ST PHILOMENA'S PRIMARY SCHOOL
COMPUTING MEDIUM-TERM PLANNING – YEAR 1

2026–2027 | Purple Mash Computing Scheme

Every half term	Scheme and sequencing	Weekly teaching	Assessment and evidence
A sequence of Purple Mash units, mapped into the school's six half-terms.	36 official core lessons across the year, plus two flexible retrieval / project weeks.	1 planned computing lesson each week (approx. 60 minutes); 2BeSafe taught regularly in short sessions.	Saved 2Dos and digital work; teacher observation, pupil explanation, quizzes and practical outcomes.

Whole-School Non-Negotiables for Computing

• One explicit, well-sequenced computing lesson weekly • Three strands: Computer Science, Information Technology, Digital Literacy • Explicit teaching and retrieval of subject vocabulary • All pupils create, practise, debug or evaluate • Safe logins, secure routines and age-appropriate use of devices	• 2BeSafe woven throughout the year (not counted as a former standalone unit) • Work saved / submitted digitally wherever practical • Regular feedback and opportunities for improvement • Appropriate scaffolds and stretch for all learners • Review of knowledge and skills at the end of each unit

Curriculum intent, implementation and assessment

Progress	Adaptive Teaching	Formative Assessment	Ambitious Vocabulary
Revisit prior learning at the start of each unit. Build from guided practice to independent application; check the live Purple Mash prior/future learning links and assessment statements.	Model the process; chunk steps; provide visual prompts, vocabulary mats and worked examples. Offer extension through explanation, comparison, and independent design.	Use questions and observation during the lesson. Check the specific evidence listed in each weekly row; assess against Purple Mash unit statements and record misconceptions and next steps.	Pre-teach and revisit the vocabulary listed for each lesson. Model accurate use; ask pupils to explain technical terms in their own words and apply them to their work.

AUTUMN 1 – YEAR 1

Purple Mash units: Introduction to Purple Mash • Creative Computing

7 planned weeks | 7 core Purple Mash lessons | 2BeSafe: 4 short sessions (detailed below)

PURPLE MASH UNIT / WEEKLY FOCUS	LEARNING OBJECTIVE (I CAN STATEMENT) / SUCCESS CRITERIA	COMPUTING KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Introduction to Purple Mash Lesson 1 of 3: Log in safely using an individual account **Strand:** Information Technology	**Learning objective:** I can log in safely using an individual account. **Success criteria:** • I use my own login and follow the class routine. • I keep my password private and ask an adult for help if I cannot log in.	KNOW: A personal login gives access to digital work; icons identify tools and files, and saved work can be reopened. DO: Log in safely using an individual account.	login / account / icon / password / save	Saved digital artefact or practical task; teacher observes the target skill and asks the pupil to explain one decision.
Introduction to Purple Mash Lesson 2 of 3: Recognise useful icons and find an assigned activity **Strand:** Information Technology	**Learning objective:** I can spot useful icons and find an assigned activity. **Success criteria:** • I choose the correct icon or menu. • I open the assigned activity and explain how I found it.	KNOW: A personal login gives access to digital work; icons identify tools and files, and saved work can be reopened. DO: Recognise useful icons and find an assigned activity.	login / account / icon / password / save	Saved digital artefact or practical task; teacher observes the target skill and asks the pupil to explain one decision.
Introduction to Purple Mash Lesson 3 of 3: Save, reopen and share a piece of digital work **Strand:** Information Technology	**Learning objective:** I can save, reopen and share a piece of digital work. **Success criteria:** • I save my work in the correct place. • I reopen it and share it only using the class-approved method.	KNOW: A personal login gives access to digital work; icons identify tools and files, and saved work can be reopened. DO: Save, reopen and share a piece of digital work.	login / account / save / share / icon	Saved digital artefact or practical task; teacher observes the target skill and asks the pupil to explain one decision.
Creative Computing Lesson 1 of 4: Explore drawing tools and make a purposeful picture **Strand:** Information Technology	**Learning objective:** I can explore drawing tools and make a picture that has a clear purpose. **Success criteria:** • I choose a drawing tool that suits my idea. • I use the tool to add details that help my picture communicate its purpose.	KNOW: Digital content can combine editable drawings, shapes, colours and text to communicate a message. DO: Explore drawing tools and make a purposeful picture.	tool / create / picture / edit / colour	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.
Creative Computing Lesson 2 of 4: Select colours, shapes and brushes for a design **Strand:** Information Technology	**Learning objective:** I can select colours, shapes and brushes for a design. **Success criteria:** • I choose colours, shapes and brushes to match my design. • I use at least two tools deliberately and explain one choice.	KNOW: Digital content can combine editable drawings, shapes, colours and text to communicate a message. DO: Select colours, shapes and brushes for a design.	tool / create / colour / shape / brush	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.

