ST PHILOMENA'S PRIMARY SCHOOL
COMPUTING MEDIUM-TERM PLANNING – YEAR 6

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 6

Purple Mash units: Networks • Graphing

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
Networks Lesson 1 of 4: Identify devices and connections in a simple network **Strand:** Computer Science	**Learning objective:** I can name or spot devices and connections in a simple network. **Success criteria:** • I identify devices and connections in the network. • I explain how the connections help devices communicate or share resources.	KNOW: Computer networks connect devices so that data and services can be shared; security supports responsible use. DO: Identify devices and connections in a simple network.	network / router / device / server / internet	Annotated network diagram or scenario response; pupil identifies connections and explains one network or security choice.
Networks Lesson 2 of 4: Describe how data can travel between devices **Strand:** Computer Science	**Learning objective:** I can describe how data can travel between devices. **Success criteria:** • I describe a simple route data can take between connected devices. • I use the words network and data accurately in my explanation.	KNOW: Computer networks connect devices so that data and services can be shared; security supports responsible use. DO: Describe how data can travel between devices.	network / router / data / device / server	Annotated network diagram or scenario response; pupil identifies connections and explains one network or security choice.
Networks Lesson 3 of 4: Explain network services and their everyday uses **Strand:** Computer Science	**Learning objective:** I can explain services a network provides and their everyday uses. **Success criteria:** • I name a service that a network can provide. • I explain how people use that service in everyday life.	KNOW: Computer networks connect devices so that data and services can be shared; security supports responsible use. DO: Explain network services and their everyday uses.	network / router / server / internet / data	Annotated network diagram or scenario response; pupil identifies connections and explains one network or security choice.
Networks Lesson 4 of 4: Discuss responsible and secure behaviour on networks **Strand:** Computer Science	**Learning objective:** I can discuss responsible and secure behaviour on networks. **Success criteria:** • I identify a safe way to use a network. • I explain how a security choice helps protect people or information.	KNOW: Computer networks connect devices so that data and services can be shared; security supports responsible use. DO: Discuss responsible and secure behaviour on networks.	network / router / responsible / server / internet	Annotated network diagram or scenario response; pupil identifies connections and explains one network or security choice.
Graphing Lesson 1 of 4: Match data to an appropriate graph type **Strand:** Information Technology	**Learning objective:** I can match data to an appropriate graph type. **Success criteria:** • I choose a graph type that suits the data and question. • I explain why that graph makes the comparison easier to see.	KNOW: Charts display datasets; graph type, labels and scales influence accurate interpretation. DO: Match data to an appropriate graph type.	dataset / axis / data / graph / chart	Saved graph with labels and accurate data; pupil answers a question using values and identifies any misleading feature.

PURPLE MASH UNIT / WEEKLY FOCUS	LEARNING OBJECTIVE (I CAN STATEMENT) / SUCCESS CRITERIA	COMPUTING KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Graphing Lesson 2 of 4: Enter accurate values and label a graph clearly **Strand:** Information Technology	**Learning objective:** I can enter accurate values and label a graph clearly. **Success criteria:** • I enter the values accurately and label the axes or categories. • I check the graph matches the original data.	KNOW: Charts display datasets; graph type, labels and scales influence accurate interpretation. DO: Enter accurate values and label a graph clearly.	dataset / axis / value / graph / chart	Saved graph with labels and accurate data; pupil answers a question using values and identifies any misleading feature.
Graphing Lesson 3 of 4: Interpret patterns and compare quantities **Strand:** Information Technology	**Learning objective:** I can read and explain patterns and compare quantities. **Success criteria:** • I compare the values in the spreadsheet. • I use the results to answer a question and explain my comparison.	KNOW: Charts display datasets; graph type, labels and scales influence accurate interpretation. DO: Interpret patterns and compare quantities.	dataset / axis / pattern / chart / label	Saved graph with labels and accurate data; pupil answers a question using values and identifies any misleading feature.

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 networks and the internet, and representing information in tables or charts. Revisit how devices connect, how information is shared and how graphs help communicate data.

National Curriculum links: KS2 Computing: understand computer networks, including the internet and its services; select and use software to collect, analyse, evaluate and present data; use technology safely and responsibly.

