ST PHILOMENA'S PRIMARY SCHOOL
COMPUTING MEDIUM-TERM PLANNING – YEAR 5

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 5

Purple Mash units: Quizzing • Databases

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
Quizzing Lesson 1 of 5: Evaluate features of a successful digital quiz **Strand:** Information Technology	**Learning objective:** I can explain what makes a digital quiz successful. **Success criteria:** • I identify features that make a quiz clear and engaging. • I explain how questions, answers and feedback help the player.	KNOW: Digital quizzes ask questions and provide feedback; thoughtful design and testing make the quiz suitable for an audience. DO: Evaluate features of a successful digital quiz.	quiz / question / feedback / answer / audience	Saved working quiz; pupil tests questions and feedback and explains one change made after testing.
Quizzing Lesson 2 of 5: Write clear questions with accurate answers **Strand:** Information Technology	**Learning objective:** I can write clear questions with accurate answers. **Success criteria:** • I write questions that are clear and unambiguous. • I check that each answer is correct and matches its question.	KNOW: Digital quizzes ask questions and provide feedback; thoughtful design and testing make the quiz suitable for an audience. DO: Write clear questions with accurate answers.	quiz / question / answer / feedback / audience	Saved working quiz; pupil tests questions and feedback and explains one change made after testing.
Quizzing Lesson 3 of 5: Choose appropriate question types and feedback **Strand:** Information Technology	**Learning objective:** I can choose appropriate question types and feedback. **Success criteria:** • I choose a question type that suits what I want to test. • I add feedback that helps the player understand the result.	KNOW: Digital quizzes ask questions and provide feedback; thoughtful design and testing make the quiz suitable for an audience. DO: Choose appropriate question types and feedback.	quiz / question / feedback / answer / audience	Saved working quiz; pupil tests questions and feedback and explains one change made after testing.
Quizzing Lesson 4 of 5: Build and test a linked set of quiz questions **Strand:** Information Technology	**Learning objective:** I can build and test a linked set of quiz questions. **Success criteria:** • I link the questions in a sensible order. • I test the quiz from start to finish and correct any problems.	KNOW: Digital quizzes ask questions and provide feedback; thoughtful design and testing make the quiz suitable for an audience. DO: Build and test a linked set of quiz questions.	quiz / question / test / link / feedback	Saved working quiz; pupil tests questions and feedback and explains one change made after testing.
Quizzing Lesson 5 of 5: Review and improve the final quiz using peer feedback **Strand:** Information Technology	**Learning objective:** I can review and improve the final quiz using peer feedback. **Success criteria:** • I use feedback to identify a strength and an improvement. • I make a change and retest the quiz.	KNOW: Digital quizzes ask questions and provide feedback; thoughtful design and testing make the quiz suitable for an audience. DO: Review and improve the final quiz using peer feedback.	quiz / question / feedback / answer / audience	Saved working quiz; pupil tests questions and feedback and explains one change made after testing.

PURPLE MASH UNIT / WEEKLY FOCUS	LEARNING OBJECTIVE (I CAN STATEMENT) / SUCCESS CRITERIA	COMPUTING KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Databases Lesson 1 of 4: Explain the purposes of fields and records **Strand:** Information Technology	**Learning objective:** I can explain the purposes of fields and records. **Success criteria:** • I explain that a field stores one type of information and a record stores details about one item. • I identify fields and records in an example database.	KNOW: Database records hold information in fields; searching, filtering and sorting help answer questions accurately. DO: Explain the purposes of fields and records.	database / field / record / filter / query	Saved dataset, sort/filter, database or chart; pupil answers the stated question using evidence and checks accuracy.
Databases Lesson 2 of 4: Create a database with well-chosen categories **Strand:** Information Technology	**Learning objective:** I can create a database with well-chosen categories. **Success criteria:** • I choose fields that help describe each item. • I enter information consistently so the database is useful.	KNOW: Database records hold information in fields; searching, filtering and sorting help answer questions accurately. DO: Create a database with well-chosen categories.	database / field / record / filter / query	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' experience organising data, creating digital content and following or testing simple programs. Revisit how a clear question, accurate information and a sequence of instructions support a useful digital outcome.

