ST PHILOMENA'S PRIMARY SCHOOL
COMPUTING MEDIUM-TERM PLANNING – YEAR 2

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, debugging 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 2

Purple Mash units: Route Explorers • The Internet

7 planned weeks | 7 core Purple Mash lessons | 2BeSafe: 5 short sessions (detailed below)

PURPLE MASH UNIT / WEEKLY FOCUS	LEARNING OBJECTIVE (I CAN STATELMENT) / SUCCESS CRITERIA	COMPUTING KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Route Explorers **Lesson 1 of 4: Describe a route using precise directional vocabulary** **Strand: Computer Science**	**Learning objective:** I can describe a route using precise directional vocabulary. **Success criteria:** • I use the correct direction words, such as left, right, forwards or backwards. • I describe the route in the correct order.	KNOW: An algorithm is a precise series of instructions; predicting and testing routes helps reveal errors. DO: Describe a route using precise directional vocabulary.	route / direction / sequence / turn / command	Working algorithm or program; pupil predicts the outcome, tests it, corrects an error where relevant and explains a key step.
Route Explorers **Lesson 2 of 4: Give a sequence of commands to reach a destination** **Strand: Computer Science**	**Learning objective:** I can give a sequence of commands to reach a destination. **Success criteria:** • I put the commands in the order needed to reach the destination. • I follow or test the commands to check that the route works.	KNOW: An algorithm is a precise series of instructions; predicting and testing routes helps reveal errors. DO: Give a sequence of commands to reach a destination.	route / direction / sequence / command / turn	Working algorithm or program; pupil predicts the outcome, tests it, corrects an error where relevant and explains a key step.
Route Explorers **Lesson 3 of 4: Predict the effect of a change to an instruction** **Strand: Computer Science**	**Learning objective:** I can predict the effect of a change to an instruction. **Success criteria:** • I predict what will happen if one instruction changes. • I test my prediction and explain the difference.	KNOW: An algorithm is a precise series of instructions; predicting and testing routes helps reveal errors. DO: Predict the effect of a change to an instruction.	route / direction / effect / instruction / sequence	Working algorithm or program; pupil predicts the outcome, tests it, corrects an error where relevant and explains a key step.
Route Explorers **Lesson 4 of 4: Debug a route and explain how it was improved** **Strand: Computer Science**	**Learning objective:** I can debug a route and explain how it was improved. **Success criteria:** • I find the step that sends the route the wrong way. • I change the instruction and test the route again.	KNOW: An algorithm is a precise series of instructions; predicting and testing routes helps reveal errors. DO: Debug a route and explain how it was improved.	route / direction / debug / sequence / turn	Working algorithm or program; pupil predicts the outcome, tests it, corrects an error where relevant and explains a key step.

PURPLE MASH UNIT / WEEKLY FOCUS	LEARNING OBJECTIVE (I CAN STATELMENT) / SUCCESS CRITERIA	COMPUTING KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
The Internet **Lesson 1 of 4: Explain what the internet helps people do** **Strand: Digital Literacy**	**Learning objective:** I can explain what the internet helps people do. **Success criteria:** • I explain one or more things people use the internet to do. • I give an example of a safe and useful online activity.	KNOW: The internet connects digital devices and services; users navigate information and choose safe, helpful resources. DO: Explain what the internet helps people do.	internet / network / website / browser / link	Saved digital artefact or practical task; teacher observes the target skill and asks the pupil to explain one decision.
The Internet **Lesson 2 of 4: Distinguish websites from the devices used to access them** **Strand: Digital Literacy**	**Learning objective:** I can tell the difference between websites from the devices used to access them. **Success criteria:** • I explain that a device is used to access a website. • I give an example of a website and the device I could use to visit it.	KNOW: The internet connects digital devices and services; users navigate information and choose safe, helpful resources. DO: Distinguish websites from the devices used to access them.	internet / network / device / website / browser	Saved digital artefact or practical task; teacher observes the target skill and asks the pupil to explain one decision.
The Internet **Lesson 3 of 4: Navigate simple online resources using safe choices** **Strand: Digital Literacy**	**Learning objective:** I can navigate simple online resources using safe choices. **Success criteria:** • I follow the task to find the required page or information. • I make safe choices and ask for help if something unexpected appears.	KNOW: The internet connects digital devices and services; users navigate information and choose safe, helpful resources. DO: Navigate simple online resources using safe choices.	internet / network / safe / website / browser	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: follow simple instructions in order; use familiar digital tools; recognise basic online-safety rules. Check these starting points against the Year 1 plan.