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

WEEK	2BESAFE THEME / SESSION	CLASS LEARNING FOCUS
Week 1	Privacy and Security • Session 1 of 6	Manage passwords safely and securely.
Week 2	Online Relationships • Session 1 of 4	Explain the positive and negative effects of sharing online.
Week 3	Self-Image and Identity • Session 1 of 3	Challenge unfair online representations and stereotypes.
Week 4	Privacy and Security • Session 2 of 6	Know what to do if a password is lost, shared or stolen.
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 3 of 6	Explain why software updates support privacy and security.

AUTUMN 2 – YEAR 6

Purple Mash units: Graphing • Blogging • Data Detectives

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

PURPLE MASH UNIT / WEEKLY FOCUS	LEARNING OBJECTIVE (I CAN STATEMENT) / SUCCESS CRITERIA	COMPUTING KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Graphing Lesson 4 of 4: Challenge misleading or inaccurate presentations of data **Strand:** Information Technology	**Learning objective:** I can spot when a graph could give the wrong impression and explain why. **Success criteria:** • I check the scale, labels and data for anything misleading. • I explain how the graph could give the wrong impression and how to improve it.	KNOW: Charts display datasets; graph type, labels and scales influence accurate interpretation. DO: Challenge misleading or inaccurate presentations of data.	dataset / axis / data / presentation / challenge	Saved graph with labels and accurate data; pupil answers a question using values and identifies any misleading feature.
Blogging Lesson 1 of 4: Identify the features and audiences of blogs **Strand:** Digital Literacy	**Learning objective:** I can name or spot the features and audiences of blogs. **Success criteria:** • I identify common features of a blog and its intended audience. • I explain how the audience affects the language and content.	KNOW: Blogs publish writing for an audience, with commenting rules and responsible treatment of sources. DO: Identify the features and audiences of blogs.	blog / post / audience / comment / moderation	Saved draft or blog post; pupil identifies audience, explains a formatting/source choice and applies privacy rules.
Blogging Lesson 2 of 4: Plan and draft a clear informative blog post **Strand:** Digital Literacy	**Learning objective:** I can plan and draft a clear informative blog post. **Success criteria:** • I plan information in a logical order for the reader. • I use a suitable title, paragraphs and relevant details.	KNOW: Blogs publish writing for an audience, with commenting rules and responsible treatment of sources. DO: Plan and draft a clear informative blog post.	blog / post / audience / comment / moderation	Saved draft or blog post; pupil identifies audience, explains a formatting/source choice and applies privacy rules.
Blogging Lesson 3 of 4: Publish using responsible formatting and sources **Strand:** Digital Literacy	**Learning objective:** I can publish a blog post using clear formatting and crediting sources. **Success criteria:** • I format the post so it is clear and readable. • I check permissions, privacy and source acknowledgement before publishing.	KNOW: Blogs publish writing for an audience, with commenting rules and responsible treatment of sources. DO: Publish using responsible formatting and sources.	blog / post / source / responsible / audience	Saved draft or blog post; pupil identifies audience, explains a formatting/source choice and applies privacy rules.

PURPLE MASH UNIT / WEEKLY FOCUS	LEARNING OBJECTIVE (I CAN STATEMENT) / SUCCESS CRITERIA	COMPUTING KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Blogging Lesson 4 of 4: Comment constructively and apply online safety rules **Strand:** Digital Literacy	**Learning objective:** I can comment constructively and apply online safety rules. **Success criteria:** • I write a respectful, relevant comment. • I follow the agreed safety rules and avoid sharing private information.	KNOW: Blogs publish writing for an audience, with commenting rules and responsible treatment of sources. DO: Comment constructively and apply online safety rules.	blog / post / rule / comment / audience	Saved draft or blog post; pupil identifies audience, explains a formatting/source choice and applies privacy rules.
Retrieval, applied mini-project and diagnostic assessment Lesson 6: 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.
Data Detectives Lesson 1 of 4: Identify questions that could be answered with data **Strand:** Information Technology	**Learning objective:** I can suggest questions that data could help answer. **Success criteria:** • I write a question that can be investigated using data. • I identify what data would help answer it.	KNOW: Data can be searched, filtered, compared and interpreted; the quality of evidence affects conclusions. DO: Identify questions that could be answered with data.	evidence / dataset / data / question / answer	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 interpreting graphs, creating digital content and checking information. Revisit audience, reliable evidence, safe publishing and how data can support or challenge a claim.

