

Mile Post Two Coverage Purple Mash

Computer Science

Coding Course Y2 (2.1)
Coding Course Y3 (3.1)

- I can explain an algorithm is a set of instructions to complete a task. (2.1)
I know I need to carefully plan my algorithm so it will work when I make it into code. (2.1) I can design a simple program using 2Code that achieves a purpose. (2.1)
- I can find and correct some errors in my program. (2.1)
- I can say what will happen in a program. (2.1)
- I can spot something in a program that has an action or effect (does something). (2.1)

- I can make a real-life situation into an algorithm for a program. (3.1)
- I can design an algorithm carefully, thinking about what I want it to do and how I can turn it into code. (3.1)
- I can identify an error in my program and fix it. (3.1)
- I can experiment with timers in my programs. (3.1)
- I can identify the difference in using the effect of a timer or repeat command in my code. (3.1)
- I know that a variable stores information while a program is running (executing). (3.1) I can identify 'If' statements, repetition and variables. (3.1)
- I can read programs with several steps and predict what they will do. (3.1)

Information Technology

Spread Sheets 2.3
Making Music 2.7
Presenting Ideas 2.8

3.3 Spreadsheets 3.6 Databases

- I can organise data – for example, using a database such as 2Investigate. (2.3)
- I can find data using specific searches – for example, using 2Investigate. (Links to internet searching)
- I can use several programs to organise information – for example, using binary trees such as 2Question or spreadsheets such as 2Calculate. (2.8)
- I can edit digital data such as data in music composition software like 2Sequence. (2.7 and most units)

- I can carry out searches to find digital content on a range of online systems, such as within Purple Mash or on an internet search engine. (Across units)
- I can collect data and input it into software. (3.3, 3.6,)
- I can analyse data using features within the software, such as formulae in 2Calculate (spreadsheets). (3.3, 3.6)
- I can present data and information using different software such as 2Question (branching database) or 2Graph (graphing tool). (3.3, 3.6)

	<ul style="list-style-type: none">• I can name, save and find my work. (most units)• I can include photos, text and sound in my creations. (2.8)	<ul style="list-style-type: none">• I can consider what the most appropriate software to use when given a task by my teacher. (Across units)• I can create purposeful (appropriate) content and attach this to emails. (3.3, 3.6)
Digital Literacy 3.5 Email	See 2BeSafe Objectives	

Year 1 Cycle	Milepost Two Covering Y2 & Y3 Skills E Safety (Digital Literacy is covered in weekly 2BeSafe Sessions)					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Spreadsheets 2.3 Session 1a Information Technology	Spreadsheets 2.3 Session 4b Information Technology	Coding Crash Course Y2 Session 2b Computer Science	Coding Crash Course Y2 Session 5b Computer Science	Making Music 2.7 Session 2b Information Technology	Presenting Ideas 2.8 Session 2a Information Technology
Week 2	Spreadsheets 2.3 Session 1b Information Technology	Spreadsheets 2.3 Session 5a Information Technology	Coding Crash Course Y2 Session 3a Computer Science	Coding Crash Course Y2 Session 6a Computer Science	Making Music 2.7 Session 3a Information Technology	Presenting Ideas 2.8 Session 2b Information Technology
Week 3	Spreadsheets 2.3 Session 2a Information Technology	Spreadsheets 2.3 Session 5b Information Technology	Coding Crash Course Y2 Session 3b Computer Science	Coding Crash Course Y2 Session 6b Computer Science	Making Music 2.7 Session 3b Information Technology	Presenting Ideas 2.8 Session 3b Information Technology
Week 4	Spreadsheets 2.3 Session 2b Information Technology	Spreadsheets 2.3 Session 6a Information Technology	Coding Crash Course Y2 Session 4a Computer Science	Making Music 2.7 Session 1a Information Technology	Presenting Ideas 2.8 Session 1a Information Technology	Presenting Ideas 2.8 Session 4a Information Technology
Week 5	Spreadsheets 2.3 Session 3a Information Technology	Spreadsheets 2.3 Session 6b Information Technology	Coding Crash Course Y2 Session 4b Computer Science	Making Music 2.7 Session 1b Information Technology	Presenting Ideas 2.8 Session 1b Information Technology	Presenting Ideas 2.8 Session 4b Information Technology
Week 6	Spreadsheets 2.3 Session 3b	Coding Crash Course Y2 Session 1a	Coding Crash Course Y2 Session 5a	Making Music 2.7 Session 2a		

	Information Technology	Computer Science	Computer Science	Information Technology		
Week 7	Spreadsheets 2.3 Session 4a Information Technology	Coding Crash Course Y2 Session 1b Computer Science				
Week 8		Coding Crash Course Y2 Session 2a Computer Science				