National Curriculum links: KS2 Computing: select and use software to collect, analyse, evaluate and present data; design, write and debug programs; use technology safely, respectfully and responsibly.

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	Explain what makes a strong and secure password.
Week 2	Online Relationships • Session 1 of 5	Explore different types of online messages, including emojis and GIFs.
Week 3	Self-Image and Identity • Session 1 of 2	Understand that online identities may be copied or altered.
Week 4	No separate 2BeSafe session scheduled	Use this week for retrieval, safeguarding discussion or scenario practice if needed. No additional 2BeSafe session is counted.
Week 5	No separate 2BeSafe session scheduled	Use this week for retrieval, safeguarding discussion or scenario practice if needed. No additional 2BeSafe session is counted.
Week 6	No separate 2BeSafe session scheduled	Use this week for retrieval, safeguarding discussion or scenario practice if needed. No additional 2BeSafe session is counted.
Week 7	Privacy and Security • Session 2 of 3	Know that apps and games may gather personal information.

AUTUMN 2 – YEAR 5

Purple Mash units: Databases • Game Creator

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
Databases Lesson 3 of 4: Use sorting and searching to answer questions **Strand:** Information Technology	**Learning objective:** I can sort or search data to answer a question. **Success criteria:** • I sort or search the database using a clear field or rule. • I use the results to answer a question.	KNOW: Database records hold information in fields; searching, filtering and sorting help answer questions accurately. DO: Use sorting and searching to answer questions.	database / field / sort / search / question	Saved dataset, sort/filter, database or chart; pupil answers the stated question using evidence and checks accuracy.
Databases Lesson 4 of 4: Check data quality and communicate justified findings **Strand:** Information Technology	**Learning objective:** I can check that the data is accurate and explain what it shows. **Success criteria:** • I check for missing, inconsistent or inaccurate entries. • I use the database results to make a conclusion and explain the evidence.	KNOW: Database records hold information in fields; searching, filtering and sorting help answer questions accurately. DO: Check data quality and communicate justified findings.	database / field / data / record / filter	Saved dataset, sort/filter, database or chart; pupil answers the stated question using evidence and checks accuracy.
Game Creator Lesson 1 of 5: Analyse what makes a digital game engaging and fair **Strand:** Information Technology	**Learning objective:** I can look closely at what makes a digital game engaging and fair. **Success criteria:** • I identify features that make a game enjoyable and fair. • I explain how rules, challenge and feedback affect the player.	KNOW: A digital game needs rules, interactions and goals; play-testing provides evidence for improving its design. DO: Analyse what makes a digital game engaging and fair.	game / rule / challenge / design / interaction	Playable game and brief play-test notes; pupil demonstrates a rule or interaction and explains an improvement.
Game Creator Lesson 2 of 5: Plan the gameplay, success criteria and instructions **Strand:** Information Technology	**Learning objective:** I can plan the gameplay, success criteria and instructions. **Success criteria:** • I plan the aim, rules and controls before building the game. • I write instructions and success criteria that a player can understand.	KNOW: A digital game needs rules, interactions and goals; play-testing provides evidence for improving its design. DO: Plan the gameplay, success criteria and instructions.	game / rule / instruction / challenge / design	Playable game and brief play-test notes; pupil demonstrates a rule or interaction and explains an improvement.
Game Creator Lesson 3 of 5: Build game elements and interactions **Strand:** Information Technology	**Learning objective:** I can build game elements and interactions. **Success criteria:** • I create game elements that respond as intended. • I check that the player can understand the controls and aim.	KNOW: A digital game needs rules, interactions and goals; play-testing provides evidence for improving its design. DO: Build game elements and interactions.	game / rule / interaction / challenge / design	Playable game and brief play-test notes; pupil demonstrates a rule or interaction and explains an improvement.