National Curriculum links: KS2 Computing: use search technologies effectively and evaluate digital content; select and combine software to collect, analyse and present data; understand networks and use technology safely, respectfully and responsibly.

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

WEEK	2BESAFE THEME / SESSION	CLASS LEARNING FOCUS
Week 1	Online Bullying • Session 1 of 2	Explain how to preserve evidence of online bullying to share with a trusted adult.
Week 2	No separate 2BeSafe session scheduled	Use this week for retrieval, safeguarding discussion or scenario practice if needed. No additional 2BeSafe session is counted.
Week 3	No separate 2BeSafe session scheduled	Use this week for retrieval, safeguarding discussion or scenario practice if needed. No additional 2BeSafe session is counted.
Week 4	Online Relationships • Session 2 of 4	Respect boundaries when sharing information about others.
Week 5	Privacy and Security • Session 4 of 6	Know how privacy settings can protect information.
Week 6	Online Reputation • Session 1 of 2	Explain ways to develop a positive online reputation.
Week 7	Copyright and Ownership • Session 1 of 2	Find and reuse material only where permission allows.

SPRING 1 – YEAR 6

Purple Mash units: Data Detectives • Coding

6 planned weeks | 6 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
Data Detectives Lesson 2 of 4: Organise or filter a dataset to find information **Strand:** Information Technology	**Learning objective:** I can sort or filter data to find answers. **Success criteria:** • I choose a relevant field or filter to find the information. • I explain how the filtered results help answer the question.	KNOW: Data can be searched, filtered, compared and interpreted; the quality of evidence affects conclusions. DO: Organise or filter a dataset to find information.	evidence / dataset / filter / search / pattern	Saved dataset, sort/filter, database or chart; pupil answers the stated question using evidence and checks accuracy.
Data Detectives Lesson 3 of 4: Compare evidence and spot anomalies or gaps **Strand:** Information Technology	**Learning objective:** I can identify unusual results or missing information. **Success criteria:** • I look for unusual values, missing data or patterns that do not fit. • I explain how these issues might affect the conclusion.	KNOW: Data can be searched, filtered, compared and interpreted; the quality of evidence affects conclusions. DO: Compare evidence and spot anomalies or gaps.	evidence / dataset / search / filter / pattern	Saved dataset, sort/filter, database or chart; pupil answers the stated question using evidence and checks accuracy.
Data Detectives Lesson 4 of 4: Present defensible conclusions and limitations **Strand:** Information Technology	**Learning objective:** I can present conclusions supported by evidence. **Success criteria:** • I use evidence from the data to support my conclusion. • I explain what the data cannot prove or what information is missing.	KNOW: Data can be searched, filtered, compared and interpreted; the quality of evidence affects conclusions. DO: Present defensible conclusions and limitations.	evidence / dataset / conclusion / search / filter	Saved dataset, sort/filter, database or chart; pupil answers the stated question using evidence and checks accuracy.
Coding Lesson 1 of 6: Analyse a specification and decompose a problem **Strand:** Computer Science	**Learning objective:** I can break a problem into smaller steps. **Success criteria:** • I break the task into smaller steps or parts. • I identify what each part must do before I start coding.	KNOW: Decomposition, selection, repetition, testing and evaluation help create reliable programs to a specification. DO: Analyse a specification and decompose a problem.	decomposition / abstraction / sequence / selection / iteration	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: Design algorithms with logical steps **Strand:** Computer Science	**Learning objective:** I can design algorithms with steps in the right order. **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: Decomposition, selection, repetition, testing and evaluation help create reliable programs to a specification. DO: Design algorithms with logical steps.	decomposition / abstraction / algorithm / design / sequence	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: Use selection and repetition for more complex behaviour **Strand:** Computer Science	**Learning objective:** I can use selection and repetition for more complex behaviour. **Success criteria:** • I use a condition to choose between actions and repetition to repeat instructions. • I test different outcomes to check that the code behaves as intended.	KNOW: Decomposition, selection, repetition, testing and evaluation help create reliable programs to a specification. DO: Use selection and repetition for more complex behaviour.	decomposition / abstraction / repetition / selection / 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 pupils' experience analysing data and writing or debugging programs. Revisit patterns, logical reasoning and how testing helps identify an error before changing a program.

