



St Monica's Catholic Primary School

Philosophy

Every child is a unique gift from God, with his or her own unique gifts.

Our Catholic school, inspired by the teaching of Jesus Christ, will always endeavour to meet the needs of every child within our school.

At St. Monica's, we strive to ensure that all children and staff are offered the opportunity to develop to their full potential in individual, educational, moral, intellectual and spiritual needs.

Our Mission Statement is "Let Trust, Respect and Love live here."

What we teach and what your children learn in Computing

Please see below a summary of our plans (organised in Knowledge Organisers and Scheme of Work Summaries by Year Group) for teaching and learning in Computing at our school.

If you want further information on the curriculum, including how it is differentiated for children within classes who are at different stages of learning including your child, please contact your child's teacher or email the school on stmonicas@st-monicas.co.uk

Our Intent, Implementation and Impact statement for Computing

Intent:

At St. Monica's Catholic Primary School, we aim to prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever-changing digital world. Our Computing curriculum focuses on progression skills in computer science, information technology, digital literacy and online safety to ensure that children become competent in using technology in an informed and safe way. These skills are revisited repeatedly to ensure that the learning is embedded and that the skills are developed.

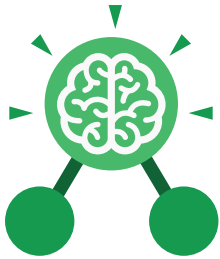
Implementation:

Computing is taught in specific Computing lessons. Teachers use the 'Purple Mash' scheme, published by 2Simple. The scheme has been closely referenced against the 2014 National Curriculum attainment targets in order to ensure progression and coverage. Lessons in the scheme have been planned in our school curriculum so they can meet the needs of all of our pupils with a particular focus on key vocabulary for our children who speak more than one language. Our plans are differentiated beyond the core knowledge listed to provide for the learning needs of all learners and to ensure all learners, including SEND, Pupil Premium and high attainers, are challenged, including through cross curricular links. Having specific lessons means that the children are able to develop depth in their knowledge and skills over the duration of each of their Computing topics.

We have over 60 laptops in school which are timetabled for use by EYFS, KS1 and KS2. Meaningful links will be made between the Computing curriculum and the wider curriculum. Employing cross-curricular links motivates pupils and supports them to make connections and remember the steps they have been taught. We also use the 2Do feature on Purple Mash to set home learning. During and at the end of topic, teachers use differentiated statements from our curriculum documents to assess children. This is based on children's work in lessons and their saved work in their own Purple Mash files, including their work on 2Do tasks. These also provide formative assessment for future learning in addition to the informal assessment which has taken place throughout the topics to close gaps, including with regard to previous learning.

Impact:

The implementation of this curriculum ensures that, when children leave St. Monica's Catholic Primary School, they are competent and safe users of IT with an understanding of how technology works. They will have developed skills to express themselves and be equipped to apply their skills in computing to different challenges going forward, including in transition to secondary school.



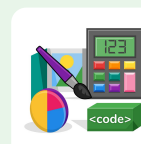
Unit: 3.1

Coding

Key Learning

- To understand what a flowchart is and how flowcharts are used in computer programming.
- To understand that there are different types of timers and select the right type for purpose.
- To understand how to use the repeat command.
- To understand the importance of nesting.
- To design and create an interactive scene.
-

Key Resources



Tools



2Dos



2Chart



Free code chimp

Key Vocabulary

Action

The way that objects change when programmed to do so. For example, move or change a property.

Alert

This is a type of output. It shows a pop-up of text on the screen.

Algorithm

A precise step by step set of instructions used to solve a problem or achieve an objective.

Background

In 2Code the background is an image in the design that does not change.

Bug

A problem in a computer program that stops it working the way it was designed.

Button

A type of object that responds to being clicked on.

Click Event

An event that is triggered when the user clicks on an object.

Code

Writing the code for a computer program.

Collision Detection Event

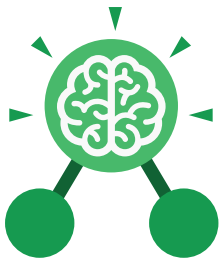
The event of two objects colliding.

Command

A single instruction in a computer program.

Debug/Debugging

Fixing code that has errors so that the code will run the way it was designed to.



Unit: 3.1

Coding

Key Vocabulary

Event

An occurrence that causes a block of code to be run. The event could be the result of user action such as the user pressing a key (**when Key**) or clicking or swiping the screen (**when Clicked**, **when Swiped**). In 2Code, the event commands are used to create blocks of code that are run when events happen.

Nesting

When coding commands are put inside other commands. These commands only run when the outer command runs.

Properties

These determine the look and size of an object. Each object has properties such as the image, scale and position of the object.

Sequence

When a computer program runs commands in order.

Turtle Object

A type of object in 2Code that moves by coding angles of rotation and distance to move.

Flowchart

A diagram which represents an algorithm.

Input

Information going into the computer. Can include moving or clicking the mouse, using the keyboard, swiping and tilting the device.

Object

Items in a program that can be given instructions to move or change in some way (action). In 2Code Gibbon, these include character, turtle, button, vehicle, animal, food, shape, number, input and label.

Repeat

This command can be used to make a block of commands run a set number of times or forever.

Test

To run the code and observe what happens to identify where there might be bugs in the program.

Implement

When a design is turned into a program using coding.

Interval

In a timer, this is the length of time between the timer code running and the next time it runs e.g. every 1 second.

Predict

Use your understanding of a situation to say what will happen in the future or will be a consequence of something.

Run

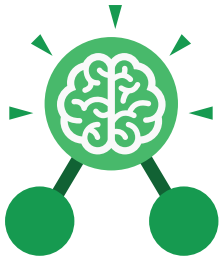
Clicking the Play button to make the computer respond to the code.

Scene

In 2Code, this is the combination of the background and objects in a program.

Timer

Use this command to run a block of commands after a timed delay or at regular intervals.



Unit: 3.1

Coding

Key Images



Open, close or share a file.



Save your work.



Design



Exit Design

Open design mode in 2Code.

Switch to code mode in 2Code.



A timer code block.



Repeat block.

Key Questions

Why is it useful to use a flowchart to design a computer program?

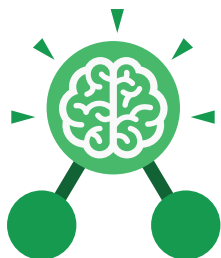
Using a flowchart to design a computer program is helpful as you can see it in its simplest form as inputs and outputs. You can see where the program is going which will prevent mistakes when creating the code.