National Curriculum links: understand what algorithms are and how they are implemented as programs; use logical reasoning to predict program behaviour; recognise common uses of information technology beyond school; use technology safely and respectfully.

2BeSafe – AUTUMN 1 | 5 scheduled 15–20 minute sessions

WEEK	2BESAFE THEME / SESSION	CLASS LEARNING FOCUS
Week 1	Privacy and Security • Session 1 of 4	Know why passwords should not be shared.
Week 2	Online Relationships • Session 1 of 7	Know that people can communicate with strangers online.
Week 3	Self-Image and Identity • Session 1 of 2	Recognise that someone may behave differently online and offline.
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	Online Relationships • Session 2 of 7	Ask permission before joining in or sharing online.
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 4	Identify which personal details should be kept private.

AUTUMN 2 – YEAR 2

Purple Mash units: The Internet • Creating Pictures

7 planned weeks | 6 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
The Internet **Lesson 4 of 4: Describe ways online information can be helpful** **Strand: Digital Literacy**	**Learning objective:** I can describe ways online information can be helpful. **Success criteria:** • I give an example of information I can find online. • I explain why I should check with a trusted adult if I am unsure about it.	KNOW: The internet connects digital devices and services; users navigate information and choose safe, helpful resources. DO: Describe ways online information can be helpful.	internet / network / website / browser / link	Saved digital artefact or practical task; teacher observes the target skill and asks the pupil to explain one decision.
Creating Pictures **Lesson 1 of 5: Investigate digital painting tools and effects** **Strand: Information Technology**	**Learning objective:** I can explore digital painting tools and effects. **Success criteria:** • I try different painting tools and notice the effect each one makes. • I choose a tool that helps me create the picture I want.	KNOW: Digital art tools can imitate visual effects; selection, layering and editing can improve an image. DO: Investigate digital painting tools and effects.	paint / brush / tool / effect / style	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.
Creating Pictures **Lesson 2 of 5: Select brush tools and colours for a purpose** **Strand: Information Technology**	**Learning objective:** I can select brush tools and colours for a purpose. **Success criteria:** • I choose brush tools and colours for a clear purpose. • I use them consistently to develop my picture.	KNOW: Digital art tools can imitate visual effects; selection, layering and editing can improve an image. DO: Select brush tools and colours for a purpose.	paint / brush / tool / colour / effect	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.
Creating Pictures **Lesson 3 of 5: Make a picture that imitates a chosen visual style** **Strand: Information Technology**	**Learning objective:** I can make a picture that imitates a chosen visual style. **Success criteria:** • I identify features of the style I want to imitate. • I use digital tools to recreate at least two of those features.	KNOW: Digital art tools can imitate visual effects; selection, layering and editing can improve an image. DO: Make a picture that imitates a chosen visual style.	paint / brush / picture / style / effect	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
Creating Pictures **Lesson 4 of 5: Combine effects to add texture and detail** **Strand: Information Technology**	**Learning objective:** I can combine effects to add texture and detail. **Success criteria:** • I combine effects to add texture or detail. • I check that the extra effects improve rather than clutter my picture.	KNOW: Digital art tools can imitate visual effects; selection, layering and editing can improve an image. DO: Combine effects to add texture and detail.	paint / brush / effect / style / texture	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.
Creating Pictures **Lesson 5 of 5: Evaluate and improve a finished piece of digital art** **Strand: Information Technology**	**Learning objective:** I can check and improve. **Success criteria:** • I identify one strength and one part to improve. • I make a change and explain how it improves the finished picture.	KNOW: Digital art tools can imitate visual effects; selection, layering and editing can improve an image. DO: Evaluate and improve a finished piece of digital art.	paint / brush / effect / style / texture	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.
Retrieval, applied mini-project and diagnostic assessment **Strand: Computer Science, Information Technology, Digital Literacy**	**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.	Retrieve prior computing knowledge; choose an appropriate digital tool; self-assess and respond to feedback.	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: use directional language and simple sequences; navigate familiar online resources and discuss safe choices. Revisit how to use a device and select a suitable digital tool.

