ST PHILOMENA'S PRIMARY SCHOOL
COMPUTING MEDIUM-TERM PLANNING – YEAR 3

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 3

Purple Mash units: Email • Route Planners

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
Email Lesson 1 of 6: Understand the purpose and main parts of an email **Strand:** Digital Literacy	**Learning objective:** I can understand the purpose and main parts of an email. **Success criteria:** • I identify the recipient, subject and message. • I explain when email is useful and why messages should be clear.	KNOW: An email contains a recipient, subject and message; safe communication uses appropriate language and cautious responses. DO: Understand the purpose and main parts of an email.	email / recipient / subject / inbox / attachment	Saved supervised email draft or scenario response; pupil identifies recipient/subject, uses suitable tone and explains a safe action.
Email Lesson 2 of 6: Draft a clear message with a suitable subject **Strand:** Digital Literacy	**Learning objective:** I can draft a clear message with a suitable subject. **Success criteria:** • I write a subject that matches the message. • I write a clear message using suitable words and punctuation.	KNOW: An email contains a recipient, subject and message; safe communication uses appropriate language and cautious responses. DO: Draft a clear message with a suitable subject.	email / recipient / subject / message / inbox	Saved supervised email draft or scenario response; pupil identifies recipient/subject, uses suitable tone and explains a safe action.
Email Lesson 3 of 6: Send and respond to a supervised class email **Strand:** Digital Literacy	**Learning objective:** I can send and respond to a supervised class email. **Success criteria:** • I enter the correct recipient and message. • I check the email before sending and follow the teacher's instructions.	KNOW: An email contains a recipient, subject and message; safe communication uses appropriate language and cautious responses. DO: Send and respond to a supervised class email.	email / recipient / subject / inbox / attachment	Saved supervised email draft or scenario response; pupil identifies recipient/subject, uses suitable tone and explains a safe action.
Email Lesson 4 of 6: Use respectful tone and suitable digital etiquette **Strand:** Digital Literacy	**Learning objective:** I can use respectful tone and suitable digital etiquette. **Success criteria:** • I use polite language that suits the reader. • I check that my message cannot easily be misunderstood.	KNOW: An email contains a recipient, subject and message; safe communication uses appropriate language and cautious responses. DO: Use respectful tone and suitable digital etiquette.	email / recipient / etiquette / subject / inbox	Saved supervised email draft or scenario response; pupil identifies recipient/subject, uses suitable tone and explains a safe action.
Email Lesson 5 of 6: Identify suspicious messages and safe responses **Strand:** Digital Literacy	**Learning objective:** I can spot suspicious messages and choose a safe response. **Success criteria:** • I identify a sign that a message may be suspicious. • I do not click or reply; I report it to a trusted adult or follow school guidance.	KNOW: An email contains a recipient, subject and message; safe communication uses appropriate language and cautious responses. DO: Identify suspicious messages and safe responses.	email / recipient / safe / message / suspicious	Saved supervised email draft or scenario response; pupil identifies recipient/subject, uses suitable tone and explains a safe action.

PURPLE MASH UNIT / WEEKLY FOCUS	LEARNING OBJECTIVE (I CAN STATEMENT) / SUCCESS CRITERIA	COMPUTING KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Email Lesson 6 of 6: Review email choices and explain how to stay safe **Strand:** Digital Literacy	**Learning objective:** I can review email choices and explain how to stay safe. **Success criteria:** • I identify a safe choice when using email. • I explain what I would do if a message worried me.	KNOW: An email contains a recipient, subject and message; safe communication uses appropriate language and cautious responses. DO: Review email choices and explain how to stay safe.	email / recipient / safe / subject / inbox	Saved supervised email draft or scenario response; pupil identifies recipient/subject, uses suitable tone and explains a safe action.
Route Planners Lesson 1 of 5: Break down a journey into small instructions **Strand:** Computer Science	**Learning objective:** I can break down a journey into small instructions. **Success criteria:** • I split the journey into small, clear steps. • I put the steps in the order needed to reach the destination.	KNOW: Routes can be represented as algorithms; precise commands, repetition, testing and correction help them work. DO: Break down a journey into small instructions.	algorithm / route / instruction / precision / sequence	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 Year 2 work with simple routes, sequences, online information and safe use of technology. Revisit precise instructions, personal information and how to communicate respectfully online.