What does repeat mean in computer programming?

Using the repeat command will make a block of commands run for a set number of times or forever. This saves rewriting the code many times.

What is the difference between 'timer after' and 'timer every'?

A 'timer after' means after a certain amount of seconds, the action will occur. 'Timer every' means that the action will re-occur every certain amount of seconds on a loop.



Unit: 3.2

Online Safety

Key Learning

- To know what makes a safe password.
- To learn methods for keeping passwords safe.
- To understand how the Internet can be used in effective communication.
- To understand how a blog can be used to communicate with a wider audience.
- To consider the truth of the content of websites.
- To learn about the meaning of age restrictions symbols on digital media and devices.

Key Resources



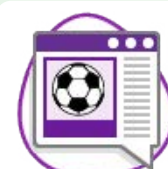
2Dos



2Connect



2Publish Plus



2Blog



2Write

Key Questions

What is a password and why should we keep them safe?

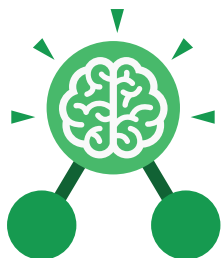
A password is a secret word or phrase that allows a user to access a website. Passwords are like toothbrushes in that they should not be shared with anyone else.

Is everything I read on the Internet true?

Just because something is on the Internet doesn't mean that it is true. Some people create spoof websites that pretend to be something else such as a bank website or to provide misleading information.

How do I know if I am old enough to play a computer game?

Computer games, like films, are often not suitable for children. PEGI ratings will show how old a person must be to play a game.



Unit: 3.2

Online Safety

Key Vocabulary

Appropriate

When using online services such as blogging or sharing information. It's important that users behave appropriately. Users should be truthful, respectful, kind, seek any permissions and report anything they feel uncomfortable with.

Password

A secret word, phrase or combination of letters, numbers and symbols that must be used to gain admission to a site or application such as a website.

Spoof

An imitation of something that appears to look genuine.

Vlog

A personal website or social media account where a person regularly posts short videos.

Blog

A regularly updated website or web page, typically one run by an individual or small group, that is written in an informal or conversational style.

Personal Information

This is information that is personal to someone. For example, their favourite food, their name and age.

Reputable source

Reputable sources are known places or sites that have accurate information. For example, well known news sites or encyclopaedias.

Reliable Source

A source of information that provides thorough, well-reasoned details based on valid evidence.

Website

A set of related web pages located under a single name.

Inappropriate

Behaviour or content online that is upsetting, rude, unkind or makes someone feel unsafe or concerned.

Internet

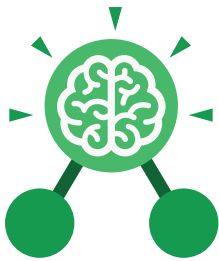
A global computer network providing a variety of information and communication facilities, consisting of interconnected networks and computers.

Permission

When someone shares or accesses content online, it's important that permission is given if it belongs to someone else or has information about them.

Verify

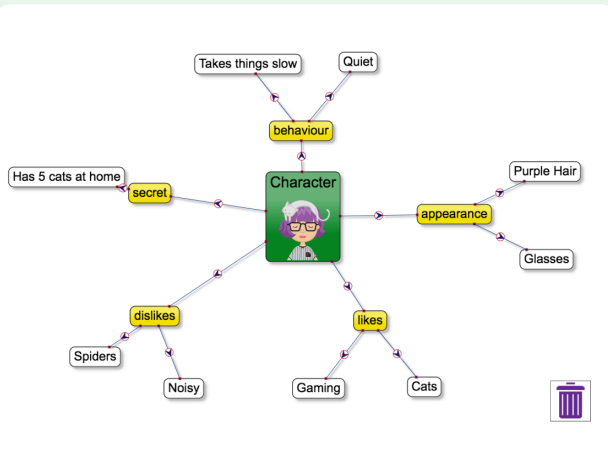
When seeking content online, it is important that a user verifies the information. They can do this by checking other sources and looking for signs that may indicate inaccuracy in the information.



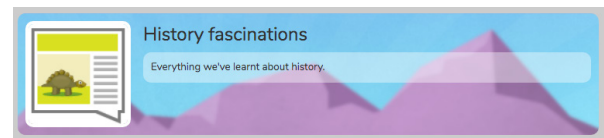
Unit: 3.2

Online Safety

Key Images



2Connect screen with nodes added



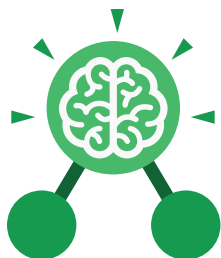
2Blog header

lillian@2simple.com

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Log in

Username and Password screen



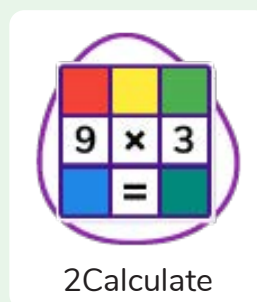
Unit: 3.3

Spreadsheets

Key Learning

- To use the symbols more than, less than and equal to, to compare values.
- To use 2Calculate to collect data and produce a variety of graphs.
- To use the advanced mode of 2Calculate to learn about cell references.

Key Resources



Key Questions

Explain how you would collect data to find out children's favourite school subjects. What sort of graph would you create?

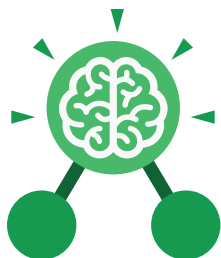
Label one column 'Subject' and list the subjects in this column. In the cells to the right put in the number of children who like this subject. Use the chart button to automatically create a chart. A pie chart would be a suitable choice.

How can you make a 3 times table machine using the spin tool? Could you use the equals tool to check your answer

Put the spin tool in the left most cell of a row. Type 0 x 3 in the next three cells. Put an equals tool in the next cell in the row. When you spin the spin tool, the question will change. Enter the answer and the equals tool will tell you if it is correct.

Explain how you would locate a cell in the advanced mode?

Cells in advanced mode have rows labelled with numbers, and columns labelled with letters. So, each cell has a number and letter. For example, A1 or D7.



Unit: 3.3

Spreadsheets

Key Vocabulary

Advance mode

A mode of 2Calculate in which the cells have references and can include formulae.

Bar graph

A chart that uses bars to show quantities or numbers, so they can be easily compared.

Equals

This symbol shows that numbers or number sentences either side are equal in value.

Data

A collection of information, especially facts or numbers, obtained by observation, questions or measurement to be analysed and used to help decision-making.