National Curriculum links: 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.

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

WEEK	2BESAFE THEME / SESSION	CLASS LEARNING FOCUS
Week 1	Online Bullying • Session 1 of 3	Explain what bullying is and how it can happen online.
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 3 of 7	Know how to say no or I am not sure to an online request.
Week 5	Online Bullying • Session 2 of 3	Recognise how unkind online behaviour affects feelings.
Week 6	Online Reputation • Session 1 of 3	Know that what I put online may remain there for a long time.
Week 7	Privacy and Security • Session 3 of 4	Create and protect a simple password with adult support.

SPRING 1 – YEAR 2

Purple Mash units: Spreadsheets

6 planned weeks | 6 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
Spreadsheets **Lesson 1 of 6: Identify rows, columns and cells in a spreadsheet** **Strand: Information Technology**	**Learning objective:** I can name or spot rows, columns and cells in a spreadsheet. **Success criteria:** • I point to a row, a column and a cell. • I explain where information belongs in the spreadsheet.	KNOW: A spreadsheet arranges information in labelled rows, columns and cells, and can perform calculations. DO: Identify rows, columns and cells in a spreadsheet.	cell / row / spreadsheet / column / number	Saved spreadsheet with labelled cells and working calculation/chart; pupil checks a result and explains what it shows.
Spreadsheets **Lesson 2 of 6: Enter and edit words and numbers in cells** **Strand: Information Technology**	**Learning objective:** I can enter and edit words and numbers in cells. **Success criteria:** • I enter words or numbers into the correct cells. • I edit an entry and check that it is accurate.	KNOW: A spreadsheet arranges information in labelled rows, columns and cells, and can perform calculations. DO: Enter and edit words and numbers in cells.	cell / row / column / number / total	Saved spreadsheet with labelled cells and working calculation/chart; pupil checks a result and explains what it shows.
Spreadsheets **Lesson 3 of 6: Use a spreadsheet to organise a small data set** **Strand: Information Technology**	**Learning objective:** I can use a spreadsheet to organise a small data set. **Success criteria:** • I use headings and cells to organise the information. • I check that similar information is entered consistently.	KNOW: A spreadsheet arranges information in labelled rows, columns and cells, and can perform calculations. DO: Use a spreadsheet to organise a small data set.	cell / row / data / spreadsheet / column	Saved spreadsheet with labelled cells and working calculation/chart; pupil checks a result and explains what it shows.
Spreadsheets **Lesson 4 of 6: Use a calculation tool to find a total** **Strand: Information Technology**	**Learning objective:** I can use a calculation tool to find a total. **Success criteria:** • I use the calculation tool or formula taught in the lesson. • I check whether the total makes sense using the values provided.	KNOW: A spreadsheet arranges information in labelled rows, columns and cells, and can perform calculations. DO: Use a calculation tool to find a total.	cell / row / tool / calculation / total	Saved spreadsheet with labelled cells and working calculation/chart; pupil checks a result and explains what it shows.

PURPLE MASH UNIT / WEEKLY FOCUS	LEARNING OBJECTIVE (I CAN STATEMENT) / SUCCESS CRITERIA	COMPUTING KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Spreadsheets **Lesson 5 of 6: Compare quantities and interpret results** **Strand: Information Technology**	**Learning objective:** I can compare quantities and interpret results. **Success criteria:** • I compare the values in the spreadsheet. • I use the results to answer a question and explain my comparison.	KNOW: A spreadsheet arranges information in labelled rows, columns and cells, and can perform calculations. DO: Compare quantities and interpret results.	cell / row / column / number / total	Saved spreadsheet with labelled cells and working calculation/chart; pupil checks a result and explains what it shows.
Spreadsheets **Lesson 6 of 6: Check, correct and explain a completed spreadsheet** **Strand: Information Technology**	**Learning objective:** I can check, correct and explain a completed spreadsheet. **Success criteria:** • I check entries and calculations for mistakes. • I correct an error and explain what the spreadsheet tells me.	KNOW: A spreadsheet arranges information in labelled rows, columns and cells, and can perform calculations. DO: Check, correct and explain a completed spreadsheet.	cell / row / spreadsheet / column / number	Saved spreadsheet with labelled cells and working calculation/chart; pupil checks a result and explains what it shows.