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

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

WEEK	2BESAFE THEME / SESSION	CLASS LEARNING FOCUS
Week 1	Managing Online Information • Session 1 of 11	Explain how search results are selected and ranked.
Week 2	Managing Online Information • Session 2 of 11	Use search tools and terms effectively.
Week 3	Self-Image and Identity • Session 2 of 3	Recognise feelings caused by upsetting online content and how to get help.
Week 4	Health, Wellbeing and Lifestyle • Session 1 of 4	Understand PEGI, BBFC and other age-content guidance.
Week 5	Managing Online Information • Session 3 of 11	Identify online information that is opinion rather than fact.
Week 6	Managing Online Information • Session 4 of 11	Explain why popular opinions may not be true or fair.

SPRING 2 – YEAR 6

Purple Mash units: Coding • Introduction to Python

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
Coding Lesson 4 of 6: Test the flow of a program and inspect unexpected results **Strand:** Computer Science	**Learning objective:** I can investigate unexpected results. **Success criteria:** • I predict what the program should do and compare it with the result. • I trace the instructions to find and correct the cause of an error.	KNOW: Decomposition, selection, repetition, testing and evaluation help create reliable programs to a specification. DO: Test the flow of a program and inspect unexpected results.	decomposition / abstraction / test / program / sequence	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: Improve efficiency and make corrections systematically **Strand:** Computer Science	**Learning objective:** I can make my code simpler and fix errors step by step. **Success criteria:** • I check my work against the task and success criteria. • I make one purposeful improvement and explain why it helps.	KNOW: Decomposition, selection, repetition, testing and evaluation help create reliable programs to a specification. DO: Improve efficiency and make corrections systematically.	decomposition / abstraction / sequence / selection / iteration	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: Review the final program against a success specification **Strand:** Computer Science	**Learning objective:** I can review my program against the success criteria. **Success criteria:** • I check my work against the task and success criteria. • I make one purposeful improvement and explain why it helps.	KNOW: Decomposition, selection, repetition, testing and evaluation help create reliable programs to a specification. DO: Review the final program against a success specification.	decomposition / abstraction / program / sequence / selection	Working algorithm or program; pupil predicts the outcome, tests it, corrects an error where relevant and explains a key step.
Introduction to Python Lesson 1 of 4: Recognise how text-based coding differs from blocks **Strand:** Computer Science	**Learning objective:** I can explain how typed code differs from block code. **Success criteria:** • I explain that text-based code uses typed commands rather than blocks. • I identify that spelling, punctuation and order matter in the code.	KNOW: Python is a text-based language with syntax; statements, variables and inputs affect outputs. DO: Recognise how text-based coding differs from blocks.	Python / syntax / print / variable / input	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
Introduction to Python Lesson 2 of 4: Run simple Python statements and check outputs **Strand:** Computer Science	**Learning objective:** I can run simple Python statements and check outputs. **Success criteria:** • I type and run the Python statements used in the lesson. • I compare the output with what I expected and correct a simple mistake.	KNOW: Python is a text-based language with syntax; statements, variables and inputs affect outputs. DO: Run simple Python statements and check outputs.	Python / syntax / output / print / variable	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 of block-based coding, debugging and using logical reasoning. Revisit sequence, selection and repetition before moving towards text-based instructions and more independent problem-solving.

National Curriculum links: KS2 Computing: design, write and debug programs to accomplish specific goals; solve problems by decomposing them; use sequence, selection, repetition, variables and input/output; use logical reasoning to detect and correct errors.

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

WEEK	2BESAFE THEME / SESSION	CLASS LEARNING FOCUS
Week 1	Online Relationships • Session 3 of 4	Recognise the consequences of forwarding private information.
Week 2	Managing Online Information • Session 5 of 11	Recognise the effects of influence, persuasion and targeting.
Week 3	Managing Online Information • Session 6 of 11	Explain how persuasive design affects online choices.
Week 4	Health, Wellbeing and Lifestyle • Session 2 of 4	Identify pressures associated with using digital technology.
Week 5	Online Bullying • Session 2 of 2	Explain how to report online bullying using safe reporting routes.

