

Pioneer Federation
Medium term plan
Cycle B, Term 1
ICT



Subject: Purple Mash unit 1.1 Online Safety

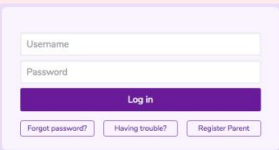






Key Concept/ Theme: Children will explore Purple Mash learning to log in safely, know how to save and find work, become familiar with texts and icons, and understand the importance of logging out.

Prior Learning links: EYFS: Children have been exposed to the layout of purple mash and have had experience of using a variety of technology including interactive whiteboards, ipads and using a keyboard.

Vocabulary:

<p>Alert A system that lets you know if you have something to look at.</p> <p>Device A piece of electrical equipment made for a purpose.</p> <p>Log in Using a username and password to access a system.</p> <p>MyWork Area The place on Purple Mash where your work is stored. Only you and your teachers can access this.</p>	<p>Avatar A digital picture to represent someone.</p> <p>File Name The name given to an online piece of work.</p> <p>Log out Leaving a computer system.</p> <p>Notification A message telling you about something.</p> <p>Private Keeping information restricted from other people.</p>	<p>Button An area where you click to make something happen.</p> <p>Icon An image on a web page that you can click on to navigate to somewhere.</p> <p>Menu A button which gives the user different options.</p> <p>Password A series of letters, numbers and special characters that is entered after the username to access an online site.</p>	<p>Purple Mash Tools A selection of programs which help you carry out different tasks.</p>	<p>Saving Store your work as you create something so it can be accessed later.</p>	<p>Search A way of finding specific resources you want to look at.</p>
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Key Images:

 <p>Log in Screen</p>	 <p>Avatar</p>	 <p>Save your work</p>	
 <p>Tools section of Purple Mash</p>	 <p>Subjects & Topics</p>	 <p>This picture shows you if you have any notifications</p>	 <p>The area of Purple Mash where your work is stored</p>

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Resources needed for each lesson – 2dos to set.

Lesson 1:

- Individual login cards for the children. These can be made using Print Pupil Logins: Click on the admin drop-down arrow next to your avatar: • Purple Mash Avatar creator: This is opened by clicking on the user portrait near the top right of the screen.
- Ask your administrator to create a test pupil for your class: Call the pupil something like 'Year 1 Test Pupil': This is so that you can impersonate this pupil to demonstrate features from a child's perspective.
- Edit slide 4 to show the way in which pupils access Purple Mash in your school and from home. • Edit slide 6 to fit with the passwords used for your class (pictures pins etc).

Lesson 2

- Leave a simple comment or picture on the pieces of work that the children created in Lesson 1. Do this from your own Work area where you can navigate to the children's folders. Click on the three dots by a piece of work and then on the Set Comments option button. You can use the record button here to record verbal feedback (children will need headphones to hear this is a classroom).
- 2Connect tool, for a user guide to the tool see 2Connect User Guide.
- You will need to have searched for some topics which you want the children to search for as part of this lesson. This lesson plan uses food, trees and sea.

Lesson 3

None required.

Lesson 4

- Headphones would be useful.

1. Unit 1.1 Lesson 1	<p>Deeper learning questions: What should you do if you find someone else's login card? Why is it important to keep login details safe? What could someone else do if they logged in as you?</p> <p>Reconnection: EYFS: Exploring purple mash T6 Year 2 will have done this Unit last year and can help year 1 to refresh.</p> <p>LO: To learn how to safely login and understand why that is important.</p> <p>Activity: Show the children how to log onto purple mash. Children follow step by step to safely log on. Year 2 can help Year 1 with this if need be. Discuss with children why it is important to keep log in information safe and the importance of logging in Discuss with the children why the password comes up as dots. Help children to explore the idea of personal and private information.</p>
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	<p>Start to introduce vocab as you explore the home page, work area and my work folder. Introduce the idea of an avatar and demonstrate how to make an avatar. Let children create their own. Go over how to change to a capital letter when typing. Use the avatar to reinforce idea of ownership. Discuss importance of logging out and ensure children can do this. Go over main vocab.</p> <p>Extension: Complete a painting project called paint a snail – save work (This could be used for year 2 who should be familiar with logging on)</p>
<p>2. Unit 1.1 Lesson 2</p>	<p>Deeper learning question: Can you find the picture you have created? Can you see the comments the teacher has made? Can you change a persons work without asking them? Should you? How can we choose a sensible name so we can find your file?</p> <p>Reconnection: recap how to login ensuring all children do this safely. Link this to privacy and why it is importance. Recap the idea of privacy in context.</p> <p>LO: To be able to find saved work on purple mash.</p> <p>Activity: Show the children how to find their work area. Discuss why privacy is important in this section</p> <p>Guide children in making a mind map. Clicking will show a completed example to compare.</p> <p>Select some topic words for children to search or use the examples. Explain that some results will be suitable for year 1 but some might be for older children. Introduces the filter button. Children should not start the paint project just yet.</p> <p>Discuss appropriate behaviour and relate this to offline work. Do you draw in other people’s books or on their pictures? Do you sometimes do work together and both work on the same thing? Discuss important information about shared folders and filenames. It might be useful to set a convention for the class when naming files in shared areas to reduce the chances of children overwriting one another’s work e.g. first name filename.</p> <p>Review what the children have saved. Remind the children that only the teachers and children in their school can use their school’s Purple Mash. If a friend of theirs uses Purple Mash in another school, they will have their own school Purple Mash just for them.</p> <p>Review Lesson vocab.</p> <p>Extension: Child complete Hedgehog paint activity, can they save work independently choosing a sensible name.</p>
<p>3. Unit 1.1 Lesson 3</p>	<p>Deeper learning question: Can you spot any of your topics? Do you think all these topics are aimed just at our age? Why? Would it be appropriate to put a picture of a car on this writing template? Why?</p> <p>Reconnection: Review terminology from previous lessons. Recap how to save their work.</p> <p>LO: To become familiar with different aspects of the topic area including icons and to be able to use these to add text and ;pictures to my work.</p> <p>Activity: Show children how to access topics. Explore as a class the different activities in the Animals topic – note not all of them are aimed at year 1/2 .</p> <p>Show children how to use the tools in a writing template.</p> <p>Children complete Animal needs writing template adding pictures and then text.</p> <p>Review Vocab</p>