PURPLE MASH UNIT / WEEKLY FOCUS	LEARNING OBJECTIVE (I CAN STATEMENT) / SUCCESS CRITERIA	COMPUTING KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Game Creator Lesson 4 of 5: Play-test, identify issues and improve difficulty **Strand:** Information Technology	**Learning objective:** I can play-test, identify issues and improve difficulty. **Success criteria:** • I ask someone to test the game or test it from a player's point of view. • I use the results to fix a problem or adjust the difficulty.	KNOW: A digital game needs rules, interactions and goals; play-testing provides evidence for improving its design. DO: Play-test, identify issues and improve difficulty.	game / rule / test / challenge / design	Playable game and brief play-test notes; pupil demonstrates a rule or interaction and explains an improvement.
Game Creator Lesson 5 of 5: Evaluate and share a complete playable game **Strand:** Information Technology	**Learning objective:** I can test my game, improve it and share it. **Success criteria:** • I check the game against my plan and success criteria. • I explain one design choice and share the game safely.	KNOW: A digital game needs rules, interactions and goals; play-testing provides evidence for improving its design. DO: Evaluate and share a complete playable game.	game / rule / share / challenge / design	Playable game and brief play-test notes; pupil demonstrates a rule or interaction and explains an 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 databases to organise records and designing simple digital interactions. Revisit sorting information, identifying rules and testing whether an interactive task works as intended.

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

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

WEEK	2BESAFE THEME / SESSION	CLASS LEARNING FOCUS
Week 1	Online Bullying • Session 1 of 6	Identify ways online bullying differs from face-to-face bullying.
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	Online Bullying • Session 2 of 6	Recognise that banter or jokes can still cause hurt.
Week 4	Online Relationships • Session 2 of 5	Recognise when messages may be misunderstood.
Week 5	Online Bullying • Session 3 of 6	Know trusted ways to ask for help with online bullying.
Week 6	Online Reputation • Session 1 of 2	Search thoughtfully for information about a person online.
Week 7	Online Bullying • Session 4 of 6	Explain why reporting can protect people.

SPRING 1 – YEAR 5

Purple Mash units: Spreadsheets

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
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.
Spreadsheets Lesson 1 of 6: Review spreadsheet layout and data types **Strand:** Information Technology	**Learning objective:** I can review spreadsheet layout and types of information. **Success criteria:** • I identify rows, columns, cells and the types of data used. • I explain how the layout helps organise information.	KNOW: Formulae use cell values to calculate results; models can be tested and represented to explain patterns. DO: Review spreadsheet layout and data types.	cell / formula / data / spreadsheet / layout	Saved spreadsheet with labelled cells and working calculation/chart; pupil checks a result and explains what it shows.
Spreadsheets Lesson 2 of 6: Enter structured information using consistent headings **Strand:** Information Technology	**Learning objective:** I can enter structured information using consistent headings. **Success criteria:** • I use clear headings and put each value in the correct column. • I keep the data format consistent so it can be compared or calculated.	KNOW: Formulae use cell values to calculate results; models can be tested and represented to explain patterns. DO: Enter structured information using consistent headings.	cell / formula / heading / variable / function	Saved spreadsheet with labelled cells and working calculation/chart; pupil checks a result and explains what it shows.
Spreadsheets Lesson 3 of 6: Construct formulae for meaningful calculations **Strand:** Information Technology	**Learning objective:** I can write formulae to calculate useful answers. **Success criteria:** • I write a formula using the correct cell references. • I check the result and explain what changes when an input value changes.	KNOW: Formulae use cell values to calculate results; models can be tested and represented to explain patterns. DO: Construct formulae for meaningful calculations.	cell / formula / calculation / variable / function	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: Use a spreadsheet to investigate changing values **Strand:** Information Technology	**Learning objective:** I can change values in a spreadsheet and see what happens. **Success criteria:** • I change an input value and observe the result. • I explain how the formula or model responds to the change.	KNOW: Formulae use cell values to calculate results; models can be tested and represented to explain patterns. DO: Use a spreadsheet to investigate changing values.	cell / formula / spreadsheet / value / variable	Saved spreadsheet with labelled cells and working calculation/chart; pupil checks a result and explains what it shows.
Spreadsheets Lesson 5 of 6: Visualise or summarise numerical information **Strand:** Information Technology	**Learning objective:** I can visualise or summarise numerical information. **Success criteria:** • I choose a suitable chart or summary for the data. • I use the result to explain a pattern or comparison.	KNOW: Formulae use cell values to calculate results; models can be tested and represented to explain patterns. DO: Visualise or summarise numerical information.	cell / formula / variable / function / chart	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 entering and organising data in cells and using calculations or charts. Revisit accurate data entry, labels, simple formulas and checking whether a result makes sense.