PURPLE MASH UNIT / WEEKLY FOCUS	LEARNING OBJECTIVE (I CAN STATEMENT) / SUCCESS CRITERIA	COMPUTING KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Creative Computing Lesson 3 of 4: Add simple text to communicate a message **Strand:** Information Technology	**Learning objective:** I can add simple text to communicate a message. **Success criteria:** • I add text that can be read easily. • My words and picture work together to communicate the message.	KNOW: Digital content can combine editable drawings, shapes, colours and text to communicate a message. DO: Add simple text to communicate a message.	tool / create / message / edit / colour	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.
Creative Computing Lesson 4 of 4: Improve, save and explain a completed digital creation **Strand:** Information Technology	**Learning objective:** I can improve, save and explain my finished digital work. **Success criteria:** • I make a change that improves my finished work. • I save it and explain what I changed and why.	KNOW: Digital content can combine editable drawings, shapes, colours and text to communicate a message. DO: Improve, save and explain a completed digital creation.	tool / create / save / edit / colour	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.

Planning note: follow the current Purple Mash lesson presentation for the exact sequence, resources and assessment. Adapt access without lowering the learning goal. Teach 2BeSafe regularly alongside these units.

Previous learning: Builds on children's everyday experience of devices, icons and touch or mouse controls. Check familiarity with logging in, opening an app and following a simple adult instruction; introduce safe classroom routines where needed.

National Curriculum links: KS1 Computing: use technology purposefully to create, organise and store digital content; recognise common uses of information technology beyond school; use technology safely and respectfully, keeping personal information private and knowing where to seek help.

2BeSafe – AUTUMN 1 | 4 scheduled 15–20 minute sessions

WEEK	2BESAFE THEME / SESSION	CLASS LEARNING FOCUS
Week 1	Privacy and Security • Session 1 of 3	Know that passwords help protect our digital work.
Week 2	Online Relationships • Session 1 of 4	Ask an adult for permission before doing things online.
Week 3	Self-Image and Identity • Session 1 of 2	Recognise when something online makes me upset or uncomfortable.
Week 4	No separate 2BeSafe session scheduled	Use this week for retrieval, safeguarding discussion or scenario practice if needed. No additional 2BeSafe session is counted.
Week 5	No separate 2BeSafe session scheduled	Use this week for retrieval, safeguarding discussion or scenario practice if needed. No additional 2BeSafe session is counted.
Week 6	No separate 2BeSafe session scheduled	Use this week for retrieval, safeguarding discussion or scenario practice if needed. No additional 2BeSafe session is counted.
Week 7	Privacy and Security • Session 2 of 3	Recognise personal information such as my name or where I live.

AUTUMN 2 – YEAR 1

Purple Mash units: Data Explorers

7 planned weeks | 6 core Purple Mash lessons | 2BeSafe: 3 short sessions (detailed below)

