webpage that is regularly updated by the author. A blog also allows the reader to post comments or opinion based on what is written.

What can a blog be about?

A blog can be written about any subject. You could write a blog about school such as information about the subject you are studying. Alternatively, you could write a blog about your favourite team or movie.

How are the audience involved in a blog?

A key feature of blogs is that the audience can leave a comment or opinion about what they have read on the blog.

Key Resources

**purple
mash**



2Blog



2Connect

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 6.5 Text Adventures

Key Learning

- To find out what a text adventure is.
- To use 2Connect to plan a story adventure.
- To make a story-based adventure using 2Create a Story.
- To introduce an alternative model for a text adventure which has a less sequential narrative.
- To use written plans to code a map-based adventure in 2Code.

Key Resources

**purple
mash**



2Create a Story



2Connect

Key Vocabulary

Text-based Adventure

A computer game that uses text instead of graphics.

Debug\ Debugging

Fixing code that has errors so that the code will run the way it was designed to.

Sprite

A computer graphic which may be programmed to move on-screen.

Selection

When selection is used, a program will choose a different outcome depending on a condition.

Function

In this context, a section of code that gets run when it is called from the main code. A function in a program is usually a piece of code that gets run lots of times.

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 6.6 Networks

Key Learning

- To learn about what the Internet consists of.
- To find out what a LAN and a WAN are.
- To find out how the Internet is accessed in school.
- To research and find out about the age of the Internet.
- To think about what the future might hold.

Key Resources

**purple
mash**



Tim Berners- Lee
Profile



Communication
Questionnaire

Key Vocabulary

Hub\Switch

The connection point for networks where data packets from many locations converge and are then sent out to different devices.

Internet

A global computer network providing a variety of information and communication facilities consisting of interconnected networks using standardized communication protocols.

Local area network (LAN)

A computer network that links devices within a building or group of adjacent buildings, especially one with a radius of less than 1 km.

Network

Several interconnected computers, machines, or operations.

Router

A device which forwards data packets to the appropriate parts of a computer network.

Wide area network (WAN)

A collection of local-area networks (LANs) or other networks that communicate with one another over a large physical area or even globally.

World Wide Web

An information system on the Internet which allows documents to be connected to other documents by hypertext links, enabling the user to search for information by moving from one document to another.

Wi-Fi

A facility allowing computers, smartphones, or other devices to connect to the Internet or communicate with one another wirelessly within a particular area.

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 6.3 Spreadsheets

Key Learning

- To use a spreadsheet to investigate the probability of the results of throwing many dice.
- To use a spreadsheet to calculate the discount and final prices in a sale.
- To use a spreadsheet to plan how to spend pocket money and the effect of saving money.
- To use a spreadsheet to plan a school charity day to maximise the money donated to charity.

Key Resources



Key Vocabulary

Rows

Horizontal, numbered reference points for the cells in a spreadsheet.

Columns

Vertical, lettered reference points for the cells in a spreadsheet.

Spreadsheet

A computer program that represents data in **cells** in a grid of **rows** and **columns**. Any cell in the grid may contain either **data** or a **formula** that describes the value to be inserted based on the values in other cells.

Data

A collection of information, especially facts or numbers, obtained by observation, questions or measurement to be analysed and used to help decision-making.

Formula

A group of letters, numbers, or other symbols which represents a scientific or mathematical rule. The plural of formula is formulae.

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 6.7 Quizzing

Key Learning

- To create a picture-based quiz for young children.
- To learn how to use the question types within 2Quiz.
- To explore the grammar quizzes.
- To make a quiz that requires the player to search a database.
- To make a quiz to test your teachers or parents.

Key Resources

**purple
mash**



2Quiz



2DIY



Text Toolkit



2Connect



2Investigate

Key Vocabulary

Audience

People who watch a performance or use a resource.

Audio

Sound (especially when recorded).

Case-Sensitive

Differentiating between capital and lower-case letters.

Clone

To make a complete copy of something.

Cloze

A test in which words are removed from a text and replaced with spaces. The learner has to fill each space with the correct word(s).

Preview

To see what something (or part of something) looks like before committing to it being the final version.

Quiz

An activity in which participants answer questions and receive a score dependent upon correct answers.

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