National Curriculum links: KS2 Computing: select and use software to collect, analyse, evaluate and present data and information; use digital tools purposefully to accomplish a given goal.

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

WEEK	2BESAFE THEME / SESSION	CLASS LEARNING FOCUS
Week 1	Managing Online Information • Session 1 of 9	Compare ways of searching including voice search.
Week 2	Online Relationships • Session 3 of 5	Explain how people can contribute positively to online communities.
Week 3	Copyright and Ownership • Session 1 of 2	Identify when reuse of somebody's work is permitted.
Week 4	Online Bullying • Session 5 of 6	Practise blocking or reporting abusive behaviour.
Week 5	Health, Wellbeing and Lifestyle • Session 1 of 4	Explain how technology can affect wellbeing positively.
Week 6	Managing Online Information • Session 2 of 9	Decide whether a source of online information seems trustworthy.

SPRING 2 – YEAR 5

Purple Mash units: Spreadsheets • Coding

5 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
Spreadsheets Lesson 6 of 6: Verify results and explain what the model shows **Strand:** Information Technology	**Learning objective:** I can check the results and explain what my spreadsheet model shows. **Success criteria:** • I check the data and calculations for errors. • I explain what the model suggests and identify a limitation if there is one.	KNOW: Formulae use cell values to calculate results; models can be tested and represented to explain patterns. DO: Verify results and explain what the model shows.	cell / formula / model / variable / function	Saved spreadsheet with labelled cells and working calculation/chart; pupil checks a result and explains what it shows.
Coding Lesson 1 of 6: Design efficient code with a clear intended outcome **Strand:** Computer Science	**Learning objective:** I can design efficient code with a clear intended outcome. **Success criteria:** • I choose a clear sequence of instructions for the intended outcome. • I remove unnecessary steps where possible and test that the program still works.	KNOW: More complex programs require planning, breaking tasks into parts, developing algorithms and systematic debugging. DO: Design efficient code with a clear intended outcome.	algorithm / decomposition / code / design / 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: Investigate how code can model a real situation **Strand:** Computer Science	**Learning objective:** I can explore how code can model a real situation. **Success criteria:** • I identify the parts of the real situation the program needs to represent. • I test whether the program behaves in a way that matches the situation.	KNOW: More complex programs require planning, breaking tasks into parts, developing algorithms and systematic debugging. DO: Investigate how code can model a real situation.	algorithm / decomposition / code / model / selection	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: Break a larger coding problem into smaller parts **Strand:** Computer Science	**Learning objective:** I can break a larger coding problem into smaller parts. **Success criteria:** • I split the problem into smaller tasks. • I solve and test each part before combining them.	KNOW: More complex programs require planning, breaking tasks into parts, developing algorithms and systematic debugging. DO: Break a larger coding problem into smaller parts.	algorithm / decomposition / selection / variable / function	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 4 of 6: Develop and reuse code or commands efficiently **Strand:** Computer Science	**Learning objective:** I can develop and reuse code or commands efficiently. **Success criteria:** • I identify code or commands that can be reused. • I reuse or adapt them and test that the result is still correct.	KNOW: More complex programs require planning, breaking tasks into parts, developing algorithms and systematic debugging. DO: Develop and reuse code or commands efficiently.	algorithm / decomposition / command / code / selection	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' spreadsheet work and their experience sequencing, testing and debugging programs. Revisit checking data and using a planned test to identify an error.