PURPLE MASH UNIT / WEEKLY FOCUS	LEARNING OBJECTIVE (I CAN STATEMENT) / SUCCESS CRITERIA	COMPUTING KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Data Explorers Lesson 1 of 6: Recognise that objects can be sorted by an attribute **Strand:** Information Technology	**Learning objective:** I can explain that objects can be sorted by their features. **Success criteria:** • I identify a feature that items share or do not share. • I sort the items using that feature and explain the rule.	KNOW: Data are pieces of information; items can be grouped by properties and represented to answer questions. DO: Recognise that objects can be sorted by an attribute.	data / group / sort / attribute / category	Saved dataset, sort/filter, database or chart; pupil answers the stated question using evidence and checks accuracy.
Data Explorers Lesson 2 of 6: Group objects according to a chosen rule **Strand:** Information Technology	**Learning objective:** I can group objects using a rule I have chosen. **Success criteria:** • I choose one clear rule for grouping the objects. • I check each object belongs in the correct group.	KNOW: Data are pieces of information; items can be grouped by properties and represented to answer questions. DO: Group objects according to a chosen rule.	data / group / rule / sort / category	Saved dataset, sort/filter, database or chart; pupil answers the stated question using evidence and checks accuracy.
Data Explorers Lesson 3 of 6: Sort the same items in more than one useful way **Strand:** Information Technology	**Learning objective:** I can sort the same items in more than one useful way. **Success criteria:** • I sort the same items using two different rules. • I explain how the groups change when I change the rule.	KNOW: Data are pieces of information; items can be grouped by properties and represented to answer questions. DO: Sort the same items in more than one useful way.	data / group / sort / category / count	Saved dataset, sort/filter, database or chart; pupil answers the stated question using evidence and checks accuracy.
Data Explorers Lesson 4 of 6: Collect data about familiar objects or events **Strand:** Information Technology	**Learning objective:** I can collect data about familiar objects or events. **Success criteria:** • I collect or record information about the question. • I check that each item is recorded once and in the right group.	KNOW: Data are pieces of information; items can be grouped by properties and represented to answer questions. DO: Collect data about familiar objects or events.	data / group / event / sort / category	Saved dataset, sort/filter, database or chart; pupil answers the stated question using evidence and checks accuracy.
Data Explorers Lesson 5 of 6: Represent a simple set of information digitally **Strand:** Information Technology	**Learning objective:** I can show a simple set of information digitally. **Success criteria:** • I use the digital tool to show the information clearly. • I check that the symbols or groups match the information collected.	KNOW: Data are pieces of information; items can be grouped by properties and represented to answer questions. DO: Represent a simple set of information digitally.	data / group / sort / category / count	Saved dataset, sort/filter, database or chart; pupil answers the stated question using evidence and checks accuracy.

PURPLE MASH UNIT / WEEKLY FOCUS	LEARNING OBJECTIVE (I CAN STATEMENT) / SUCCESS CRITERIA	COMPUTING KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Data Explorers Lesson 6 of 6: Read and explain what the data representation shows **Strand:** Information Technology	**Learning objective:** I can read and explain what the chart or picture of data shows. **Success criteria:** • I read the information shown in the chart or display. • I answer a question and describe one pattern I notice.	KNOW: Data are pieces of information; items can be grouped by properties and represented to answer questions. DO: Read and explain what the data representation shows.	data / group / sort / category / count	Saved dataset, sort/filter, database or chart; pupil answers the stated question using evidence and checks accuracy.
Retrieval, applied mini-project and diagnostic assessment Lesson 7: Retrieval, applied mini-project and diagnostic assessment **Strand:** Information Technology	**Learning objective:** I can use what I have learned and explain my next steps. **Success criteria:** • I use a skill from an earlier unit to solve a new task. • I explain what worked, correct one problem and identify a next step.	KNOW: Computing systems and digital tools can be understood and used more effectively by applying the key knowledge and vocabulary for this unit. DO: Apply the lesson objective in a practical task and explain the choices made.	retrieve, apply, explain, improve	Saved applied task or selected digital work; pupil explains the skill used, one improvement and a next step.

Planning note: follow the current Purple Mash lesson presentation for the exact sequence, resources and assessment. Adapt access without lowering the learning goal. Teach 2BeSafe regularly alongside these units.

Previous learning: Builds on children's experience of sorting objects, noticing similarities and differences, and using simple digital tools. Revisit opening a familiar app, selecting items and talking about what information shows.

National Curriculum links: KS1 Computing: use technology purposefully to organise, store, manipulate and retrieve digital content; recognise common uses of information technology beyond school; use technology safely and respectfully.