National Curriculum links: KS2 Computing: understand computer networks, including the internet, and opportunities for communication and collaboration; use logical reasoning to explain algorithms; use technology safely, respectfully and responsibly and know how to report concerns.

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	Choose and protect strong passwords.
Week 2	Online Relationships • Session 1 of 6	Understand that shared interests can lead to online contact.
Week 3	Self-Image and Identity • Session 1 of 3	Explore what an online identity means.
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 6	Explain the difference between knowing someone online and in person.
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	No separate 2BeSafe session scheduled	Use this week for retrieval, safeguarding discussion or scenario practice if needed. No additional 2BeSafe session is counted.

AUTUMN 2 – YEAR 3

Purple Mash units: Route Planners • Branching Databases

7 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
Route Planners Lesson 2 of 5: Write an algorithm that follows a defined route **Strand:** Computer Science	**Learning objective:** I can write an algorithm that follows a defined route. **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: Routes can be represented as algorithms; precise commands, repetition, testing and correction help them work. DO: Write an algorithm that follows a defined route.	algorithm / route / precision / sequence / test	Working algorithm or program; pupil predicts the outcome, tests it, corrects an error where relevant and explains a key step.
Route Planners Lesson 3 of 5: Use repeats or patterns where useful **Strand:** Computer Science	**Learning objective:** I can use repeats or patterns where useful. **Success criteria:** • I spot a repeated part of the route. • I use a repeat or pattern where it makes the instructions clearer.	KNOW: Routes can be represented as algorithms; precise commands, repetition, testing and correction help them work. DO: Use repeats or patterns where useful.	algorithm / route / pattern / repeat / precision	Working algorithm or program; pupil predicts the outcome, tests it, corrects an error where relevant and explains a key step.
Route Planners Lesson 4 of 5: Test and improve a route that has errors **Strand:** Computer Science	**Learning objective:** I can test and improve a route that has errors. **Success criteria:** • I find the instruction that causes the route to fail. • I correct it and retest the full route.	KNOW: Routes can be represented as algorithms; precise commands, repetition, testing and correction help them work. DO: Test and improve a route that has errors.	algorithm / route / test / precision / sequence	Working algorithm or program; pupil predicts the outcome, tests it, corrects an error where relevant and explains a key step.
Route Planners Lesson 5 of 5: Explain why a revised algorithm is more reliable **Strand:** Computer Science	**Learning objective:** I can explain why a revised algorithm is more reliable. **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: Routes can be represented as algorithms; precise commands, repetition, testing and correction help them work. DO: Explain why a revised algorithm is more reliable.	algorithm / route / reliable / precision / sequence	Working algorithm or program; pupil predicts the outcome, tests it, corrects an error where relevant and explains a key step.
Retrieval, applied mini-project and diagnostic assessment Lesson 5: 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.

PURPLE MASH UNIT / WEEKLY FOCUS	LEARNING OBJECTIVE (I CAN STATEMENT) / SUCCESS CRITERIA	COMPUTING KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Branching Databases Lesson 1 of 4: Identify useful yes/no questions for sorting **Strand:** Computer Science	**Learning objective:** I can choose useful yes/no questions to sort information. **Success criteria:** • I write questions that can be answered yes or no. • I choose questions that help separate the items clearly.	KNOW: A branching database uses a sequence of yes/no questions to identify or classify items by attributes. DO: Identify useful yes/no questions for sorting.	database / classify / sort / question / attribute	Saved dataset, sort/filter, database or chart; pupil answers the stated question using evidence and checks accuracy.
Branching Databases Lesson 2 of 4: Create categories based on observable attributes **Strand:** Computer Science	**Learning objective:** I can create categories based on observable attributes. **Success criteria:** • I choose features that can be observed or checked. • I sort the items into categories using those features.	KNOW: A branching database uses a sequence of yes/no questions to identify or classify items by attributes. DO: Create categories based on observable attributes.	database / classify / attribute / question / branch	Saved dataset, sort/filter, database or chart; pupil answers the stated question using evidence and checks accuracy.