Cell Address

Every **cell** has an address. This can be found by reading the **column** letter then **row** number.

Rows

Numerical, horizontal reference points for the cells in a spreadsheet.

Columns

Lettered, vertical reference points for the cells in a spreadsheet.

More than, Less than & Equal Tool

This highlights either more than (>), less than (<) or equals (=) symbols according to which numbers are either side of it.

Less Than

This symbol shows that a number to the left of it has less value than one to the right.

More Than

This symbol shows that a number to the left of it has greater value than one to the right.

Pie Chart

A circular chart divided into segments which each represent a part of the total amount.

Quiz Tool

This can be used after the equals sign or instead of a number in a calculation. If you input the correct answer it will disappear.

Spin Tool

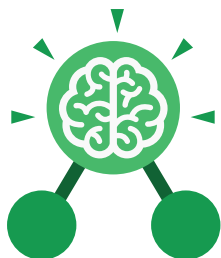
Clicking on this in a cell will increase or decrease the value in the cell to the right by 1.

Spreadsheet

A computer program that represents information in a grid of rows and columns. Any cell in the grid may contain either data or a formula that describes the value to be inserted based on the values in other cells.

Table

An organised display of information laid out in rows and columns.



Unit: 3.3

Spreadsheets

Key Images



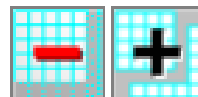
Open, close or share
a file



Save your work



Open a previously
saved file



Increase or decrease
spreadsheet size



The 2Calculate
toolbox



The 2Calculate
control toolbox



Move cell tool

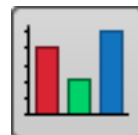


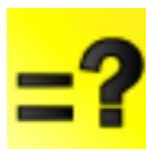
Chart control



Logic



Spin



Equals



Advanced mode



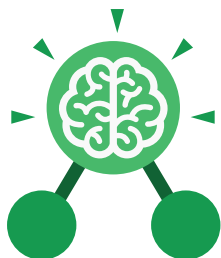
Is less than



Is more than



Is equal to



Unit: 3.4

Touch Typing

Key Learning

- To introduce typing terminology.
- To understand the correct way to sit at the keyboard.
- To learn how to use the home, top and bottom row keys.
- To practise typing with the left and right hand.

Key Resources

**purple
mash**



2Type

Key Vocabulary

Posture

The correct way to sit at the computer.

Keys

Buttons that are pressed on a computer keyboard or typewriter. These can be described by their position; bottom row, top row and home row (middle row).

Space bar

The bar at the bottom of the keyboard.

Typing

The action or skill of writing something by means of a typewriter or in this case a computer.

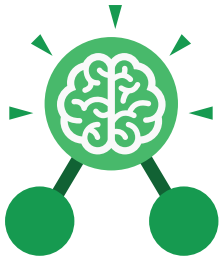
Key Questions

Why should I have a good posture at the computer?

A good posture is important to help you avoid any injuries that come from repeatedly using the computer incorrectly.

Why should I type certain keys with certain fingers?

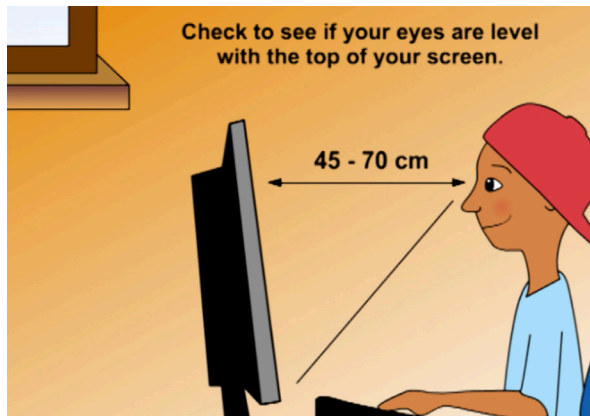
Using specific fingers for specific keys allows you to type more quickly.



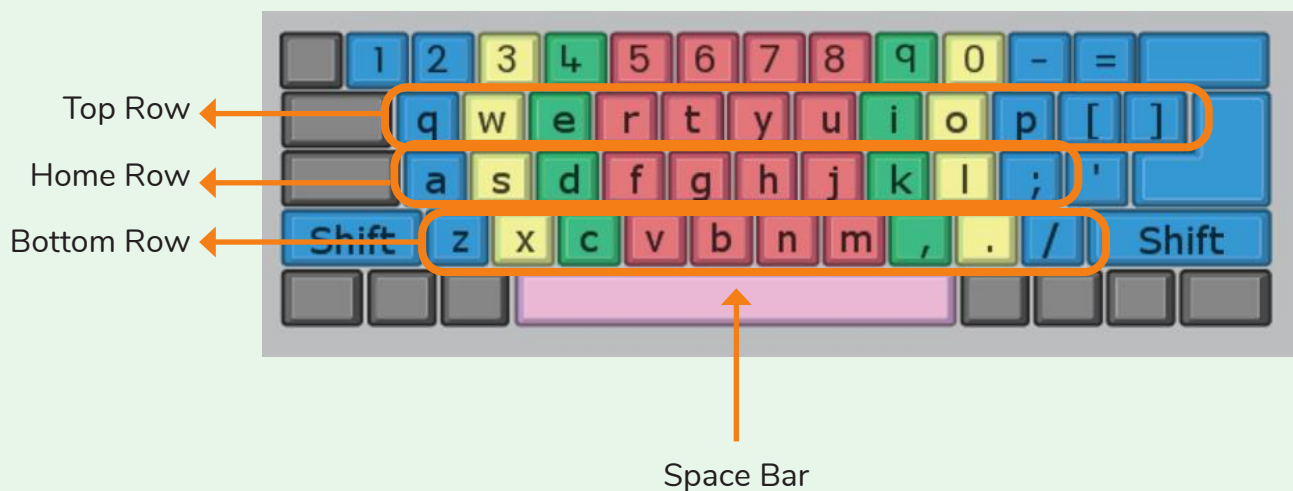
Unit: 3.4

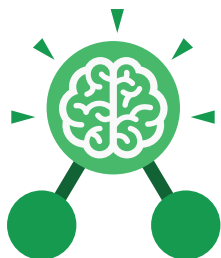
Touch Typing

Key Images



Posture





Unit: 3.5

Email

Key Learning

- To think about different methods of communication.
- To open and respond to an email using an address book.
- To learn how to use email safely.
- To add an attachment to an email.
- To explore a simulated email scenario.

Key Resources



2Email



2Connect



2Do It Yourself

Key Questions

What is email?