2BeSafe – AUTUMN 2 | 3 scheduled 15–20 minute sessions

WEEK	2BESAFE THEME / SESSION	CLASS LEARNING FOCUS
Week 1	No separate 2BeSafe session scheduled	Use this week for retrieval, safeguarding discussion or scenario practice if needed. No additional 2BeSafe session is counted.
Week 2	No separate 2BeSafe session scheduled	Use this week for retrieval, safeguarding discussion or scenario practice if needed. No additional 2BeSafe session is counted.
Week 3	No separate 2BeSafe session scheduled	Use this week for retrieval, safeguarding discussion or scenario practice if needed. No additional 2BeSafe session is counted.
Week 4	Online Relationships • Session 2 of 4	Communicate kindly online with people I know.
Week 5	Online Bullying • Session 1 of 1	Use kind words online and tell an adult about unkind messages.
Week 6	Online Reputation • Session 1 of 2	Understand that information shared online may be copied or saved.
Week 7	No separate 2BeSafe session scheduled	Use this week for retrieval, safeguarding discussion or scenario practice if needed. No additional 2BeSafe session is counted.

SPRING 1 – YEAR 1

Purple Mash units: Creating & Following Instructions • Animated Stories

6 planned weeks | 6 core Purple Mash lessons | 2BeSafe: 2 short sessions (detailed below)

PURPLE MASH UNIT / WEEKLY FOCUS	LEARNING OBJECTIVE (I CAN STATEMENT) / SUCCESS CRITERIA	COMPUTING KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Creating & Following Instructions Lesson 1 of 3: Follow a short sequence of accurate instructions **Strand:** Computer Science	**Learning objective:** I can follow a short sequence of accurate instructions. **Success criteria:** • I follow each instruction in order. • I explain how changing the order could change the result.	KNOW: An algorithm is a finite set of ordered steps; changing or correcting a step can change the result. DO: Follow a short sequence of accurate instructions.	instruction / order / sequence / algorithm / debug	Working algorithm or program; pupil predicts the outcome, tests it, corrects an error where relevant and explains a key step.
Creating & Following Instructions Lesson 2 of 3: Make an ordered set of commands for a partner **Strand:** Computer Science	**Learning objective:** I can make an ordered set of commands for a partner. **Success criteria:** • I write commands in the order my partner needs to follow. • I use clear direction words and check that the route works.	KNOW: An algorithm is a finite set of ordered steps; changing or correcting a step can change the result. DO: Make an ordered set of commands for a partner.	instruction / order / command / sequence / algorithm	Working algorithm or program; pupil predicts the outcome, tests it, corrects an error where relevant and explains a key step.
Creating & Following Instructions Lesson 3 of 3: Find and correct an instruction that does not work **Strand:** Computer Science	**Learning objective:** I can find and correct an instruction that does not work. **Success criteria:** • I test the instructions to find the step that causes the problem. • I change the step and test the whole sequence again.	KNOW: An algorithm is a finite set of ordered steps; changing or correcting a step can change the result. DO: Find and correct an instruction that does not work.	instruction / order / sequence / algorithm / debug	Working algorithm or program; pupil predicts the outcome, tests it, corrects an error where relevant and explains a key step.
Animated Stories Lesson 1 of 6: Explore an example animated digital story **Strand:** Information Technology	**Learning objective:** I can explore an example animated digital story. **Success criteria:** • I identify the characters, setting and order of events. • I explain how pictures, movement or sound help tell the story.	KNOW: A digital story communicates meaning through ordered scenes and may combine images, text, movement and sound. DO: Explore an example animated digital story.	scene / page / story / animation / character	Saved digital artefact or practical task; teacher observes the target skill and asks the pupil to explain one decision.
Animated Stories Lesson 2 of 6: Choose characters, background and a story setting **Strand:** Information Technology	**Learning objective:** I can choose characters, background and a story setting. **Success criteria:** • I choose characters and a background that fit my story. • I explain how my choices help show where the story happens.	KNOW: A digital story communicates meaning through ordered scenes and may combine images, text, movement and sound. DO: Choose characters, background and a story setting.	scene / page / story / animation / character	Saved digital artefact or practical task; teacher observes the target skill and asks the pupil to explain one decision.

PURPLE MASH UNIT / WEEKLY FOCUS	LEARNING OBJECTIVE (I CAN STATEMENT) / SUCCESS CRITERIA	COMPUTING KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Animated Stories Lesson 3 of 6: Build an opening scene with pictures and words **Strand:** Information Technology	**Learning objective:** I can build an opening scene with pictures and words. **Success criteria:** • I create a clear first scene using pictures and words. • I include details that help the audience understand how the story begins.	KNOW: A digital story communicates meaning through ordered scenes and may combine images, text, movement and sound. DO: Build an opening scene with pictures and words.	scene / page / picture / animation / character	Saved digital artefact or practical task; teacher observes the target skill and asks the pupil to explain one decision.

