ST PHILOMENA'S PRIMARY SCHOOL
COMPUTING MEDIUM-TERM PLANNING – YEAR 4

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 4

Purple Mash units: Unpacking Hardware & Software • Animation

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
Unpacking Hardware & Software Lesson 1 of 4: Identify a range of hardware devices and components **Strand:** Information Technology	**Learning objective:** I can name or spot a range of hardware devices and components. **Success criteria:** • I identify hardware components and describe what they do. • I sort examples into input, processing or output where appropriate.	KNOW: Hardware refers to physical computer components; software provides instructions for tasks and uses input, processing and output. DO: Identify a range of hardware devices and components.	hardware / software / device / memory / input	Annotated device diagram or practical scenario; pupil identifies the relevant components or purpose and explains a choice.
Unpacking Hardware & Software Lesson 2 of 4: Recognise common software and its purpose **Strand:** Information Technology	**Learning objective:** I can spot common software and its purpose. **Success criteria:** • I identify software used for different tasks. • I explain how software helps a device carry out a job.	KNOW: Hardware refers to physical computer components; software provides instructions for tasks and uses input, processing and output. DO: Recognise common software and its purpose.	hardware / software / memory / input / output	Annotated device diagram or practical scenario; pupil identifies the relevant components or purpose and explains a choice.
Unpacking Hardware & Software Lesson 3 of 4: Explain how input, processing and output connect **Strand:** Information Technology	**Learning objective:** I can explain how input, processing and output connect. **Success criteria:** • I identify the input, processing and output in a familiar example. • I explain how these parts work together to complete a task.	KNOW: Hardware refers to physical computer components; software provides instructions for tasks and uses input, processing and output. DO: Explain how input, processing and output connect.	hardware / software / input / output / processing	Annotated device diagram or practical scenario; pupil identifies the relevant components or purpose and explains a choice.
Unpacking Hardware & Software Lesson 4 of 4: Choose suitable hardware and software for a task **Strand:** Information Technology	**Learning objective:** I can choose suitable hardware and software for a task. **Success criteria:** • I identify what the task needs the device to do. • I choose suitable hardware and software and explain my choices.	KNOW: Hardware refers to physical computer components; software provides instructions for tasks and uses input, processing and output. DO: Choose suitable hardware and software for a task.	hardware / software / memory / 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
Animation Lesson 1 of 6: Analyse how an animation creates the illusion of movement **Strand:** Computer Science	**Learning objective:** I can explain how a sequence of pictures can look like movement. **Success criteria:** • I explain that animation uses a sequence of images to show movement. • I identify how small changes between frames create the effect.	KNOW: Movement can be simulated by displaying a sequence of frames; changing frames or timing alters the effect. DO: Analyse how an animation creates the illusion of movement.	animation / frame / sequence / onion skin / speed	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.
Animation Lesson 2 of 6: Plan characters and frames for a short animation **Strand:** Computer Science	**Learning objective:** I can plan characters and frames for a short animation. **Success criteria:** • I plan the characters and key frames before creating the animation. • I put the frames in an order that makes the action clear.	KNOW: Movement can be simulated by displaying a sequence of frames; changing frames or timing alters the effect. DO: Plan characters and frames for a short animation.	animation / frame / sequence / onion skin / speed	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.
Animation Lesson 3 of 6: Create a smooth sequence of changing images **Strand:** Computer Science	**Learning objective:** I can create a smooth sequence of changing images. **Success criteria:** • I make small changes between frames. • I play the animation and adjust frames that make the movement look jumpy.	KNOW: Movement can be simulated by displaying a sequence of frames; changing frames or timing alters the effect. DO: Create a smooth sequence of changing images.	animation / frame / sequence / image / onion skin	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' experience using digital devices and creating simple digital content, as well as their understanding of ordered instructions. Revisit the purpose of hardware and software and how digital tools are used in school.

National Curriculum links: KS2 Computing: select and use software on digital devices to create content for a given goal; understand computer networks and the internet; design and debug programs and use logical reasoning to explain how they work.