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 pupils' use of directional language and ordered instructions, and their experience organising information into categories. Revisit how a clear question or rule helps organise data.

National Curriculum links: KS2 Computing: use logical reasoning to explain how algorithms work and detect errors; select and use software to collect, analyse, evaluate and present data and information; use a range of digital tools purposefully.

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

WEEK	2BESAFE THEME / SESSION	CLASS LEARNING FOCUS
Week 1	Online Bullying • Session 1 of 2	Recognise different forms of online bullying.
Week 2	Privacy and Security • Session 2 of 3	Know which information should only be shared with trusted people.
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 6	Remember that online friendliness does not always mean someone can be trusted.
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	Online Reputation • Session 1 of 3	Find information about people online and discuss its impact.
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 3

Purple Mash units: Branching Databases • 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
Branching Databases Lesson 3 of 4: Build a branching data structure **Strand:** Computer Science	**Learning objective:** I can build a branching data structure. **Success criteria:** • I arrange yes/no questions into a branching structure. • I follow each branch to check that it leads to a suitable answer.	KNOW: A branching database uses a sequence of yes/no questions to identify or classify items by attributes. DO: Build a branching data structure.	database / classify / data / branch / attribute	Saved dataset, sort/filter, database or chart; pupil answers the stated question using evidence and checks accuracy.
Branching Databases Lesson 4 of 4: Test the database and improve unclear questions **Strand:** Computer Science	**Learning objective:** I can test the database and improve unclear questions. **Success criteria:** • I test the questions using different examples. • I rewrite any question that causes confusion or sends an item down the wrong branch.	KNOW: A branching database uses a sequence of yes/no questions to identify or classify items by attributes. DO: Test the database and improve unclear questions.	database / classify / test / question / attribute	Saved dataset, sort/filter, database or chart; pupil answers the stated question using evidence and checks accuracy.
Spreadsheets Lesson 1 of 6: Review cells, rows and columns **Strand:** Information Technology	**Learning objective:** I can review cells, rows and columns. **Success criteria:** • I check my work against the task and success criteria. • I make one purposeful improvement and explain why it helps.	KNOW: Cells hold information and formulae; changing values can affect calculated results and represented data. DO: Review cells, rows and columns.	spreadsheet / cell / row / column / formula	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 a purposeful set of data **Strand:** Information Technology	**Learning objective:** I can enter and edit a set of data for a clear purpose. **Success criteria:** • I enter data in the correct cells and keep the format consistent. • I check the entries and explain what the data is about.	KNOW: Cells hold information and formulae; changing values can affect calculated results and represented data. DO: Enter and edit a purposeful set of data.	spreadsheet / cell / data / formula / value	Saved spreadsheet with labelled cells and working calculation/chart; pupil checks a result and explains what it shows.
Spreadsheets Lesson 3 of 6: Use simple calculations to answer questions **Strand:** Information Technology	**Learning objective:** I can use simple calculations to answer questions. **Success criteria:** • I use the calculation method taught in the lesson. • I check the result and use it to answer the question.	KNOW: Cells hold information and formulae; changing values can affect calculated results and represented data. DO: Use simple calculations to answer questions.	spreadsheet / cell / calculation / question / answer	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 4 of 6: Investigate how changing values affects results **Strand:** Information Technology	**Learning objective:** I can explore how changing values affects results. **Success criteria:** • I change one value and observe what happens to the result. • I explain the relationship between the changed value and the new result.	KNOW: Cells hold information and formulae; changing values can affect calculated results and represented data. DO: Investigate how changing values affects results.	spreadsheet / cell / value / formula / total	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: Builds on pupils' experience sorting information, asking questions and entering simple data. Revisit consistent labels, categories and the idea that data can be organised to answer a question.