National Curriculum links: KS2 Computing: design, write and debug programs; use sequence, selection, repetition, variables and input/output; use logical reasoning to detect and correct errors; analyse and present data.

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

WEEK	2BESAFE THEME / SESSION	CLASS LEARNING FOCUS
Week 1	Online Relationships • Session 4 of 5	Consider how to support somebody experiencing unkind contact.
Week 2	Managing Online Information • Session 3 of 9	Identify adverts and sponsored online content.
Week 3	Managing Online Information • Session 4 of 9	Recognise persuasive language and targeted information.
Week 4	Health, Wellbeing and Lifestyle • Session 2 of 4	Recognise when digital content or games make us feel pressured.
Week 5	Managing Online Information • Session 5 of 9	Explain how stereotypes or biased messages can spread.

SUMMER 1 – YEAR 5

Purple Mash units: Coding • Word Processing

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 5 of 6: Test and refine the behaviour of a program **Strand:** Computer Science	**Learning objective:** I can test and refine the behaviour of a program. **Success criteria:** • I test different parts of the program against the plan. • I correct errors and make a purposeful improvement.	KNOW: Testing, decomposition and debugging improve a program. DO: Test and refine the behaviour of a program.	algorithm / decomposition / test / program / selection	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: Evaluate a completed program and justify design choices **Strand:** Computer Science	**Learning objective:** I can check my finished program and explain my design choices. **Success criteria:** • I check the program against the success criteria. • I explain why my design choices help the program work as intended.	KNOW: Testing, decomposition and debugging improve a program. DO: Evaluate a completed program and justify design choices.	algorithm / decomposition / program / design / selection	Working algorithm or program; pupil predicts the outcome, tests it, corrects an error where relevant and explains a key step.
Word Processing Lesson 1 of 6: Identify document tools and create a new file **Strand:** Information Technology	**Learning objective:** I can name or spot document tools and create a new file. **Success criteria:** • I create a new document and use the tools needed for the task. • I give the file a useful name and save it in the correct place.	KNOW: Word processors format and edit content for a specific audience. DO: Identify document tools and create a new file.	document / format / tool / layout / paragraph	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.
Word Processing Lesson 2 of 6: Apply consistent fonts, headings and paragraph layout **Strand:** Information Technology	**Learning objective:** I can use consistent fonts, headings and paragraph layout. **Success criteria:** • I use consistent fonts and headings to organise the document. • I make the layout easy for the intended reader to follow.	KNOW: Word processors format and edit content for a specific audience. DO: Apply consistent fonts, headings and paragraph layout.	document / format / layout / heading / paragraph	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.
Word Processing Lesson 3 of 6: Insert suitable imagery, captions or tables **Strand:** Information Technology	**Learning objective:** I can insert suitable imagery, captions or tables. **Success criteria:** • I add images, captions or a table that support the information. • I check that each element is relevant and clearly presented.	KNOW: Word processors format and edit content for a specific audience. DO: Insert suitable imagery, captions or tables.	document / format / layout / paragraph / insert	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
Word Processing Lesson 4 of 6: Edit and proofread content for a specific audience **Strand:** Information Technology	**Learning objective:** I can edit and proofread content for a specific audience. **Success criteria:** • I edit spelling, punctuation and wording for the intended reader. • I check that the document is accurate and easy to understand.	KNOW: Word processors format and edit content for a specific audience. DO: Edit and proofread content for a specific audience.	document / format / audience / proofread / layout	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.
Word Processing Lesson 5 of 6: Use page layout and document organisation effectively **Strand:** Information Technology	**Learning objective:** I can use page layout and document organisation effectively. **Success criteria:** • I organise page layout and spacing so the document is easy to read. • I check that headings and information appear in a logical order.	KNOW: Word processors format and edit content for a specific audience. DO: Use page layout and document organisation effectively.	document / format / layout / paragraph / insert	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 creating programs and formatting digital text. Revisit planning for a user or audience, testing a program and editing content for clarity.