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: create and edit digital pictures; identify and organise information using simple categories; use words and numbers accurately.

National Curriculum links: use technology purposefully to organise, store, manipulate and retrieve digital content; use logical reasoning to make predictions and explain outcomes; use technology safely and respectfully.

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

WEEK	2BESAFE THEME / SESSION	CLASS LEARNING FOCUS
Week 1	Managing Online Information • Session 1 of 5	Use helpful keywords to find information.
Week 2	Online Relationships • Session 4 of 7	Respect others' choices about what is shared.
Week 3	Copyright and Ownership • Session 1 of 2	Know that online pictures and information can belong to others.
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	Managing Online Information • Session 2 of 5	Navigate links, tabs and buttons carefully.
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 2

Purple Mash units: Questioning • 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
Questioning **Lesson 1 of 4: Recognise questions that can be answered with data** **Strand: Information Technology**	**Learning objective:** I can spot questions that can be answered with data. **Success criteria:** • I ask a question that can be answered by collecting or checking data. • I explain what information I would need to answer it.	KNOW: Questions about the features of objects help organise information and narrow down possible answers. DO: Recognise questions that can be answered with data.	question / data / answer / record / yes	Saved dataset, sort/filter, database or chart; pupil answers the stated question using evidence and checks accuracy.
Questioning **Lesson 2 of 4: Organise a set of information about objects** **Strand: Information Technology**	**Learning objective:** I can organise a set of information about objects. **Success criteria:** • I sort the information using a clear feature or rule. • I explain how the groups help me find an answer.	KNOW: Questions about the features of objects help organise information and narrow down possible answers. DO: Organise a set of information about objects.	question / data / record / yes / no	Saved dataset, sort/filter, database or chart; pupil answers the stated question using evidence and checks accuracy.
Questioning **Lesson 3 of 4: Ask suitable questions to narrow possibilities** **Strand: Information Technology**	**Learning objective:** I can ask suitable questions to narrow possibilities. **Success criteria:** • I ask a useful question that rules out some possibilities. • I use the answers to narrow down the options step by step.	KNOW: Questions about the features of objects help organise information and narrow down possible answers. DO: Ask suitable questions to narrow possibilities.	question / data / record / yes / no	Saved dataset, sort/filter, database or chart; pupil answers the stated question using evidence and checks accuracy.
Questioning **Lesson 4 of 4: Use the information to justify an answer** **Strand: Information Technology**	**Learning objective:** I can use the information to justify an answer. **Success criteria:** • I choose evidence from the information to support my answer. • I explain how the evidence helps me decide.	KNOW: Questions about the features of objects help organise information and narrow down possible answers. DO: Use the information to justify an answer.	question / data / answer / record / yes	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
Coding **Lesson 1 of 6: Recap how instructions become an algorithm** **Strand: Computer Science**	**Learning objective:** I can recap how instructions become an algorithm. **Success criteria:** • I put instructions in the order needed to complete the task. • I explain that an algorithm is a set of steps for solving a problem.	KNOW: Programs use ordered commands and events; predictions and testing help identify and correct mistakes. DO: Recap how instructions become an algorithm.	algorithm / command / instruction / event / object	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: organise information in a spreadsheet and compare quantities; use a sequence of instructions and predict what may happen.

National Curriculum links: use technology purposefully to organise, store, manipulate and retrieve digital content; understand algorithms and create/debug simple programs; use logical reasoning to predict program behaviour.