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

WEEK	2BESAFE THEME / SESSION	CLASS LEARNING FOCUS
Week 1	Privacy and Security • Session 1 of 4	Identify ways to keep personal information private.
Week 2	Online Relationships • Session 1 of 3	Enjoy games and online spaces respectfully and safely.
Week 3	Self-Image and Identity • Session 1 of 3	Explain ways an online identity may differ from real life.
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 4	Discuss how online activity may be monitored or stored.

AUTUMN 2 – YEAR 4

Purple Mash units: Animation • Logo

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
Animation Lesson 4 of 6: Adjust timing or movement for effect **Strand:** Computer Science	**Learning objective:** I can adjust timing or movement for effect. **Success criteria:** • I adjust timing or movement to create the intended effect. • I preview the animation and explain what the adjustment changes.	KNOW: Movement can be simulated by displaying a sequence of frames; changing frames or timing alters the effect. DO: Adjust timing or movement for effect.	animation / frame / effect / sequence / onion skin	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.
Animation Lesson 5 of 6: Add explanatory text or sound where helpful **Strand:** Computer Science	**Learning objective:** I can add explanatory text or sound where helpful. **Success criteria:** • I add text or sound that helps the audience understand the animation. • I check that the extra element supports the story rather than distracts from it.	KNOW: Movement can be simulated by displaying a sequence of frames; changing frames or timing alters the effect. DO: Add explanatory text or sound where helpful.	animation / frame / sound / sequence / onion skin	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.
Animation Lesson 6 of 6: Review and improve the final animation **Strand:** Computer Science	**Learning objective:** I can review and improve the final animation. **Success criteria:** • I play back the complete animation and identify one improvement. • I make the improvement and explain how it helps the audience.	KNOW: Movement can be simulated by displaying a sequence of frames; changing frames or timing alters the effect. DO: Review and improve the final animation.	animation / frame / sequence / onion skin / speed	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.
Logo Lesson 1 of 4: Follow and write simple Logo commands **Strand:** Computer Science	**Learning objective:** I can follow and write simple Logo commands. **Success criteria:** • I use Logo commands in the correct order. • I predict or explain the shape the commands will draw.	KNOW: Logo commands control a turtle; turns, angles, repetition and debugging support accurate geometric patterns. DO: Follow and write simple Logo commands.	Logo / command / angle / repeat / procedure	Working algorithm or program; pupil predicts the outcome, tests it, corrects an error where relevant and explains a key step.
Logo Lesson 2 of 4: Create geometric paths using accurate turns **Strand:** Computer Science	**Learning objective:** I can create geometric paths using accurate turns. **Success criteria:** • I choose accurate distances and turns to draw a shape. • I test the commands and correct any inaccurate turn or distance.	KNOW: Logo commands control a turtle; turns, angles, repetition and debugging support accurate geometric patterns. DO: Create geometric paths using accurate turns.	Logo / command / turn / angle / repeat	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
Logo Lesson 3 of 4: Use repeated commands to simplify a pattern **Strand:** Computer Science	**Learning objective:** I can use repeated commands to simplify a pattern. **Success criteria:** • I identify a repeated set of commands. • I use a repeat instruction to draw the pattern more efficiently.	KNOW: Logo commands control a turtle; turns, angles, repetition and debugging support accurate geometric patterns. DO: Use repeated commands to simplify a pattern.	Logo / command / pattern / repeat / angle	Working algorithm or program; pupil predicts the outcome, tests it, corrects an error where relevant and explains a key step.
Logo Lesson 4 of 4: Debug and explain a completed Logo design **Strand:** Computer Science	**Learning objective:** I can debug and explain a completed Logo design. **Success criteria:** • I test the design and find a command that causes an error. • I correct the command and explain how the code creates the shape.	KNOW: Logo commands control a turtle; turns, angles, repetition and debugging support accurate geometric patterns. DO: Debug and explain a completed Logo design.	Logo / command / debug / design / angle	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' experience creating animations and following ordered instructions. Revisit sequencing actions, testing results and making purposeful changes to a digital creation.