Planning note: follow the current Purple Mash lesson presentation for the exact sequence, resources and assessment. Adapt access without lowering the learning goal. Teach 2BeSafe regularly alongside these units.

Previous learning: Builds on children's ability to follow simple spoken instructions in order and to create or explore a basic digital picture or story. Revisit left/right, first/next and the idea that a sequence has an order.

National Curriculum links: KS1 Computing: understand algorithms and that programs follow precise instructions; create and debug simple programs; use logical reasoning to predict behaviour; use technology purposefully to create digital content.

2BeSafe – SPRING 1 | 2 scheduled 15–20 minute sessions

WEEK	2BESAFE THEME / SESSION	CLASS LEARNING FOCUS
Week 1	Managing Online Information • Session 1 of 3	Ask questions and find information with adult guidance.
Week 2	Copyright and Ownership • Session 1 of 4	Know that a picture, video or story I make belongs to me.
Week 3	No separate 2BeSafe session scheduled	Use this week for retrieval, safeguarding discussion or scenario practice if needed. No additional 2BeSafe session is counted.
Week 4	No separate 2BeSafe session scheduled	Use this week for retrieval, safeguarding discussion or scenario practice if needed. No additional 2BeSafe session is counted.
Week 5	No separate 2BeSafe session scheduled	Use this week for retrieval, safeguarding discussion or scenario practice if needed. No additional 2BeSafe session is counted.
Week 6	No separate 2BeSafe session scheduled	Use this week for retrieval, safeguarding discussion or scenario practice if needed. No additional 2BeSafe session is counted.

SPRING 2 – YEAR 1

Purple Mash units: Animated Stories • Coding

5 planned weeks | 5 core Purple Mash lessons | 2BeSafe: 3 short sessions (detailed below)

PURPLE MASH UNIT / WEEKLY FOCUS	LEARNING OBJECTIVE (I CAN STATEMENT) / SUCCESS CRITERIA	COMPUTING KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Animated Stories Lesson 4 of 6: Develop the middle of a story in a clear sequence **Strand:** Computer Science	**Learning objective:** I can develop the middle of a story in a clear sequence. **Success criteria:** • I put the next events in an order that makes sense. • I check that the middle links the opening to what happens next.	KNOW: A digital story communicates meaning through ordered scenes and may combine images, text, movement and sound. DO: Develop the middle of a story in a clear sequence.	scene / page / sequence / story / animation	Saved digital artefact or practical task; teacher observes the target skill and asks the pupil to explain one decision.
Animated Stories Lesson 5 of 6: Add simple movement or sound for meaning **Strand:** Information Technology	**Learning objective:** I can add simple movement or sound for meaning. **Success criteria:** • I add movement or sound to show what is happening. • I play the scene and check that the effect supports the story.	KNOW: A digital story communicates meaning through ordered scenes and may combine images, text, movement and sound. DO: Add simple movement or sound for meaning.	scene / page / sound / animation / character	Saved digital artefact or practical task; teacher observes the target skill and asks the pupil to explain one decision.
Animated Stories Lesson 6 of 6: Review and share a complete animated story **Strand:** Information Technology	**Learning objective:** I can review and share a complete animated story. **Success criteria:** • I check my work against the task and success criteria. • I make one purposeful improvement and explain why it helps.	KNOW: A digital story communicates meaning through ordered scenes and may combine images, text, movement and sound. DO: Review and share a complete animated story.	scene / page / share / story / animation	Saved digital artefact or practical task; teacher observes the target skill and asks the pupil to explain one decision.
Coding Lesson 1 of 6: Explain that a program follows instructions **Strand:** Computer Science	**Learning objective:** I can explain that a program follows instructions. **Success criteria:** • I explain that a program is a set of instructions for a computer. • I predict what the instructions will make the program do.	KNOW: Code gives instructions that a computer follows; sequence, events and testing help programs work as intended. DO: Explain that a program follows instructions.	code / object / instruction / program / event	Working algorithm or program; pupil predicts the outcome, tests it, corrects an error where relevant and explains a key step.
Coding Lesson 2 of 6: Create a simple sequence of commands **Strand:** Computer Science	**Learning objective:** I can create a simple sequence of commands. **Success criteria:** • I place the commands in the right order. • I run the code and check that the result matches my plan.	KNOW: Code gives instructions that a computer follows; sequence, events and testing help programs work as intended. DO: Create a simple sequence of commands.	code / object / sequence / command / event	Working algorithm or program; pupil predicts the outcome, tests it, corrects an error where relevant and explains a key step.