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

WEEK	2BESAFE THEME / SESSION	CLASS LEARNING FOCUS
Week 1	Online Relationships • Session 5 of 7	Recognise risky requests from people I do not know.
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	Use devices safely at home, school and in public places.
Week 5	Managing Online Information • Session 3 of 5	Know that a voice assistant is not a real person.

SUMMER 1 – YEAR 2

Purple Mash units: Coding • Presenting Ideas

7 planned weeks | 7 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
Coding **Lesson 2 of 6: Build a sequence that moves or changes objects** **Strand: Computer Science**	**Learning objective:** I can build a sequence that moves or changes objects. **Success criteria:** • I arrange commands in the correct sequence. • I run the program and check that the object moves or changes as planned.	KNOW: Programs use ordered commands and events; predictions and testing help identify and correct mistakes. DO: Build a sequence that moves or changes objects.	algorithm / command / sequence / event / object	Working algorithm or program; pupil predicts the outcome, tests it, corrects an error where relevant and explains a key step.
Coding **Lesson 3 of 6: Predict what a simple program will do** **Strand: Computer Science**	**Learning objective:** I can predict what a simple program will do. **Success criteria:** • I predict what the program will do before running it. • I run the program and compare the result with my prediction.	KNOW: Programs use ordered commands and events; predictions and testing help identify and correct mistakes. DO: Predict what a simple program will do.	algorithm / command / program / event / object	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 trigger a programmed action** **Strand: Computer Science**	**Learning objective:** I can use an event to trigger a programmed action. **Success criteria:** • I choose an event that starts an action. • I test that the action happens when the event occurs.	KNOW: Programs use ordered commands and events; predictions and testing help identify and correct mistakes. DO: Use an event to trigger a programmed action.	algorithm / command / event / object / test	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: Find errors using a systematic test** **Strand: Computer Science**	**Learning objective:** I can find errors using a systematic test. **Success criteria:** • I test the program in a planned way. • I identify the error, change one part and test again.	KNOW: Programs use ordered commands and events; predictions and testing help identify and correct mistakes. DO: Find errors using a systematic test.	algorithm / command / test / event / object	Working algorithm or program; pupil predicts the outcome, tests it, corrects an error where relevant and explains a key step.

PURPLE MASH UNIT / WEEKLY FOCUS	LEARNING OBJECTIVE (I CAN STATEMENT) / SUCCESS CRITERIA	COMPUTING KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Coding **Lesson 6 of 6: Design and explain a working digital program** **Strand: Computer Science**	**Learning objective:** I can design and explain a working digital program. **Success criteria:** • I create a program that meets the task. • I demonstrate how it works and explain one important instruction.	KNOW: Programs use ordered commands and events; predictions and testing help identify and correct mistakes. DO: Design and explain a working digital program.	algorithm / command / program / design / event	Working algorithm or program; pupil predicts the outcome, tests it, corrects an error where relevant and explains a key step.
Presenting Ideas **Lesson 1 of 4: Identify what makes digital information easy to read** **Strand: Information Technology**	**Learning objective:** I can name or spot what makes digital information easy to read. **Success criteria:** • I identify features that make digital information easy to read. • I use clear headings, readable text and a sensible layout.	KNOW: A digital presentation helps an audience understand ideas when content is sequenced and designed clearly. DO: Identify what makes digital information easy to read.	present / audience / image / slide / layout	Saved digital artefact or practical task; teacher observes the target skill and asks the pupil to explain one decision.
Presenting Ideas **Lesson 2 of 4: Organise key facts into a simple presentation** **Strand: Information Technology**	**Learning objective:** I can organise key facts into a simple presentation. **Success criteria:** • I put key facts in a clear order across the slides. • I use a heading and a small amount of relevant information on each slide.	KNOW: A digital presentation helps an audience understand ideas when content is sequenced and designed clearly. DO: Organise key facts into a simple presentation.	present / audience / presentation / image / slide	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: sequence commands, predict program outcomes and identify errors; organise key facts for an audience. Revisit how events can trigger actions.

National Curriculum links: create and debug simple programs; use logical reasoning to predict program behaviour; use technology purposefully to create and manipulate digital content.