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

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

WEEK	2BESAFE THEME / SESSION	CLASS LEARNING FOCUS
Week 1	Online Bullying • Session 1 of 3	Recognise hurtful or angry behaviour in online messages.
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 Bullying • Session 2 of 3	Discuss how posts or images can affect others' feelings.
Week 5	Online Reputation • Session 1 of 2	Explore how information about a person can be discovered online.
Week 6	Privacy and Security • Session 3 of 4	Know why apps or sites ask for consent to use information.
Week 7	Copyright and Ownership • Session 1 of 2	Recognise that online music, images and videos have owners.

SPRING 1 – YEAR 4

Purple Mash units: Sound Stories • Effective Searching

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
Retrieval, applied mini-project and diagnostic assessment Lesson 1: 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.
Sound Stories Lesson 1 of 4: Analyse how audio changes the meaning of a story **Strand:** Information Technology	**Learning objective:** I can look closely at how audio changes the meaning of a story. **Success criteria:** • I identify how sound changes the mood or meaning of a story. • I explain why a particular sound suits a moment in the story.	KNOW: Digital storytelling can combine recorded narration and sound effects, with timing chosen for an audience. DO: Analyse how audio changes the meaning of a story.	soundtrack / audio / story / sequence / narration	Saved digital artefact or practical task; teacher observes the target skill and asks the pupil to explain one decision.
Sound Stories Lesson 2 of 4: Plan a clear digital sound-story sequence **Strand:** Computer Science	**Learning objective:** I can plan a clear digital sound-story sequence. **Success criteria:** • I plan the story in a clear order. • I choose where narration, text or sound should be added.	KNOW: Digital storytelling can combine recorded narration and sound effects, with timing chosen for an audience. DO: Plan a clear digital sound-story sequence.	soundtrack / audio / sequence / story / sound	Saved digital artefact or practical task; teacher observes the target skill and asks the pupil to explain one decision.
Sound Stories Lesson 3 of 4: Combine narration or text with effective sound **Strand:** Information Technology	**Learning objective:** I can combine narration or text with effective sound. **Success criteria:** • I combine narration or text with suitable sounds. • I check that the audio and story sequence make sense together.	KNOW: Digital storytelling can combine recorded narration and sound effects, with timing chosen for an audience. DO: Combine narration or text with effective sound.	soundtrack / audio / sound / sequence / narration	Saved digital artefact or practical task; teacher observes the target skill and asks the pupil to explain one decision.
Sound Stories Lesson 4 of 4: Edit and evaluate an audio story for an audience **Strand:** Information Technology	**Learning objective:** I can edit and evaluate an audio story for an audience. **Success criteria:** • I listen to the whole story and check volume, order and clarity. • I edit one feature to make it clearer or more effective for the audience.	KNOW: Digital storytelling can combine recorded narration and sound effects, with timing chosen for an audience. DO: Edit and evaluate an audio story for an audience.	soundtrack / audio / story / audience / sequence	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
Effective Searching Lesson 1 of 4: Explain how a search query is used to find information **Strand:** Digital Literacy	**Learning objective:** I can explain how a search query is used to find information. **Success criteria:** • I use a search query that matches the information I need. • I explain how changing the words in a query can change the results.	KNOW: Search engines retrieve indexed information using queries; keyword choice and source evaluation affect usefulness. DO: Explain how a search query is used to find information.	keyword / search engine / search / query / result	Search task with keywords and recorded source; pupil explains why the result is relevant and how its reliability was checked.

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 digital content and searching for information online. Revisit choosing useful keywords, checking whether information answers a question and selecting sounds or images for an audience.

National Curriculum links: KS2 Computing: use search technologies effectively and evaluate digital content; select, use and combine software to create content; use technology safely, respectfully and responsibly.