Planning note: follow the current Purple Mash lesson presentation for the exact sequence, resources and assessment. Adapt access without lowering the learning goal. Teach 2BeSafe regularly alongside these units.

Previous learning: Builds on children's work with ordered instructions and simple digital stories. Revisit how changing the order of steps or actions changes what happens on screen.
National Curriculum links: KS1 Computing: understand algorithms and how they are implemented as programs; create and debug simple programs; use logical reasoning to predict the behaviour of simple programs; use technology purposefully to create digital content.

2BeSafe – SPRING 2 | 3 scheduled 15–20 minute sessions

WEEK	2BESAFE THEME / SESSION	CLASS LEARNING FOCUS
Week 1	Online Relationships • Session 3 of 4	Remember that not everyone finds the same things funny or kind.
Week 2	No separate 2BeSafe session scheduled	Use this week for retrieval, safeguarding discussion or scenario practice if needed. No additional 2BeSafe session is counted.
Week 3	No separate 2BeSafe session scheduled	Use this week for retrieval, safeguarding discussion or scenario practice if needed. No additional 2BeSafe session is counted.
Week 4	Health, Wellbeing and Lifestyle • Session 1 of 1	Know rules for using technology safely at home and at school.
Week 5	Managing Online Information • Session 2 of 3	Understand that things online can be real or make-believe.

SUMMER 1 – YEAR 1

Purple Mash units: Coding • Technology Around Us

7 planned weeks | 7 core Purple Mash lessons | 2BeSafe: 3 short sessions (detailed below)

PURPLE MASH UNIT / WEEKLY FOCUS	LEARNING OBJECTIVE (I CAN STATEMENT) / SUCCESS CRITERIA	COMPUTING KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Coding Lesson 3 of 6: Predict the result of a short piece of code **Strand:** Computer Science	**Learning objective:** I can predict the result of a short piece of code. **Success criteria:** • I predict what the code will do before I run it. • I compare the result with my prediction and explain any difference.	KNOW: Code gives instructions that a computer follows; sequence, events and testing help programs work as intended. DO: Predict the result of a short piece of code.	code / object / event / instruction / algorithm	Working algorithm or program; pupil predicts the outcome, tests it, corrects an error where relevant and explains a key step.
Coding Lesson 4 of 6: Use an event to make an object do something **Strand:** Computer Science	**Learning objective:** I can use an event to make an object do something. **Success criteria:** • I choose an event that starts an action. • I test that the object responds when the event happens.	KNOW: Code gives instructions that a computer follows; sequence, events and testing help programs work as intended. DO: Use an event to make an object do something.	code / object / event / instruction / algorithm	Working algorithm or program; pupil predicts the outcome, tests it, corrects an error where relevant and explains a key step.
Coding Lesson 5 of 6: Test and fix a program when something is wrong **Strand:** Computer Science	**Learning objective:** I can test and fix a program when something is wrong. **Success criteria:** • I test the work and compare the result with what I expected. • I find and correct an error, then test again to check the improvement.	KNOW: Code gives instructions that a computer follows; sequence, events and testing help programs work as intended. DO: Test and fix a program when something is wrong.	code / object / test / program / event	Working algorithm or program; pupil predicts the outcome, tests it, corrects an error where relevant and explains a key step.
Coding Lesson 6 of 6: Create and explain a short working program **Strand:** Computer Science	**Learning objective:** I can make and explain a short working program. **Success criteria:** • I create a program that completes the task. • I show how it works and explain one instruction.	KNOW: Code gives instructions that a computer follows; sequence, events and testing help programs work as intended. DO: Create and explain a short working program.	code / object / program / event / instruction	Working algorithm or program; pupil predicts the outcome, tests it, corrects an error where relevant and explains a key step.
Technology Around Us Lesson 1 of 4: Identify familiar examples of digital technology **Strand:** Information Technology	**Learning objective:** I can name or spot familiar examples of technology that uses computers or digital devices. **Success criteria:** • I identify digital technology in familiar places. • I explain what one device is used for.	KNOW: Digital devices have different purposes in everyday settings and should be used safely and responsibly. DO: Identify familiar examples of digital technology.	technology / device / computer / input / output	Annotated device diagram or practical scenario; pupil identifies the relevant components or purpose and explains a choice.