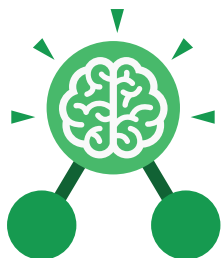
Email is a method of sending electronic communication from one device to another.

What should I do if I receive an email that makes me upset or scared?

If you are at school, you should tell the teacher immediately. If you receive the message at home, then you should tell a parent or guardian.

What information can I send in an email?

As well as sending a message, files such as photographs, videos, music and other resources can be attached to the email and sent to the receiver.



Unit: 3.5

Email

Key Vocabulary

Address book

A list of people who you regularly send an email to.

Attachment

A file, which could be a piece of work or a picture, that is sent with the email.

BCC

Blind Carbon Copy: A way of privately sending a copy of your email to other people so they can see the information in it, without the recipient knowing.

CC

A way of sending a copy of your email to other people so they can see the information in it.

Communication

The sharing or exchanging of information by speaking, writing, or using some other medium such as email.

Compose

To write or create something.

Email

(Electronic Mail) An Internet service that allows people who have an email address to send and receive instant electronic letters.

Inbox

The folder where new emails go into when they are received.

Password

A secret word, phrase or combination of letters, numbers and symbols that must be used to gain admission to a site or application such as email.

Personal Information

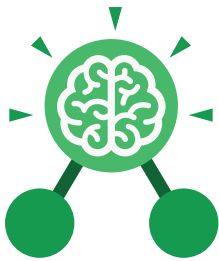
Identifying information about yourself such as your name, address and telephone number.

Save to draft

Allows you to compose an email and save it to draft folder to review later before sending.

Trusted Contact

A person who you know and trust, making an email from them safe to open.



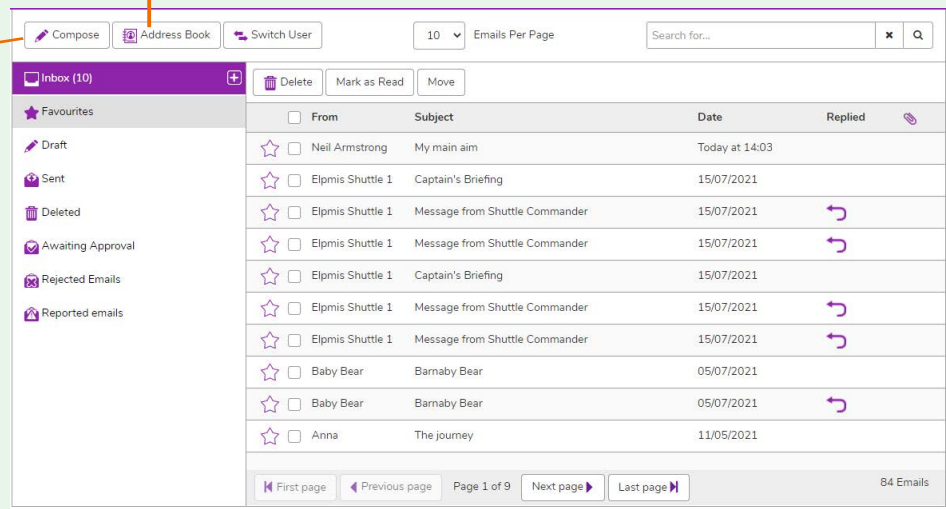
Unit: 3.5

Email

Key Images

A list of people you have sent emails to before

Click here to write your email

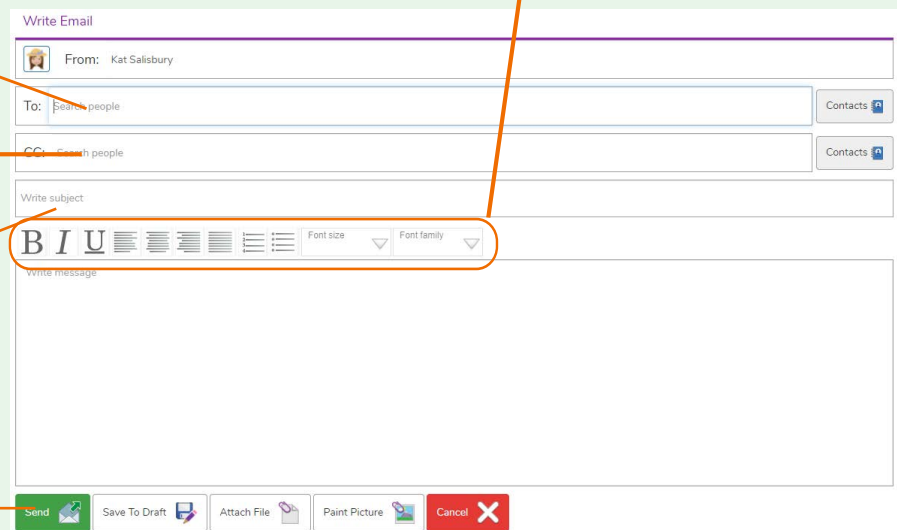


Formatting bar where you can change how the message looks.

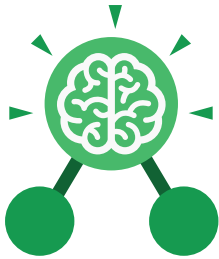
Who is the email to be sent to?

Who else will the email be sent to?

What is the email about?



Allows you to attach work and pictures to the email



Unit: 3.6

Branching Databases

Key Learning

- To sort objects using just 'yes' or 'no' questions.
- To complete a branching database using 2Question.
- To create a branching database of the children's choice.

Key Resources



Key Vocabulary

Binary Tree

Another name for a branching database.

Database

A collection of data organised in such a way that it can be searched, and information found easily. Database usually refers to data stored on computers.

Branching database

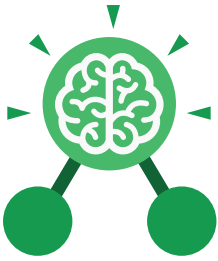
Used to classify groups of objects. It is used to help identify the objects by answering questions with either 'yes' or 'no'. Branching databases can also be called binary trees.

Data

A collection of information, especially facts or numbers, obtained by observation, questions or measurement to be analysed and used to help decision-making.

Debugging

The process of identifying and removing errors from computer hardware or software.



Unit: 3.6

Branching Databases

Key Questions

What is meant by data?

Facts about something; data can be words, numbers or pictures. For example, the class register contains data about the names, addresses and attendance of the children in the class.