2BeSafe – SUMMER 1 | 5 scheduled 15–20 minute sessions

WEEK	2BESAFE THEME / SESSION	CLASS LEARNING FOCUS
Week 1	Online Reputation • Session 2 of 3	Recognise that other people may see and share online information.
Week 2	Online Relationships • Session 6 of 7	Tell a trusted adult about contact that makes me uneasy.
Week 3	Self-Image and Identity • Session 2 of 2	Describe how to get help if something online frightens or worries me.
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	Online Bullying • Session 3 of 3	Explain that bullying is never the child's fault and know who can help.
Week 6	Managing Online Information • Session 4 of 5	Distinguish real information from made-up stories online.
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 2

Purple Mash units: Presenting Ideas • Making Music

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
Presenting Ideas **Lesson 3 of 4: Combine text with appropriate images** **Strand: Information Technology**	**Learning objective:** I can combine text with appropriate images. **Success criteria:** • I choose images that match the information. • I arrange text and images so the audience can understand the key message.	KNOW: A digital presentation helps an audience understand ideas when content is sequenced and designed clearly. DO: Combine text with appropriate images.	present / audience / image / slide / layout	Saved digital artefact or practical task; teacher observes the target skill and asks the pupil to explain one decision.
Presenting Ideas **Lesson 4 of 4: Revise, present and discuss the finished work** **Strand: Information Technology**	**Learning objective:** I can revise, present and discuss the finished work. **Success criteria:** • I check the presentation for accuracy and readability. • I make one improvement and explain my choice.	KNOW: A digital presentation helps an audience understand ideas when content is sequenced and designed clearly. DO: Revise, present and discuss the finished work.	present / audience / image / slide / layout	Saved digital artefact or practical task; teacher observes the target skill and asks the pupil to explain one decision.
Making Music **Lesson 1 of 3: Explore sounds and patterns in a digital music tool** **Strand: Information Technology**	**Learning objective:** I can explore sounds and patterns in a digital music tool. **Success criteria:** • I explore sounds and identify a pattern or beat. • I use the tool to arrange sounds into a short sequence.	KNOW: Digital music-making tools arrange sounds and patterns into a composition which can be reviewed and refined. DO: Explore sounds and patterns in a digital music tool.	sound / tune / pattern / tool / music	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.
Making Music **Lesson 2 of 3: Arrange contrasting sounds into a short piece** **Strand: Information Technology**	**Learning objective:** I can arrange contrasting sounds into a short piece. **Success criteria:** • I choose sounds that are different from each other. • I arrange them into a short piece with a clear beginning and ending.	KNOW: Digital music-making tools arrange sounds and patterns into a composition which can be reviewed and refined. DO: Arrange contrasting sounds into a short piece.	sound / tune / beat / rhythm / 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
Making Music **Lesson 3 of 3: Improve and perform a completed digital composition** **Strand: Information Technology**	**Learning objective:** I can improve and perform a completed digital composition. **Success criteria:** • I listen to my piece and identify one part to improve. • I make a change and play the finished composition.	KNOW: Digital music-making tools arrange sounds and patterns into a composition which can be reviewed and refined. DO: Improve and perform a completed digital composition.	sound / tune / beat / rhythm / pattern	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.
Year-end digital showcase, assessment and reflection **Strand: Computer Science, Information Technology, Digital Literacy**	**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.	Retrieve prior computing knowledge; choose an appropriate digital tool; self-assess and respond to feedback.	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: plan and improve a simple presentation; select text and images for an audience; explore and arrange sounds in a digital tool.

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

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

WEEK	2BESAFE THEME / SESSION	CLASS LEARNING FOCUS
Week 1	Online Relationships • Session 7 of 7	Practise what to do if someone shares something without consent.
Week 2	Privacy and Security • Session 4 of 4	Recognise that many household devices connect to the internet.
Week 3	Online Reputation • Session 3 of 3	Ask for help if incorrect or unwanted information appears online.
Week 4	Copyright and Ownership • Session 2 of 2	Ask permission and respect creators when using their work.
Week 5	Managing Online Information • Session 5 of 5	Remember that not everything found online is true.
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.