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

2BeSafe – SUMMER 1 | 6 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 6 of 9	Identify hoaxes and misleading online stories.
Week 3	Self-Image and Identity • Session 2 of 2	Explain how to create and manage a responsible online identity.
Week 4	Privacy and Security • Session 3 of 3	Recognise app permissions, such as access to photos or location.
Week 5	Online Bullying • Session 6 of 6	Identify age-appropriate support services and trusted adults.
Week 6	Managing Online Information • Session 7 of 9	Check a claim against reliable information before sharing.
Week 7	Health, Wellbeing and Lifestyle • Session 3 of 4	Identify risks of in-app purchases and loot boxes.

SUMMER 2 – YEAR 5

Purple Mash units: Word Processing • Concept Maps

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
Word Processing Lesson 6 of 6: Produce, review and save a polished final document **Strand:** Information Technology	**Learning objective:** I can produce, review and save a polished final document. **Success criteria:** • I review the document and make final corrections. • I save the finished version and explain one improvement I made.	KNOW: A word processor combines and formats text and images; editing and layout choices support purpose and audience. DO: Produce, review and save a polished final document.	document / format / save / layout / paragraph	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.
Concept Maps Lesson 1 of 4: Explain why concept maps help organise thinking **Strand:** Information Technology	**Learning objective:** I can explain why concept maps help organise thinking. **Success criteria:** • I explain how a concept map helps organise ideas. • I identify the main idea and how related ideas can be linked.	KNOW: Concept maps display ideas and named relationships visually to explain how concepts connect. DO: Explain why concept maps help organise thinking.	concept / node / link / connection / hierarchy	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.
Concept Maps Lesson 2 of 4: Identify key ideas and meaningful relationships **Strand:** Information Technology	**Learning objective:** I can identify useful links between ideas. **Success criteria:** • I select key ideas and label the links between them. • I check that each link explains a meaningful relationship.	KNOW: Concept maps display ideas and named relationships visually to explain how concepts connect. DO: Identify key ideas and meaningful relationships.	concept / node / relationship / link / connection	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.
Concept Maps Lesson 3 of 4: Build a linked concept map on a familiar subject **Strand:** Information Technology	**Learning objective:** I can build a linked concept map on a familiar subject. **Success criteria:** • I create a map with a clear main idea and connected branches. • I use labels or linking words to show how ideas relate.	KNOW: Concept maps display ideas and named relationships visually to explain how concepts connect. DO: Build a linked concept map on a familiar subject.	concept / node / link / subject / connection	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.
Concept Maps Lesson 4 of 4: Review structure and explain relationships clearly **Strand:** Information Technology	**Learning objective:** I can review structure and explain relationships clearly. **Success criteria:** • I review whether the map is easy to follow. • I explain the links between ideas and improve any unclear connection.	KNOW: Concept maps display ideas and named relationships visually to explain how concepts connect. DO: Review structure and explain relationships clearly.	concept / node / relationship / link / connection	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.

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

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

Previous learning: Builds on pupils' experience editing and formatting documents and organising information visually. Revisit clear headings, layout, links between ideas and choosing a digital format to suit a purpose.

National Curriculum links: KS2 Computing: select, use and combine software to create content for a given goal, including presenting information; use technology safely, respectfully and responsibly.

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

WEEK	2BESAFE THEME / SESSION	CLASS LEARNING FOCUS
Week 1	Online Relationships • Session 5 of 5	Describe when to seek trusted adult help about online relationships.
Week 2	Online Reputation • Session 2 of 2	Recognise that online information about somebody may be unfair or misleading.
Week 3	Managing Online Information • Session 8 of 9	Describe how false stories can affect behaviour and feelings.
Week 4	Copyright and Ownership • Session 2 of 2	Find content that can be legally and respectfully reused.
Week 5	Health, Wellbeing and Lifestyle • Session 4 of 4	Make healthy choices and ask adults before spending online.
Week 6	Managing Online Information • Session 9 of 9	Evaluate evidence before deciding whether a claim is reliable.