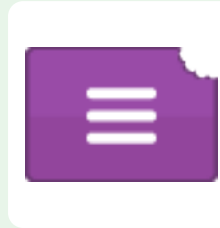
What is a database?

A collection of data organised in such a way that it can be searched, and information found easily. Database usually refers to data stored on computers.

What is a branching database?

Used to classify groups of objects. It is used to help identify the objects by answering questions with either 'yes' or 'no'. Branching databases can also be called binary trees.

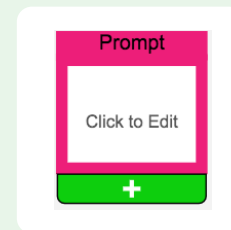
Key Images



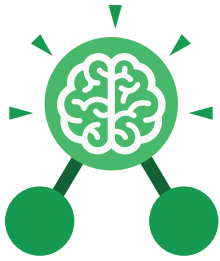
Open, close or share
a file



Give the database a
name



Add a question to
begin to sort the
information



Unit: 3.7 Simulation

Key Learning

- To consider what simulations are.
- To explore a simulation.
- To analyse and evaluate a simulation.

Key Resources



2Simulate

Key Questions

What is a computer simulation?

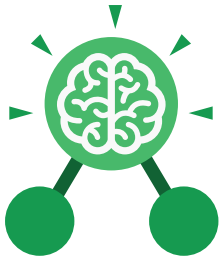
A program that models a real-life situation. They let you try things out that would be too difficult or dangerous to do in real life.

What kind of simulations are there?

Some simulations represent dangerous situations for training such as flying in space, carrying out medical operations or piloting an aeroplane. Others simulate activities for fun, such as racing simulations.

Are there any problems with simulations?

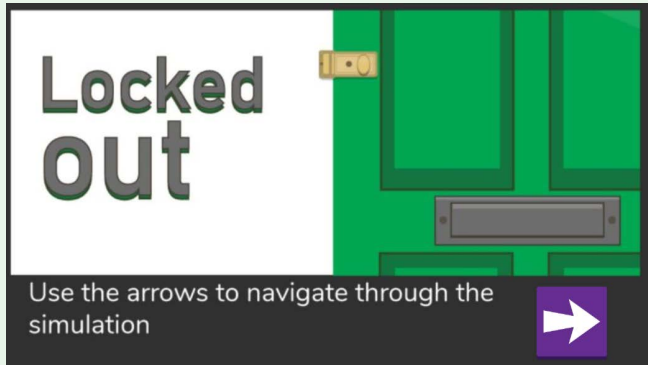
Simulations are often too simple; and unexpected problems can still occur in real life that are difficult to simulate. Simulations can also be very expensive.



Unit: 3.7

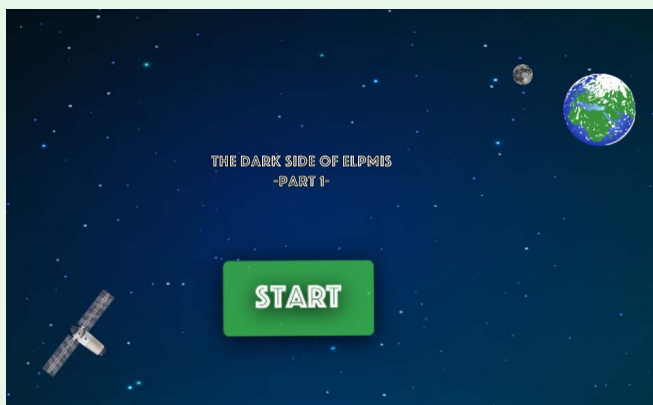
Simulation

Key Images



Locked Out

A lively dog causes problems for Mariza, her baby brother Sam and her mum.



The Dark Side of Elpmis

Trainee astronauts get ready for a mission to the planet Elpmis.

Key Vocabulary

Analysis

A detailed examination of something.

Simulation

A program that models a real-life situation. They let you try things out that would be too difficult or dangerous to do in real life.

Evaluation

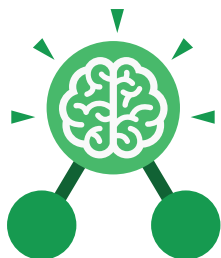
To judge the value, condition or effectiveness of something.

Modelling

The act of representing something, often on a smaller scale.

Decision

The act or result of making a choice after careful thought.



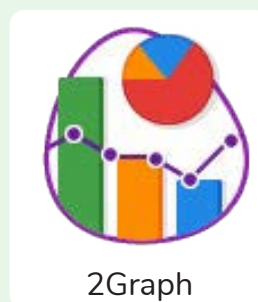
Unit: 3.8

Graphing

Key Learning

- To enter data into a graph and answer questions.
- To solve an investigation and present the results in graphic form.

Key Resources



Key Vocabulary

Axis

A fixed horizontal or vertical reference line for the measurement of coordinates or to plot data in a graph.

Chart

A diagram that represents data. Charts include graphs and other diagrams such as pie charts or flowcharts.

Column

Vertical (down the page) divisions of a piece of work.

Data

A collection of information, especially facts or numbers, obtained by observation, questions or measurement to be analysed and used to help decision-making.

Graph

A diagram that represents data. There are specific layouts for graphs including bar graphs and line graphs.

Investigation

A formal inquiry or systematic study.

Row

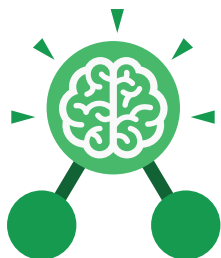
Horizontal (across the page) divisions of a piece of work.

Sorting

Organising data by a rule such as alphabetical or numerical.

Tally Chart

A way of recording how often something happens by counting in fives.



Unit: 3.8

Graphing

Key Images

Chart Title 

Insert the name of the graph here.



Add and remove a row from the table.



Vertical Bar Chart



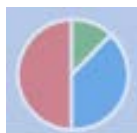
Horizontal Bar Chart



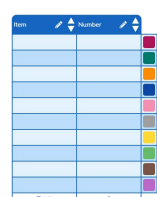
Block Graph



Line Graph



Pie Chart



Item	Number	
Total	0	

Data entry table

Key Questions

What is a graph?

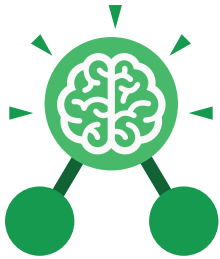
A diagram representing part of a set of data. Graphs can be drawn by hand or on the computer. There are different types of graphs.

What are the frame lines on the graph called?