Year 2 Cycle	Milepost Two Covering Y2 & Y3 Skills					
	E Safety (Digital Literacy is covered in weekly 2BeSafe Sessions)					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Branching Databases 3.6 Session 1a Information Technology	Email 3.5 Session 1b Digital Literacy	Email 3.5 Session 5b Digital Literacy	Coding Crash Course Y3 Session 2b Computer Science	Coding Crash Course Y3 Session 5b Computer Science	Spreadsheets 3.3 Session 1a Information Technology
Week 2	Branching Databases 3.6 Session 1b Information Technology	Email 3.5 Session 2a Digital Literacy	Email 3.5 Session 6a Digital Literacy	Coding Crash Course Y3 Session 3a Computer Science	Coding Crash Course Y3 Session 6a Computer Science	Spreadsheets 3.3 Session 1b Information Technology
Week 3	Branching Databases 3.6 Session 2a Information Technology	Email 3.5 Session 2b Digital Literacy	Email 3.5 Session 6b Digital Literacy	Coding Crash Course Y3 Session 3b Computer Science	Coding Crash Course Y3 Session 6b Computer Science	Spreadsheets 3.3 Session 2a Information Technology
Week 4	Branching Databases 3.6 Session 2b Information Technology	Email 3.5 Session 3a Digital Literacy	Coding Crash Course Y3 Session 1a Computer Science	Coding Crash Course Y3 Session 4a Computer Science	Coding Crash Course Y3 Session 7a Computer Science	Spreadsheets 3.3 Session 2b Information Technology

Week 5	Branching Databases 3.6 Session 3+4a Information Technology	Email 3.5 Session 3b Digital Literacy	Coding Crash Course Y3 Session 1b Computer Science	Coding Crash Course Y3 Session 4b Computer Science	Coding Crash Course Y3 Session 7b Computer Science	Spreadsheets 3.3 Session 3a Information Technology
Week 6	Branching Databases 3.6 Session 3+4b Information Technology	Email 3.5 Session 4a Digital Literacy	Coding Crash Course Y3 Session 2a Computer Science	Coding Crash Course Y3 Session 5a Computer Science		Spreadsheets 3.3 Session 3b Information Technology
Week 7	Email 3.5 Session 1a Digital Literacy	Email 3.5 Session 4b Digital Literacy				
Week 8		Email 3.5 Session 5a Digital Literacy				

2BeSafe Year 2 & Year 3 Objectives E Safety

	Year 2	Year 3
Self-Image and Identity	<ul style="list-style-type: none"> • I can explain how other people may look and act differently online and offline. • I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help. 	<ul style="list-style-type: none"> • I can explain what is meant by the term 'identity' • I can explain how people can represent themselves in different ways online. • I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.
Online Relationships	<ul style="list-style-type: none"> • I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country). • I can explain who I should ask before sharing things about myself or others online. • I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. • I can explain why I have a right to say 'no' or 'I will have to ask someone'. • I can explain who can help me if I feel under pressure to agree to something, I am unsure about or don't want to do. • I can identify who can help me if something happens online without my consent. • I can explain how it may make others feel if I do not ask their permission or 	<ul style="list-style-type: none"> • I can describe ways people who have similar likes and interests can get together online. • I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. • I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. • I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. • I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. • I can explain why someone may change their mind about trusting anyone with

	<p>ignore their answers before sharing something about them online.</p> <ul style="list-style-type: none"> • I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online 	<p>something if they feel nervous, uncomfortable or worried.</p> <ul style="list-style-type: none"> • I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.
Online Reputation	<ul style="list-style-type: none"> • I can explain how information put online about me can last for a long time. • I can describe how anyone's online information could be seen by others. • I know who to talk to if something has been put online without consent or if it is incorrect. 	<ul style="list-style-type: none"> • I can search for information about others online. • I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. • I can explain who someone can ask if they are unsure about putting something online.
Online Bullying	<ul style="list-style-type: none"> • I can explain what bullying is, how people may bully others and how bullying can make someone feel. • I can explain why anyone who experiences bullying is not to blame. • I can talk about how anyone experiencing bullying can get help. 	<ul style="list-style-type: none"> • I can describe appropriate ways to behave towards other people online and why this is important. • I can give examples of how bullying behaviour could appear online and how someone can get support.
Managing Online Information	<ul style="list-style-type: none"> • I can use simple keywords in search engines. • I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). • I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri). • I can explain the difference between things that are imaginary, 'made up' or 	<ul style="list-style-type: none"> • I can demonstrate how to use key phrases in search engines to gather accurate information online. • I can explain what autocomplete is and how to choose the best suggestion. • I can explain how the internet can be used to sell and buy things. • I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they

	<p>‘make believe’ and things that are ‘true’ or ‘real’.</p> <ul style="list-style-type: none"> • I can explain why some information I find online may not be real or true. 	<p>might be shared online, e.g. in videos, memes, posts, news stories etc.</p> <ul style="list-style-type: none"> • I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). • I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened
Health, Wellbeing and Lifestyle	<ul style="list-style-type: none"> • I can explain rules to keep myself safe when using technology both in and beyond the home 	<ul style="list-style-type: none"> • I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. • I can say how those rules / guides can help anyone accessing online technologies.
Privacy and Security	<ul style="list-style-type: none"> • I can describe how online information about me could be seen by others. • I can explain and give examples of what is meant by ‘private’ and ‘keeping things private’. I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). • I can explain how passwords can be used to protect information, accounts and devices. • I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions). 	<ul style="list-style-type: none"> • I can describe simple strategies for creating and keeping passwords private. • I can give reasons why someone should only share information with people they choose to and can trust. • I can explain that if they are not sure or feel pressured then they should tell a trusted adult. • I can describe how connected devices can collect and share anyone’s information with others.
Copyright and Ownership	<ul style="list-style-type: none"> • I can describe why other people’s work belongs to them. I can recognise that content on the internet may belong to other people. 	<ul style="list-style-type: none"> • I can explain why copying someone else’s work from the internet without permission isn’t fair and can explain what problems this might cause.

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