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

WEEK	2BESAFE THEME / SESSION	CLASS LEARNING FOCUS
Week 1	Managing Online Information • Session 1 of 6	Question whether online information is accurate.
Week 2	Online Relationships • Session 2 of 3	Recognise when messages or content might upset others.
Week 3	Self-Image and Identity • Session 2 of 3	Describe how kind interactions shape online identity.
Week 4	Health, Wellbeing and Lifestyle • Session 1 of 2	Know when screen time might distract from other important activities.
Week 5	Managing Online Information • Session 2 of 6	Consider sources across video, websites and social media.
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 4

Purple Mash units: Effective Searching • Coding

5 planned weeks | 5 core Purple Mash lessons | 2BeSafe: 1 short session (detailed below)

PURPLE MASH UNIT / WEEKLY FOCUS	LEARNING OBJECTIVE (I CAN STATEMENT) / SUCCESS CRITERIA	COMPUTING KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Effective Searching Lesson 2 of 4: Choose more precise keywords to narrow results **Strand:** Digital Literacy	**Learning objective:** I can choose more precise keywords to narrow results. **Success criteria:** • I choose specific keywords linked to my question. • I compare the results and decide whether the revised search is more useful.	KNOW: Search engines retrieve indexed information using queries; keyword choice and source evaluation affect usefulness. DO: Choose more precise keywords to narrow results.	keyword / search engine / result / source / reliable	Search task with keywords and recorded source; pupil explains why the result is relevant and how its reliability was checked.
Effective Searching Lesson 3 of 4: Compare sources for relevance and reliability **Strand:** Digital Literacy	**Learning objective:** I can compare sources for relevance and reliability. **Success criteria:** • I check whether a source is relevant to my question. • I look for reasons to trust the source, rather than accepting the first result.	KNOW: Search engines retrieve indexed information using queries; keyword choice and source evaluation affect usefulness. DO: Compare sources for relevance and reliability.	keyword / search engine / source / reliability / result	Search task with keywords and recorded source; pupil explains why the result is relevant and how its reliability was checked.
Effective Searching Lesson 4 of 4: Record findings respectfully and acknowledge sources **Strand:** Digital Literacy	**Learning objective:** I can record findings respectfully and acknowledge sources. **Success criteria:** • I record where I found the information. • I use the information in my own words and acknowledge the source.	KNOW: Search engines retrieve indexed information using queries; keyword choice and source evaluation affect usefulness. DO: Record findings respectfully and acknowledge sources.	keyword / search engine / source / record / result	Search task with keywords and recorded source; pupil explains why the result is relevant and how its reliability was checked.
Coding Lesson 1 of 6: Review coding strategies using a small program **Strand:** Computer Science	**Learning objective:** I can review coding strategies using a small program. **Success criteria:** • I check my work against the task and success criteria. • I make one purposeful improvement and explain why it helps.	KNOW: Selection allows code to make decisions, repetition reuses actions, and debugging tests whether a program meets its goal. DO: Review coding strategies using a small program.	algorithm / condition / program / repeat / variable	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 2 of 6: Use a condition to make a programmed choice **Strand:** Computer Science	**Learning objective:** I can use a condition to help my program choose what to do. **Success criteria:** • I use a condition to make the program choose what to do. • I test what happens when the condition is true and when it is false.	KNOW: Selection allows code to make decisions, repetition reuses actions, and debugging tests whether a program meets its goal. DO: Use a condition to make a programmed choice.	algorithm / condition / repeat / variable / coordinate	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' experience using search tools and creating or debugging programs. Revisit how search results may differ and how a sequence of commands produces a result.

National Curriculum links: KS2 Computing: use search technologies effectively and be discerning when evaluating digital content; design, write and debug programs; use sequence, selection and repetition; use logical reasoning to detect and correct errors.

2BeSafe – SPRING 2 | 1 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	Managing Online Information • Session 3 of 6	Recognise how advertising or pop-ups might influence choices.
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.