They are the axes. The axis that goes up and down (vertical) is called the 'y' axis and usually shows the amount. The axis that goes across (horizontal) is called the 'x' axis and shows what is being measured.

What different kinds of graphs are there?

There are lots of different types of graphs including line graph, bar chart and pie chart.



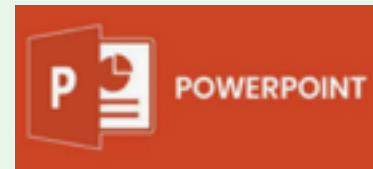
Unit: 3.9

Presenting with Microsoft PowerPoint

Key Learning

- To understand the uses of PowerPoint.
- To create a page in a presentation.
- To add media to a presentation.
- To add animations to a presentation.
- To add timings to a presentation.
- To use the skills learnt to design and create an engaging presentation.

Key Resources



Key Images



Open a new document



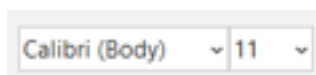
Open an existing document



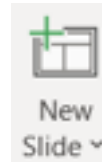
Save your work



Undo key



Font Category



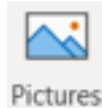
Insert a new slide



Insert a text box



Home tab where many editing tools are found



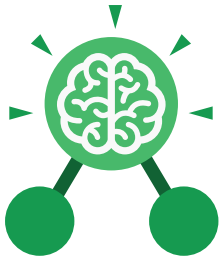
Insert a picture



Design tab where you can find ready-made design templates



Insert tab where you can add an object such as a picture or



Unit: 3.9

Presenting with Microsoft PowerPoint

Key Vocabulary

Animation

The process of adding movement to still objects.

Border Properties

The style of the border around text or an object including the colour, thickness and dashes.

Font formatting

Changing the appearance of text on the screen.

Layer

Describes which objects appear in the front (foreground) of a slide and which appear behind other objects.

Media

Information in the form of words, sounds, numbers, images, or graphics in electronic, print or broadcast form.

Presentation

A visual way of displaying information to an audience that is clear and engaging. It can contain text, images, animation and videos.

Slide

A single page within a presentation.

Slideshow

A collection of pages arranged in sequence that contains text and images to present to an audience.

Text box

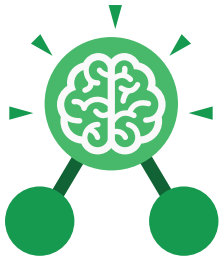
An object that can be inserted into a piece of work in a program that allows the user to input text.

Transition

How a slide moves from one to the next.

WordArt

A way of changing the appearance of text often using decorative shapes.



Unit: 3.9

Presenting with Microsoft PowerPoint

Key Questions

What is a presentation program used for?

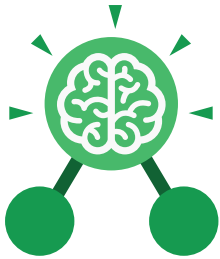
A presentation program is used to present information to an audience in an engaging way, such as including text, pictures and videos. PowerPoint is an example of a presentation program.

How do you add a transition to a presentation?

Click on 'Transitions' at the top of the screen and select the transition you wish to use. You can preview the transition by pressing 'preview' on the left-hand side.

What features can you use to make a presentation more engaging?

You can give your presentation an engaging look and feel by using different fonts, colour schemes and using an interesting layout. Adding pictures, sound, and videos would also make a presentation more interesting to an audience. Using animations and interesting transitions between slides would also be engaging.



Unit: 3.9

Presenting with Google Slides

Key Learning

- To understand the purpose of the Slides tool.
- To add slides to presentations.
- To add media to presentations.
- To format text appropriately.
- To add shapes and lines to enhance a presentation.
- To use the skills learnt to design and create an engaging presentation.

Key Resources



Google Slides

Key Images



Open a new document

Share

Access sharing options



Return to slides home



Undo key

Arial - 11 B I U A

Text formatting



Insert a text box



Insert image



Insert shape



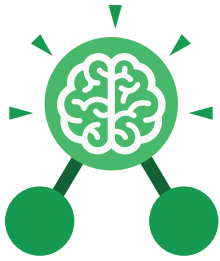
Insert line



Word art



Insert a new slide



Unit: 3.9

Presenting with Google Slides

Key Vocabulary

Animation

The process of adding movement to still objects.

Border Properties

The style of the border around text or an object including the colour, thickness and dashes.

Font formatting

Changing the appearance of text on the screen.

Layer

Describes which objects appear in the front (foreground) of a slide and which appear behind other objects.

Media

Information in the form of words, sounds, numbers, images, or graphics in electronic, print or broadcast form.

Presentation

A visual way of displaying information to an audience that is clear and engaging. It can contain text, images, animation and videos.

Slide

A single page within a presentation.

Slideshow

A collection of pages arranged in sequence that contains text and images to present to an audience.

Text box

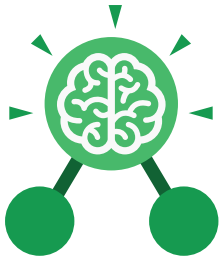
An object that can be inserted into a piece of work in a program that allows the user to input text.

Transition

How a slide moves from one to the next.

WordArt

A way of changing the appearance of text often using decorative shapes.



Unit: 3.9

Presenting with Google Slides

Key Questions

What is a presentation program used for?

A presentation program is used to present information to an audience in an engaging way, such as including text, pictures and videos. Google Slides is an example of a presentation program.

How do you add a transition to a presentation?

Click on 'Transitions' at the top of the screen and select the transition you wish to use from the Motion menu. Choose the speed that you think will look best.

What features can you use to make a presentation more engaging?

You can give your presentation an engaging look and feel by using different fonts, colour schemes and using an interesting layout. Adding pictures, sound, and videos would also make a presentation more interesting to an audience. Using animations and interesting transitions between slides would also be engaging.

Year 3 Unit Overview

Unit 3.1 – Coding

Lesson	Title	Aims (Objectives)	Success Criteria
1	Using Flowcharts	<ul style="list-style-type: none"> To review previous coding knowledge. To understand what a flowchart is and how flowcharts are used in computer programming. 	<ul style="list-style-type: none"> Children can read and explain a flowchart Children can use a flowchart to create a computer program. Children can create a computer program that uses click events and timers.
2	Using Timers	<ul style="list-style-type: none"> To understand that there are different types of timers. To be able to select the right type of timer for a purpose. 	<ul style="list-style-type: none"> Children can create a program that uses a timer-after command Children can create a program that uses a timer-every command Children understand there can be different ways to solve a problem.
3	Using Repeat	<ul style="list-style-type: none"> To understand how to use the repeat command. 	<ul style="list-style-type: none"> Children understand how the turtle object moves. Children can use the repeat command with an object. Children can create a computer program that includes use of the repeat command.
4	Code, Test and Debug	<ul style="list-style-type: none"> To use coding knowledge to create a range of programs. To understand the importance of nesting. 	<ul style="list-style-type: none"> Children can create computer programs using prior knowledge. Children can run, test and debug their programs. Children can consider nesting when debugging their programs.
5 & 6	Design and Make an Interactive Scene	<ul style="list-style-type: none"> To design and create an interactive scene. 	<ul style="list-style-type: none"> Children can use the properties table to set the properties of objects. Children can plan their scene and code before they create their program. Children can confidently make several different things happen in a program.