National Curriculum links: KS2 Computing: select, use and combine software to collect, analyse, evaluate and present data and information; use logical reasoning to explain outcomes; use technology safely and responsibly.

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

WEEK	2BESAFE THEME / SESSION	CLASS LEARNING FOCUS
Week 1	Managing Online Information • Session 1 of 6	Choose key phrases to search for information.
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 3	Explain how avatars and profiles can represent people differently.
Week 4	Health, Wellbeing and Lifestyle • Session 1 of 2	Understand how too much screen time can affect sleep and wellbeing.
Week 5	Managing Online Information • Session 2 of 6	Understand how autocomplete can change a search.
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 3

Purple Mash units: Spreadsheets • 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
Spreadsheets Lesson 5 of 6: Represent or compare information from data **Strand:** Information Technology	**Learning objective:** I can show or compare information from data. **Success criteria:** • I compare the information using values or a suitable representation. • I describe a pattern or difference supported by the data.	KNOW: Cells hold information and formulae; changing values can affect calculated results and represented data. DO: Represent or compare information from data.	spreadsheet / cell / data / formula / value	Saved spreadsheet with labelled cells and working calculation/chart; pupil checks a result and explains what it shows.
Spreadsheets Lesson 6 of 6: Evaluate the spreadsheet for accuracy and clarity **Strand:** Information Technology	**Learning objective:** I can check whether my spreadsheet is accurate and clear. **Success criteria:** • I check my work against the task and success criteria. • I make one purposeful improvement and explain why it helps.	KNOW: Cells hold information and formulae; changing values can affect calculated results and represented data. DO: Evaluate the spreadsheet for accuracy and clarity.	spreadsheet / cell / accuracy / formula / value	Saved spreadsheet with labelled cells and working calculation/chart; pupil checks a result and explains what it shows.
Coding Lesson 1 of 6: Explain a program using simple coding vocabulary **Strand:** Computer Science	**Learning objective:** I can explain a program using simple coding vocabulary. **Success criteria:** • I use coding words such as instruction, sequence or program accurately. • I explain what one part of the program does.	KNOW: Code controls objects using sequences, events and repetition; logical testing helps locate mistakes. DO: Explain a program using simple coding vocabulary.	sequence / repeat / program / event / selection	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: Write ordered code to control screen objects **Strand:** Computer Science	**Learning objective:** I can write ordered code to control screen objects. **Success criteria:** • I arrange commands in the order needed to control the object. • I run the code and adjust it if the object does not behave as planned.	KNOW: Code controls objects using sequences, events and repetition; logical testing helps locate mistakes. DO: Write ordered code to control screen objects.	sequence / repeat / code / event / selection	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 3 of 6: Investigate a repeated instruction or pattern **Strand:** Computer Science	**Learning objective:** I can explore a repeated instruction or pattern. **Success criteria:** • I identify an instruction or pattern that repeats. • I use repetition where appropriate and check that the outcome stays the same.	KNOW: Code controls objects using sequences, events and repetition; logical testing helps locate mistakes. DO: Investigate a repeated instruction or pattern.	sequence / repeat / pattern / instruction / 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 pupils' work with spreadsheets, organised data and simple algorithms. Revisit entering accurate data, following a sequence and predicting what a program will do.

National Curriculum links: KS2 Computing: select and use software to collect, analyse and present data; design, write and debug programs; use sequence, selection and repetition; use logical reasoning to detect and correct errors.

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

WEEK	2BESAFE THEME / SESSION	CLASS LEARNING FOCUS
Week 1	Online Relationships • Session 4 of 6	Recognise that feelings about an online contact can change.
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	Managing Online Information • Session 3 of 6	Recognise that the internet is used to buy and sell goods.
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 Reputation • Session 2 of 3	Think carefully before sharing personal information about others.