SUMMER 1 – YEAR 4

Purple Mash units: Coding • Composing Beats

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
Coding Lesson 3 of 6: Apply coordinates or positions to move an object **Strand:** Computer Science	**Learning objective:** I can use coordinates or positions to move an object. **Success criteria:** • I use the correct position or coordinates to place an object. • I test the movement and adjust the position if needed.	KNOW: Selection allows code to make decisions, repetition reuses actions, and debugging tests whether a program meets its goal. DO: Apply coordinates or positions to move an object.	algorithm / condition / coordinate / repeat / variable	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 repetition to shorten a sequence of code **Strand:** Computer Science	**Learning objective:** I can use repetition to make my code shorter. **Success criteria:** • I identify instructions that repeat. • I use repetition to make the code shorter while keeping the result the same.	KNOW: Selection allows code to make decisions, repetition reuses actions, and debugging tests whether a program meets its goal. DO: Use repetition to shorten a sequence of code.	algorithm / condition / sequence / code / repetition	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, find and correct program errors **Strand:** Computer Science	**Learning objective:** I can test, find and correct program errors. **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: Selection allows code to make decisions, repetition reuses actions, and debugging tests whether a program meets its goal. DO: Test, find and correct program errors.	algorithm / condition / test / program / repeat	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: Design a playable outcome and explain its logic **Strand:** Computer Science	**Learning objective:** I can design a playable outcome and explain its logic. **Success criteria:** • I create a playable result that follows the rules I planned. • I test it, correct an issue and explain the logic behind one feature.	KNOW: Selection allows code to make decisions, repetition reuses actions, and debugging tests whether a program meets its goal. DO: Design a playable outcome and explain its logic.	algorithm / condition / design / repeat / variable	Working algorithm or program; pupil predicts the outcome, tests it, corrects an error where relevant and explains a key step.
Composing Beats Lesson 1 of 4: Identify and compare contrasting rhythmic patterns **Strand:** Information Technology	**Learning objective:** I can identify and compare contrasting rhythmic patterns. **Success criteria:** • I compare two rhythms and describe how they differ. • I choose a rhythm that fits the mood or purpose of my composition.	KNOW: Sound layers, loops and tempo affect digital compositions; purposeful editing improves musical structure. DO: Identify and compare contrasting rhythmic patterns.	loop / beat / pattern / rhythm / layer	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
Composing Beats Lesson 2 of 4: Create digital loops and combine layers **Strand:** Information Technology	**Learning objective:** I can create digital loops and combine layers. **Success criteria:** • I create a loop that repeats. • I combine layers and listen to how they work together.	KNOW: Sound layers, loops and tempo affect digital compositions; purposeful editing improves musical structure. DO: Create digital loops and combine layers.	loop / beat / rhythm / layer / arrangement	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.
Composing Beats Lesson 3 of 4: Explore how tempo changes the composition **Strand:** Information Technology	**Learning objective:** I can explore how tempo changes the composition. **Success criteria:** • I change the tempo and listen to the effect. • I explain how the speed changes the feel of the music.	KNOW: Sound layers, loops and tempo affect digital compositions; purposeful editing improves musical structure. DO: Explore how tempo changes the composition.	loop / beat / tempo / rhythm / layer	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' experience writing and testing programs and creating digital sound. Revisit how to predict an outcome, test a sequence and improve a digital composition.

National Curriculum links: KS2 Computing: design, write and debug programs; use sequence, selection and repetition; use logical reasoning to explain algorithms and correct errors; select and combine software to create digital content.