PURPLE MASH UNIT / WEEKLY FOCUS	LEARNING OBJECTIVE (I CAN STATEMENT) / SUCCESS CRITERIA	COMPUTING KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Technology Around Us Lesson 2 of 4: Explain different purposes for common devices **Strand:** Information Technology	**Learning objective:** I can explain different purposes for common devices. **Success criteria:** • I match a device to a purpose. • I explain why that device is suitable for the job.	KNOW: Digital devices have different purposes in everyday settings and should be used safely and responsibly. DO: Explain different purposes for common devices.	technology / device / computer / input / output	Annotated device diagram or practical scenario; pupil identifies the relevant components or purpose and explains a choice.
Technology Around Us Lesson 3 of 4: Identify ways people use technology beyond school **Strand:** Information Technology	**Learning objective:** I can name or spot ways people use technology beyond school. **Success criteria:** • I give examples of technology people use at home or in the community. • I explain how one example helps people.	KNOW: Digital devices have different purposes in everyday settings and should be used safely and responsibly. DO: Identify ways people use technology beyond school.	technology / device / computer / input / output	Annotated device diagram or practical scenario; pupil identifies the relevant components or purpose and explains a choice.

Planning note: follow the current Purple Mash lesson presentation for the exact sequence, resources and assessment. Adapt access without lowering the learning goal. Teach 2BeSafe regularly alongside these units.

Previous learning: Builds on children's experience of sequencing commands, testing outcomes and recognising technology in familiar settings. Revisit how to run a program and describe what happened.

National Curriculum links: KS1 Computing: create and debug simple programs; use logical reasoning to predict program behaviour; recognise common uses of information technology beyond school; use technology safely and respectfully.

2BeSafe – SUMMER 1 | 3 scheduled 15–20 minute sessions

WEEK	2BESAFE THEME / SESSION	CLASS LEARNING FOCUS
Week 1	Copyright and Ownership • Session 2 of 4	Save my work with a name so I can recognise it.
Week 2	No separate 2BeSafe session scheduled	Use this week for retrieval, safeguarding discussion or scenario practice if needed. No additional 2BeSafe session is counted.
Week 3	Self-Image and Identity • Session 2 of 2	Know who to tell and how to ask a trusted adult for help.
Week 4	No separate 2BeSafe session scheduled	Use this week for retrieval, safeguarding discussion or scenario practice if needed. No additional 2BeSafe session is counted.
Week 5	No separate 2BeSafe session scheduled	Use this week for retrieval, safeguarding discussion or scenario practice if needed. No additional 2BeSafe session is counted.
Week 6	Copyright and Ownership • Session 3 of 4	Understand that work made by others belongs to them.
Week 7	No separate 2BeSafe session scheduled	Use this week for retrieval, safeguarding discussion or scenario practice if needed. No additional 2BeSafe session is counted.

SUMMER 2 – YEAR 1

Purple Mash units: Technology Around Us • Making Beats

6 planned weeks | 5 core Purple Mash lessons | 2BeSafe: 5 short sessions (detailed below)