SUMMER 1 – YEAR 3

Purple Mash units: Coding • Presentations

7 planned weeks | 7 core Purple Mash lessons | 2BeSafe: 6 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 4 of 6: Combine events and timed actions in a program **Strand:** Computer Science	**Learning objective:** I can combine events and timed actions in a program. **Success criteria:** • I use an event or timer to trigger an action. • I test the timing and check that the actions happen in the intended order.	KNOW: Code controls objects using sequences, events and repetition; logical testing helps locate mistakes. DO: Combine events and timed actions in a program.	sequence / repeat / event / program / selection	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 a program and locate a logical mistake **Strand:** Computer Science	**Learning objective:** I can test a program and locate a mistake in the program's logic. **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 controls objects using sequences, events and repetition; logical testing helps locate mistakes. DO: Test a program and locate a logical mistake.	sequence / repeat / 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: Plan, complete and evaluate a digital project **Strand:** Computer Science	**Learning objective:** I can plan, complete and evaluate a digital project. **Success criteria:** • I make a plan that matches the task and intended audience. • I use the plan to create the work and check it against the success criteria.	KNOW: Code controls objects using sequences, events and repetition; logical testing helps locate mistakes. DO: Plan, complete and evaluate a digital project.	sequence / repeat / event / selection / timer	Working algorithm or program; pupil predicts the outcome, tests it, corrects an error where relevant and explains a key step.
Presentations Lesson 1 of 5: Identify the purposes and features of slide software **Strand:** Information Technology	**Learning objective:** I can explain what slide software is for and name its main tools. **Success criteria:** • I identify tools used to create and organise slides. • I explain how slides can help present information to an audience.	KNOW: Slide software combines text and visual media; layout and order influence what an audience understands. DO: Identify the purposes and features of slide software.	slide / presentation / software / layout / audience	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
Presentations Lesson 2 of 5: Plan an ordered sequence of useful slides **Strand:** Computer Science	**Learning objective:** I can plan an ordered sequence of useful slides. **Success criteria:** • I make a plan that matches the task and intended audience. • I use the plan to create the work and check it against the success criteria.	KNOW: Slide software combines text and visual media; layout and order influence what an audience understands. DO: Plan an ordered sequence of useful slides.	slide / presentation / sequence / layout / audience	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.
Presentations Lesson 3 of 5: Combine clear headings, text and images **Strand:** Information Technology	**Learning objective:** I can combine clear headings, text and images. **Success criteria:** • I use clear headings and short text. • I choose relevant images and arrange the slide so it is easy to follow.	KNOW: Slide software combines text and visual media; layout and order influence what an audience understands. DO: Combine clear headings, text and images.	slide / presentation / image / heading / layout	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.
Presentations Lesson 4 of 5: Use formatting to support audience understanding **Strand:** Information Technology	**Learning objective:** I can use formatting to support audience understanding. **Success criteria:** • I use font, colour and layout consistently. • I explain how my formatting helps the audience understand the message.	KNOW: Slide software combines text and visual media; layout and order influence what an audience understands. DO: Use formatting to support audience understanding.	slide / presentation / audience / layout / transition	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 pupils' coding experience, including sequencing, testing and debugging, and their ability to organise information for an audience. Revisit how a program can be improved and how digital content can communicate ideas clearly.

National Curriculum links: KS2 Computing: design, write and debug programs to accomplish specific goals; use sequence, selection and repetition; select and combine software to create and present digital content for a purpose.