2BeSafe – SUMMER 1 | 4 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	Managing Online Information • Session 4 of 6	Explain why a bot may imitate a person online.
Week 3	Self-Image and Identity • Session 3 of 3	Recognise that people online may pretend to be somebody else.
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 how online actions may affect someone's reputation.
Week 6	Managing Online Information • Session 5 of 6	Recognise examples of misinformation or fake news.
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 4

Purple Mash units: Composing Beats • Introduction to AI

6 planned weeks | 5 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
Composing Beats Lesson 4 of 4: Evaluate and refine a finished piece of music **Strand:** Information Technology	**Learning objective:** I can listen to my music and make an improvement. **Success criteria:** • I check my work against the task and success criteria. • I make one purposeful improvement and explain why it helps.	KNOW: Sound layers, loops and tempo affect digital compositions; purposeful editing improves musical structure. DO: Evaluate and refine a finished piece of music.	loop / beat / music / rhythm / layer	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.
Introduction to AI Lesson 1 of 4: Describe common examples of artificial intelligence **Strand:** Information Technology	**Learning objective:** I can describe common examples of artificial intelligence. **Success criteria:** • I identify an example of AI and describe what it does. • I explain that AI systems use data or patterns to produce an output.	KNOW: AI systems use patterns in data to produce results; outputs can contain errors or bias and require careful checking. DO: Describe common examples of artificial intelligence.	AI / prompt / output / pattern / bias	Prompt/output comparison or scenario response; pupil identifies a limitation and explains a responsible checking choice.
Introduction to AI Lesson 2 of 4: Explore how the quality of a prompt affects outputs **Strand:** Information Technology	**Learning objective:** I can explore how the quality of a prompt affects outputs. **Success criteria:** • I write a clear prompt with useful details. • I compare outputs from different prompts and describe the difference.	KNOW: AI systems use patterns in data to produce results; outputs can contain errors or bias and require careful checking. DO: Explore how the quality of a prompt affects outputs.	AI / prompt / output / pattern / bias	Prompt/output comparison or scenario response; pupil identifies a limitation and explains a responsible checking choice.
Introduction to AI Lesson 3 of 4: Explain why AI outputs can be inaccurate or biased **Strand:** Information Technology	**Learning objective:** I can explain why AI outputs can be inaccurate or biased. **Success criteria:** • I identify something in an AI output that may be inaccurate or unfair. • I check important information against a trustworthy source and do not assume AI is always correct.	KNOW: AI systems use patterns in data to produce results; outputs can contain errors or bias and require careful checking. DO: Explain why AI outputs can be inaccurate or biased.	AI / prompt / output / bias / pattern	Prompt/output comparison or scenario response; pupil identifies a limitation and explains a responsible checking choice.

PURPLE MASH UNIT / WEEKLY FOCUS	LEARNING OBJECTIVE (I CAN STATEMENT) / SUCCESS CRITERIA	COMPUTING KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Introduction to AI Lesson 4 of 4: Use a critical and responsible approach to AI content **Strand:** Information Technology	**Learning objective:** I can use a critical and responsible approach to AI content. **Success criteria:** • I use AI in line with teacher guidance and school rules. • I check the output and explain why human judgement is still needed.	KNOW: AI systems use patterns in data to produce results; outputs can contain errors or bias and require careful checking. DO: Use a critical and responsible approach to AI content.	AI / prompt / responsible / output / pattern	Prompt/output comparison or scenario response; pupil identifies a limitation and explains a responsible checking choice.
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 composing and refining digital music and evaluating digital tools. Discuss how digital systems can produce or generate outputs and why these need to be checked critically.

National Curriculum links: KS2 Computing: select, use and evaluate software to create digital content; use technology safely, respectfully and responsibly; evaluate digital content and consider how digital systems are used.

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

WEEK	2BESAFE THEME / SESSION	CLASS LEARNING FOCUS
Week 1	Online Relationships • Session 3 of 3	Respond to unhealthy behaviour and know when to ask for help.
Week 2	Online Reputation • Session 2 of 2	Explain why online information may have been shared or copied by others.
Week 3	Privacy and Security • Session 4 of 4	Ask for help when unsure about privacy or sharing.
Week 4	Copyright and Ownership • Session 2 of 2	Explain why permission is needed to reuse someone else's work.
Week 5	Health, Wellbeing and Lifestyle • Session 2 of 2	Suggest strategies to balance technology and wellbeing.
Week 6	Managing Online Information • Session 6 of 6	Explain why lots of people sharing a claim does not make it true.