PURPLE MASH UNIT / WEEKLY FOCUS	LEARNING OBJECTIVE (I CAN STATEMENT) / SUCCESS CRITERIA	COMPUTING KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Technology Around Us Lesson 4 of 4: Choose responsible and safe ways to use devices **Strand:** Information Technology	**Learning objective:** I can choose responsible and safe ways to use devices. **Success criteria:** • I identify a safe and responsible way to use a device. • I explain what I should do if something worries me or a device is not working safely.	KNOW: Digital devices have different purposes in everyday settings and should be used safely and responsibly. DO: Choose responsible and safe ways to use devices.	technology / device / safe / responsible / computer	Annotated device diagram or practical scenario; pupil identifies the relevant components or purpose and explains a choice.
Making Beats Lesson 1 of 4: Investigate how to create and play sounds **Strand:** Information Technology	**Learning objective:** I can explore how to create and play sounds. **Success criteria:** • I use the music tool to create and play different sounds. • I choose sounds that fit the effect I want to make.	KNOW: Digital sounds can be selected, repeated, combined and edited to create a musical pattern. DO: Investigate how to create and play sounds.	beat / rhythm / sound / pattern / tempo	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.
Making Beats Lesson 2 of 4: Build a short repeated rhythmic pattern **Strand:** Information Technology	**Learning objective:** I can build a short repeated rhythmic pattern. **Success criteria:** • I arrange sounds into a pattern that repeats. • I play the pattern and check that the beat stays consistent.	KNOW: Digital sounds can be selected, repeated, combined and edited to create a musical pattern. DO: Build a short repeated rhythmic pattern.	beat / rhythm / pattern / repeat / sound	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.
Making Beats Lesson 3 of 4: Arrange sounds to create a simple composition **Strand:** Information Technology	**Learning objective:** I can arrange sounds to create a simple composition. **Success criteria:** • I arrange sounds in an order to make a short piece of music. • I listen to the whole piece and make one change to improve it.	KNOW: Digital sounds can be selected, repeated, combined and edited to create a musical pattern. DO: Arrange sounds to create a simple composition.	beat / rhythm / sound / pattern / tempo	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.
Making Beats Lesson 4 of 4: Listen, improve and share a final piece of music **Strand:** Information Technology	**Learning objective:** I can listen, improve and share a final piece of music. **Success criteria:** • I check my work against the task and success criteria. • I make one purposeful improvement and explain why it helps.	KNOW: Digital sounds can be selected, repeated, combined and edited to create a musical pattern. DO: Listen, improve and share a final piece of music.	beat / rhythm / share / music / pattern	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.

PURPLE MASH UNIT / WEEKLY FOCUS	LEARNING OBJECTIVE (I CAN STATEMENT) / SUCCESS CRITERIA	COMPUTING KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Year-end digital showcase, assessment and reflection Lesson 6: Year-end digital showcase, assessment and reflection **Strand:** Information Technology	**Learning objective:** I can use what I have learned and explain my next steps. **Success criteria:** • I choose a piece of work that shows a skill I have learned. • I explain what I did, what I improved and what I want to practise next.	KNOW: Computing systems and digital tools can be understood and used more effectively by applying the key knowledge and vocabulary for this unit. DO: Apply the lesson objective in a practical task and explain the choices made.	evaluate, reflect, improve, evidence	Saved applied task or selected digital work; pupil explains the skill used, one improvement and a next step.

Planning note: follow the current Purple Mash lesson presentation for the exact sequence, resources and assessment. Adapt access without lowering the learning goal. Teach 2BeSafe regularly alongside these units.

Previous learning: Builds on children's understanding of familiar digital devices and their earlier use of drawing, animation or sound tools. Revisit choosing a suitable tool and saving or revisiting a digital creation.

National Curriculum links: KS1 Computing: use technology purposefully to create, organise, store and retrieve digital content; recognise common uses of information technology beyond school; use technology safely and respectfully, keeping personal information private.

2BeSafe – SUMMER 2 | 5 scheduled 15–20 minute sessions

WEEK	2BESAFE THEME / SESSION	CLASS LEARNING FOCUS
Week 1	Online Relationships • Session 4 of 4	Talk to an adult if an online interaction worries me.
Week 2	Online Reputation • Session 2 of 2	Ask an adult before sharing information about myself or others.
Week 3	Privacy and Security • Session 3 of 3	Keep private information private and ask an adult before sharing.
Week 4	Copyright and Ownership • Session 4 of 4	Ask before copying or using somebody else's work.
Week 5	Managing Online Information • Session 3 of 3	Tell a trusted adult if I see something confusing or upsetting.
Week 6	No separate 2BeSafe session scheduled	Use this week for retrieval, safeguarding discussion or scenario practice if needed. No additional 2BeSafe session is counted.