2BeSafe – SUMMER 1 | 6 scheduled 15–20 minute sessions

WEEK	2BESAFE THEME / SESSION	CLASS LEARNING FOCUS
Week 1	Copyright and Ownership • Session 1 of 1	Explain why copying work from the internet without permission is unfair.
Week 2	Managing Online Information • Session 4 of 6	Differentiate facts, opinions and beliefs.
Week 3	Online Relationships • Session 5 of 6	Ask permission before sharing about others.
Week 4	Self-Image and Identity • Session 3 of 3	Discuss why someone might present themselves differently online.
Week 5	Online Bullying • Session 2 of 2	Practise safe actions and ways to seek support.
Week 6	Managing Online Information • Session 5 of 6	Evaluate whether information online can be trusted.
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 3

Purple Mash units: Presentations • Touch Typing

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
Presentations Lesson 5 of 5: Present and refine a completed slide deck **Strand:** Information Technology	**Learning objective:** I can present and refine a completed slide deck. **Success criteria:** • I present the slides in a clear order. • I review feedback and make a useful improvement.	KNOW: Slide software combines text and visual media; layout and order influence what an audience understands. DO: Present and refine a completed slide deck.	slide / presentation / layout / audience / transition	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.
Touch Typing Lesson 1 of 4: Identify correct keyboard posture and hand position **Strand:** Information Technology	**Learning objective:** I can show the correct keyboard posture and hand position. **Success criteria:** • I sit comfortably and position my hands correctly on the keyboard. • I use the correct fingers or hand position as modelled.	KNOW: Using efficient finger positions, good posture and regular practice can improve keyboard accuracy and fluency. DO: Identify correct keyboard posture and hand position.	keyboard / home keys / posture / typing / accuracy	Short typed task; teacher notes posture, key-location strategy, accuracy and improvement over practice.
Touch Typing Lesson 2 of 4: Practise finding keys without excessive looking **Strand:** Information Technology	**Learning objective:** I can practise finding keys without excessive looking. **Success criteria:** • I practise finding the target keys with less looking at the keyboard. • I focus on accurate typing before trying to increase speed.	KNOW: Using efficient finger positions, good posture and regular practice can improve keyboard accuracy and fluency. DO: Practise finding keys without excessive looking.	keyboard / home keys / typing / posture / accuracy	Short typed task; teacher notes posture, key-location strategy, accuracy and improvement over practice.
Touch Typing Lesson 3 of 4: Improve accuracy when typing short phrases **Strand:** Information Technology	**Learning objective:** I can improve accuracy when typing short phrases. **Success criteria:** • I type the phrase accurately, using spaces and punctuation. • I check and correct errors before finishing.	KNOW: Using efficient finger positions, good posture and regular practice can improve keyboard accuracy and fluency. DO: Improve accuracy when typing short phrases.	keyboard / home keys / accuracy / typing / posture	Short typed task; teacher notes posture, key-location strategy, accuracy and improvement over practice.
Touch Typing Lesson 4 of 4: Apply more fluent typing to an independent task **Strand:** Information Technology	**Learning objective:** I can use more fluent typing to an independent task. **Success criteria:** • I use the keyboard skills practised to type a short task. • I check accuracy and identify a skill I can improve further.	KNOW: Using efficient finger positions, good posture and regular practice can improve keyboard accuracy and fluency. DO: Apply more fluent typing to an independent task.	keyboard / home keys / typing / posture / accuracy	Short typed task; teacher notes posture, key-location strategy, accuracy and improvement over practice.

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 pupils' experience creating presentations and using a keyboard to enter and edit text. Revisit audience, clear layout, accurate typing and safe, respectful use of digital tools.

National Curriculum links: KS2 Computing: select, use and combine software to create digital content; understand opportunities offered by networks and internet services; use technology safely, respectfully and responsibly.

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

WEEK	2BESAFE THEME / SESSION	CLASS LEARNING FOCUS
Week 1	Online Relationships • Session 6 of 6	Know when and how to seek adult support about a contact.
Week 2	Online Reputation • Session 3 of 3	Explain when to ask an adult about private information.
Week 3	Privacy and Security • Session 3 of 3	Understand that connected devices may collect personal information.
Week 4	Managing Online Information • Session 6 of 6	Know what to do when online content seems inappropriate or upsetting.
Week 5	Health, Wellbeing and Lifestyle • Session 2 of 2	Recognise age ratings and choose healthy technology habits.
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.