SUMMER 1 – YEAR 6

Purple Mash units: Introduction to Python • Spreadsheets

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

PURPLE MASH UNIT / WEEKLY FOCUS	LEARNING OBJECTIVE (I CAN STATEMENT) / SUCCESS CRITERIA	COMPUTING KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Introduction to Python Lesson 3 of 4: Use a variable or input to change a result **Strand:** Computer Science	**Learning objective:** I can use a variable or input to change a result. **Success criteria:** • I use a variable or input to store or change a value. • I run the program with a different value and explain the change in output.	KNOW: Python is a text-based language with syntax; statements, variables and inputs affect outputs. DO: Use a variable or input to change a result.	Python / syntax / input / variable / print	Working algorithm or program; pupil predicts the outcome, tests it, corrects an error where relevant and explains a key step.
Introduction to Python Lesson 4 of 4: Find simple syntax mistakes and improve the program **Strand:** Computer Science	**Learning objective:** I can find simple syntax mistakes and improve the program. **Success criteria:** • I identify a simple typing or syntax error. • I correct it and run the program again to check the output.	KNOW: Python is a text-based language with syntax; statements, variables and inputs affect outputs. DO: Find simple syntax mistakes and improve the program.	Python / syntax / program / print / variable	Working algorithm or program; pupil predicts the outcome, tests it, corrects an error where relevant and explains a key step.
Spreadsheets Lesson 1 of 6: Identify the interface and data types in spreadsheet software **Strand:** Information Technology	**Learning objective:** I can identify the parts of a spreadsheet and the types of information it can hold. **Success criteria:** • I identify the spreadsheet tools and data types used. • I choose the correct cells and labels for the information.	KNOW: Spreadsheet formulae use cell references to process data, generate calculations and produce charts. DO: Identify the interface and data types in spreadsheet software.	formula / function / data / spreadsheet / software	Saved spreadsheet with labelled cells and working calculation/chart; pupil checks a result and explains what it shows.
Spreadsheets Lesson 2 of 6: Organise values in cells with clear labels **Strand:** Information Technology	**Learning objective:** I can organise values in cells with clear labels. **Success criteria:** • I enter values under clear headings in the correct cells. • I check that each value is in the correct row and column.	KNOW: Spreadsheet formulae use cell references to process data, generate calculations and produce charts. DO: Organise values in cells with clear labels.	formula / function / cell / value / reference	Saved spreadsheet with labelled cells and working calculation/chart; pupil checks a result and explains what it shows.
Spreadsheets Lesson 3 of 6: Create useful formulae with cell references **Strand:** Information Technology	**Learning objective:** I can create useful formulae with cell addresses. **Success criteria:** • I write a formula using the correct cell references. • I test the formula by changing a value and checking the result.	KNOW: Spreadsheet formulae use cell references to process data, generate calculations and produce charts. DO: Create useful formulae with cell references.	formula / function / cell / reference / worksheet	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: Apply functions or repeated calculations **Strand:** Information Technology	**Learning objective:** I can use functions or repeated calculations. **Success criteria:** • I choose a suitable function or formula for the calculation. • I check the result against a simple manual estimate or known value.	KNOW: Spreadsheet formulae use cell references to process data, generate calculations and produce charts. DO: Apply functions or repeated calculations.	formula / function / calculation / repeat / reference	Saved spreadsheet with labelled cells and working calculation/chart; pupil checks a result and explains what it shows.
Spreadsheets Lesson 5 of 6: Create a chart appropriate to the dataset **Strand:** Information Technology	**Learning objective:** I can choose a chart that suits the data. **Success criteria:** • I choose a chart that fits the data and question. • I label the chart and use it to explain a finding.	KNOW: Spreadsheet formulae use cell references to process data, generate calculations and produce charts. DO: Create a chart appropriate to the dataset.	formula / function / chart / reference / worksheet	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 writing programs and using spreadsheets to organise or calculate data. Revisit accurate data entry, variables, testing and explaining how a solution works.

National Curriculum links: KS2 Computing: design, write and debug programs; use variables and different forms of input and output; select and use software to collect, analyse and present data and information.