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Unit 3.2 – Online Safety

Lesson	Title	Aims (Objectives)	Success Criteria
1	Safety in Numbers	<ul style="list-style-type: none"> To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. To understand how the Internet can be used to help us to communicate effectively. To understand how a blog can be used to help us communicate with a wider audience. 	<ul style="list-style-type: none"> Children understand what makes a good password for use on the Internet. Children are beginning to realise the outcomes of not keeping passwords safe. Children can contribute to a concept map of all the different ways they know that the Internet can help us to communicate. Children have contributed to a class blog with clear and appropriate messages. Extension: Children understand that passwords help to limit who can see personal / private / confidential information.
2	Fact or Fiction?	<ul style="list-style-type: none"> To consider if what can be read on websites is always true. To look at a 'spoof' website. To create a 'spoof' webpage. To think about why these sites might exist and how to check that the information is accurate. 	<ul style="list-style-type: none"> Children understand that some information held on websites may not be accurate or true. Children are beginning to understand how to search the Internet and how to think critically about the results that are returned. Children have accessed and assessed a 'spoof' website. Children have created their own 'spoof' webpage mock-up. Children have shared their 'spoof' web page on a class display board. Extension: Children evaluate facts from a website and explain how they fact checked the information that was presented.
3	Appropriate Content & Ratings	<ul style="list-style-type: none"> To learn about the meaning of age restrictions symbols on digital media and devices. To discuss why PEGI restrictions exist. To know where to turn for help if they see inappropriate content or have inappropriate contact from others. 	<ul style="list-style-type: none"> Children can identify some physical and emotional effects of playing/watching inappropriate content/games. Children relate cyberbullying to bullying in the real-world and have strategies for dealing with online bullying including screenshot and reporting.

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Unit 3.3 – Spreadsheets

Lesson	Title	Aims (Objectives)	Success Criteria
1	Creating Pie Charts and Bar Graphs	<ul style="list-style-type: none"> To add and edit data in a table layout. To find out how spreadsheet programs can automatically create graphs from data. 	<ul style="list-style-type: none"> Children can create a table of data on a spreadsheet. Children can use a spreadsheet program to automatically create charts and graphs from data.
2	Using more than and Spin Button Tools	<ul style="list-style-type: none"> To introduce the 'more than', 'less than' and 'equals' tools. To introduce the 'spin' tool and show how it can be used to count through times tables. 	<ul style="list-style-type: none"> Children can use the 'more than', 'less than' and 'equals' tools to compare different numbers and help to work out solutions to calculations. Children can use the 'spin' tool to count through times tables.
3	Advanced Mode and Cell Addresses	<ul style="list-style-type: none"> To introduce the Advanced mode of 2Calculate. To learn about describing cells using their addresses. 	<ul style="list-style-type: none"> Children can describe a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row. Children can find specified locations in a spreadsheet.

Unit 3.4 – Touch-typing

Lesson	Title	Aims (Objectives)	Success Criteria
1	Home, Top and Bottom Row Keys	<ul style="list-style-type: none"> To introduce typing terminology. To understand the correct way to sit at the keyboard. To learn how to use the home, top and bottom row keys. 	<ul style="list-style-type: none"> Children understand the names of the fingers. Children understand what is meant by the home, bottom, and top rows. Children have developed the ability to touch type the home, bottom, and top rows.
2	Home, Top and Bottom Row Keys (Consolidation)	<ul style="list-style-type: none"> To practice and improve typing for home, bottom, and top rows. 	<ul style="list-style-type: none"> Children can use two hands to type the letters on the keyboard.
3	Left Keys	<ul style="list-style-type: none"> To practice the keys typed with the left hand. 	<ul style="list-style-type: none"> Children can touch type using the left hand.
4	Right Keys	<ul style="list-style-type: none"> To practice the keys typed with the right hand. 	<ul style="list-style-type: none"> Children can touch type using the right hand.

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Unit 3.5 – Email

Lesson	Title	Aims (Objectives)	Success Criteria
1	Communication	<ul style="list-style-type: none"> To think about the different methods of communication. 	<ul style="list-style-type: none"> Children can list a range of different ways to communicate. Children can use 2Connect to highlight the strengths and weaknesses of each method. Extension: Children can order the various types of communication that have been used through history.
2	Composing Emails	<ul style="list-style-type: none"> To open and respond to an email. To write an email to someone from an address book. 	<ul style="list-style-type: none"> Children can open an email and respond to it. Children have sent emails to other children in the class. Extension: Children can use the search option in the address book to find a classmate when sending an email.
3	Using Email Safely: Part 1	<ul style="list-style-type: none"> To learn how to use email safely. 	<ul style="list-style-type: none"> Children have written rules about how to stay safe using email. Children have contributed to classmates' rules. Extension: Children understand the importance of draft.
4	Using Email Safely: Part 2	<ul style="list-style-type: none"> To learn how to use email safely. 	<ul style="list-style-type: none"> Children have created a quiz about email safety which explores scenarios that they could come across in the future. Extension: Children create title screens for their quizzes explaining what the quiz is about, and how to play it.
5	Attachments	<ul style="list-style-type: none"> To add an attachment to an email. 	<ul style="list-style-type: none"> Children can attach work to an email. Children know what CC means and how to use it.
6	Email Simulations	<ul style="list-style-type: none"> To explore a simulated email scenario. 	<ul style="list-style-type: none"> Children can read and respond to a series of email communications. Children can attach files appropriately and use email communication to explore ideas. Extension: Children know why the terms CC and BCC are used Children understand when to use CC or BCC

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Unit 3.6 – Branching Databases

Lesson	Title	Aims (Objectives)	Success Criteria
1	Introducing Databases	<ul style="list-style-type: none"> To sort objects using just YES/NO questions. 	<ul style="list-style-type: none"> Children understand how YES/NO questions are structured and answered. Children have used YES/NO questioning to play a simple game with a friend. Children can explain why they choose a particular question to split their database. Extension: Children can begin to use 'or more' and 'or less' in their questioning
2	Branching Databases	<ul style="list-style-type: none"> To complete a branching database using 2Question. 	<ul style="list-style-type: none"> Children have contributed to a class branching database about fruit. Children have completed a branching database about vegetables. Extension: Children can edit and adapt a branching database to accommodate new entries.
3 and 4	Creating a branching database on the computer	<ul style="list-style-type: none"> To create a branching database of the children's choice. 	<ul style="list-style-type: none"> Children can choose a suitable topic for a branching database. Children can select and save appropriate images. Children can create a branching database. Children know how to use and debug their own and others branching databases.