2BeSafe – SUMMER 1 | 7 scheduled 15–20 minute sessions

WEEK	2BESAFE THEME / SESSION	CLASS LEARNING FOCUS
Week 1	Privacy and Security • Session 5 of 6	Recognise scams and phishing aimed at gathering money or data.
Week 2	Managing Online Information • Session 7 of 11	Evaluate the evidence behind online information.
Week 3	Self-Image and Identity • Session 3 of 3	Know to keep asking for support until the problem is resolved.
Week 4	Managing Online Information • Session 8 of 11	Explain how news providers may personalise what people see.
Week 5	Online Relationships • Session 4 of 4	Discuss risks of sharing embarrassing images and how to seek help.
Week 6	Managing Online Information • Session 9 of 11	Distinguish misinformation from disinformation.
Week 7	Health, Wellbeing and Lifestyle • Session 3 of 4	Recognise persuasive design used to keep users engaged.

SUMMER 2 – YEAR 6

Purple Mash units: Spreadsheets • 3D Modelling

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
Spreadsheets Lesson 6 of 6: Verify, interpret and communicate findings **Strand:** Information Technology	**Learning objective:** I can check the data, explain what it shows and share my findings. **Success criteria:** • I check the data and calculations before drawing a conclusion. • I explain my finding clearly and refer to evidence from the spreadsheet.	KNOW: Spreadsheet formulae use cell references to process data, generate calculations and produce charts. DO: Verify, interpret and communicate findings.	formula / function / reference / worksheet / graph	Saved spreadsheet with labelled cells and working calculation/chart; pupil checks a result and explains what it shows.
3D Modelling Lesson 1 of 4: Interpret how 3D models differ from 2D representations **Strand:** Information Technology	**Learning objective:** I can explain how 3D models are different from flat 2D pictures. **Success criteria:** • I explain that a 2D image is flat and a 3D model has depth. • I identify how the model can be viewed or changed from different angles.	KNOW: Three-dimensional models represent length, width and depth; dimensions, perspective and shape choices affect designs. DO: Interpret how 3D models differ from 2D representations.	3D / shape / model / dimension / rotate	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.
3D Modelling Lesson 2 of 4: Combine digital shapes to form a planned model **Strand:** Information Technology	**Learning objective:** I can combine digital shapes to form a planned model. **Success criteria:** • I select and combine shapes to match my plan. • I adjust their size or position to make the model fit the design brief.	KNOW: Three-dimensional models represent length, width and depth; dimensions, perspective and shape choices affect designs. DO: Combine digital shapes to form a planned model.	3D / shape / model / dimension / rotate	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.
3D Modelling Lesson 3 of 4: Adapt dimensions and perspective to improve design **Strand:** Information Technology	**Learning objective:** I can adjust the viewpoint to improve my design. **Success criteria:** • I change dimensions or viewpoint to improve the model. • I check the model from more than one angle.	KNOW: Three-dimensional models represent length, width and depth; dimensions, perspective and shape choices affect designs. DO: Adapt dimensions and perspective to improve design.	3D / shape / dimension / design / rotate	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
3D Modelling Lesson 4 of 4: Evaluate the model against audience and design criteria **Strand:** Information Technology	**Learning objective:** I can check whether my model meets the design brief and suits its audience. **Success criteria:** • I compare the model with the design brief and success criteria. • I explain one strength and one change that would improve it.	KNOW: Three-dimensional models represent length, width and depth; dimensions, perspective and shape choices affect designs. DO: Evaluate the model against audience and design criteria.	3D / shape / audience / model / design	Saved digital creation; pupil demonstrates the relevant tool or design choice and explains one purposeful improvement.
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 using spreadsheets and creating digital content for a purpose. Revisit checking calculations, organising information and evaluating a digital artefact against its intended use.

National Curriculum links: KS2 Computing: select, use and combine software to create digital content and to collect, analyse, evaluate and present data; use technology safely, respectfully and responsibly.

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

WEEK	2BESAFE THEME / SESSION	CLASS LEARNING FOCUS
Week 1	Privacy and Security • Session 6 of 6	Understand that online services have terms and conditions.
Week 2	Online Reputation • Session 2 of 2	Protect a digital identity and understand different levels of anonymity.
Week 3	Managing Online Information • Session 10 of 11	Explain why repeated claims may still be false.
Week 4	Copyright and Ownership • Session 2 of 2	Acknowledge online sources and give appropriate credit.
Week 5	Health, Wellbeing and Lifestyle • Session 4 of 4	Choose strategies for breaks, posture, sleep and healthy technology use.
Week 6	Managing Online Information • Session 11 of 11	Identify, flag and report inappropriate online content.