Unit 3.7 – Simulations

Lesson	Title	Aims (Objectives)	Success Criteria
1	What Are Simulations?	<ul style="list-style-type: none"> To find out what a simulation is and understand the purpose of simulations. 	<ul style="list-style-type: none"> Children know that a computer simulation can represent real and imaginary situations. Children can give some examples of simulations used for fun and for work. Children can give suggestions of advantages and problems of simulations.
2	Exploring a Simulation	<ul style="list-style-type: none"> To explore a simulation, making choices and discussing their effects. 	<ul style="list-style-type: none"> Children can explore a simulation. Children can use a simulation to try out different options and to test predictions. Children can begin to evaluate simulations by comparing them with real situations and considering their usefulness. Children can analyse choices made using a branching database.

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3	Analysing and Evaluating a Simulation	<ul style="list-style-type: none"> To work through and evaluate a more complex simulation. 	<ul style="list-style-type: none"> Children can recognise patterns within simulations and make and test predictions. Children can identify the relationships and rules on which the simulations are based. Children can evaluate a simulation to determine its usefulness for purpose. Children can create their own simple simulation (extension).
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Unit 3.8 – Graphing

Lesson	Title	Aims (Objectives)	Success Criteria
1	Introducing 2Graph	<ul style="list-style-type: none"> To enter data into a graph and answer questions. 	<ul style="list-style-type: none"> Children can set up a graph with a given number of fields. Children can enter data for a graph. Children can produce and share graphs made on the computer. Extension: Children can select most appropriate style of graph for their data and explain their reasoning.
2	Using 2Graph to Solve an Investigation	<ul style="list-style-type: none"> To solve an investigation and present the results in graphic form. 	<ul style="list-style-type: none"> Children have solved a maths investigation. Children can present the results in a range of graphical formats. Children can use the sorting option to make analysis of their data easier. Extension: Children can select most appropriate style of graph for their data and explain their reasoning.

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Unit 3.9 – Presenting (with Microsoft PowerPoint)

Downloaded Version of MS PowerPoint

Lesson	Title	Aims (Objectives)	Success Criteria
1	Making a Presentation from a Blank Page	<ul style="list-style-type: none"> To create a page in a presentation. 	<ul style="list-style-type: none"> Children know what PowerPoint is. Children can open PowerPoint. Children can add text to a page and format it. Children can add shapes to a page.
2	Adding Media	<ul style="list-style-type: none"> To add media to a presentation 	<ul style="list-style-type: none"> Children can change the design of the slides. Children can insert a new slide. Children can insert pictures. Children can edit pictures. Children can insert video and audio.
3	Adding Animation	<ul style="list-style-type: none"> To add animations into a presentation 	<ul style="list-style-type: none"> Children can use animations in a presentation. Children can use transitions in a presentation.
4	Presenting with Timings	<ul style="list-style-type: none"> To add timings into a presentation. 	<ul style="list-style-type: none"> Children can add timings to a presentation. Children can present effectively using PowerPoint.
5 & 6	Create a Presentation	<ul style="list-style-type: none"> To use the skills learnt in previous weeks to design and present an effective presentation. 	<ul style="list-style-type: none"> Children can create a presentation including formatted text. Children can include different media. Children can add transitions and animations. Children can add timings to the presentation. Children can present effectively.

Online Version of MS PowerPoint

Lesson	Title	Aims (Objectives)	Success Criteria
1	Making a Presentation from a Blank Page	<ul style="list-style-type: none"> To create a page in a presentation. 	<ul style="list-style-type: none"> Children know what PowerPoint is. Children can open PowerPoint. Children can add text to a page and format it. Children can add shapes to a page.
2	Adding Media	<ul style="list-style-type: none"> To add media to a presentation 	<ul style="list-style-type: none"> Children can change the design of the slides. Children can insert a new slide. Children can insert pictures. Children can edit pictures. Children can insert video and audio.
3	Adding Animation	<ul style="list-style-type: none"> To add animations into a presentation 	<ul style="list-style-type: none"> Children can use animations in a presentation. Children can use transitions in a presentation.
4 & 5	Create a Presentation	<ul style="list-style-type: none"> To use the skills learnt in previous weeks to design and present an effective presentation. 	<ul style="list-style-type: none"> Children can create a presentation including formatted text. Children can include different media.

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		<ul style="list-style-type: none"> • Children can add transitions and animations. • Children can add timings to the presentation. • Children can present effectively.
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Unit 3.9 – Presenting (with Google Slides)

PC\Mac Version of Google Slides

Lesson	Title	Aims (Objectives)	Success Criteria
1	Making a Presentation from a Blank Page	<ul style="list-style-type: none"> • To create a page in a presentation. 	<ul style="list-style-type: none"> • Children know what Google Slides is. • Children know how to open Google Slides. • Children can add text and format it.
2	Adding Media	<ul style="list-style-type: none"> • To add media to a presentation 	<ul style="list-style-type: none"> • Children can change the design of the slides. • Children can insert a new slide. • Children can insert pictures. • Children can edit pictures. • Children can insert video (extension).
3	Adding Shapes and Lines	<ul style="list-style-type: none"> • To add shapes and lines to a presentation. 	<ul style="list-style-type: none"> • Children can add shapes to a presentation. • Children can add lines into a presentation.
4	Adding Animation	<ul style="list-style-type: none"> • To add animations into a presentation. 	<ul style="list-style-type: none"> • Children can use animations in a presentation. • Children can use transitions in a presentation.
5 & 6	Create a Presentation	<ul style="list-style-type: none"> • To use the skills learnt in previous weeks to design and present an effective presentation. 	<ul style="list-style-type: none"> • Children can add text to a presentation. • Children can add objects including text and pictures to their presentation. • Children can add animation and transitions to their presentation. • Children can present their work on Slides.

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