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	<p>Extension: Children think about appropriateness of photos and text – link to non-fiction. – would it be better to use a real photo or a cartoon?</p>
4. Unit 1.1 Lesson 4	<p>Deeper learning question: Can you remember where the tools are? Which section would 2count be in and why? Can you find 2explore in the music section. How do you find the icons to save or open a new file? Which icons do you know? Why do we need to log off? Why would you not want someone to use your log in?</p> <p>Reconnection: Go over previous vocab. Links to first lesson about logging off.</p> <p>LO: To explore the various tools available on purple mash including their icons.</p> <p>Activity:</p> <p>Go over new vocab for lesson with the children.</p> <p>Show children 2 count and what it looks like – explain this is a pictogram and its used to count things.</p> <p>Show children how to use to count and the various buttons and icons.</p> <p>Ask children to choose their own theme for their pictogram – or suggest one for the class. (this could be a survey such as favourite colours ect.)</p> <p>Remind children how to save and exit work once happy</p> <p>Allow children to record a tune on 2explore – show them how to do this using the various buttons. – explain they can record different instruments when opening a new file.</p> <p>Go over how to save and log off – reminding them why this is important.</p> <p>Extension: Find games area launch table toons and listen to x2 table songs – try and do test.</p>
	<p>End of unit quiz & reflect on gaps from the unit:</p> <p>Unit 1.1 Quiz – found on unit page on PM</p> <p>Questions:</p> <p>What is an avatar?</p> <p>Type these words exactly as shown in the box with a space between them.</p>

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Masie's teacher has asked her to search for the topic 'pets'. Where should she click first?

Do you know the icons to....go to home page, find activities, search for a topic, log out, find saved Work

Do you know the icons to... Open the menu, exit the activity, Draw or add a picture, add clipart, zoom in or out, find helpful words, get rid of a picture, add clipart.

Which symbol is commonly used as an icon to save work?

Do you know the icons for... save file, open file, new file

Who should you share your password with?

Why is it important to keep your password private?

Do you know the notification symbol.

End Points:

Evaluation: What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. **Plan in time to revisit gaps within units, determined by the quizzes.**

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Subject: Purple Mash unit 1.5 Maze Explorers

Key Concept/ Theme: Children will be able to understand and create algorithms using arrow keys.

Prior Learning links: EYFS: Following instructions learning, maths directions.

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Vocabulary:

Algorithm

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

Challenge

A task to be completed.

Command

An action such as left command.

Direction

The path that something travels. For example, a robot moving forwards, backwards or diagonal.

Instruction

Detailed information about how something should be done or operated.

Left and Right

A position which relates to something. For example, make the fish move left of the screen.

Route

A path an object or thing takes to get somewhere.

Undo

If we make a mistake, we can press the undo button.

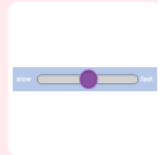
Unit

A unit such as make the turtle move 2 units (squares).

Key Images:



Open, close or share a file



Change the speed in which the screen object moves



Rewind an instruction



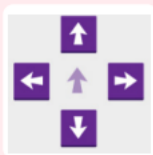
Undo an instruction



Change the settings in 2Go



Change the colour of the path that the object leaves in 2Go



Control the direction in which the object moves

Resources needed for each lesson – 2dos to set.

Lesson 1:

- 2Go, which can be found on Purple Mash in the Tools area. Additional extension activities for the 2Go challenges: Extension Activity 1 – Lesson 1 Level 1
Extension Activity 2 – Lesson 1 Level 2

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- To make the most of this unit, it would be helpful if the children had had the opportunity to work with simple programmable toys to help develop directional language before engaging with this unit of work.
- 2Go works well if you create your own challenges for the children. Having created the challenge, you can then set the activity for the children as a 2Do. Help with setting 2Do lists can be found at 2Dos Guide.

Lesson 2

- 2Go, which can be found on Purple Mash in the Tools area.
- Extension activities for the 2Go challenges can be found at: Extension Activity 1 – Lesson 2 Level 1 Extension Activity 2 – Lesson 2 Level 2

Lesson 3

- 2Go, which can be found on Purple Mash in the Tools area.
- Additional extension activities for the 2Go challenges can be found at: Extension Activity 1 – Lesson 3 Level 1 Extension Activity 2 – Lesson 3 Level 2

<p>1. Unit 1.5 Lesson 1</p>	<p>Deeper learning questions: How does challenge 1 look different to challenge 2? How are the direction keys different?</p> <p>Reconnection: Go over directions and how to follow instructions</p> <p>LO: To understand and use basic direction keys for functionality.</p> <p>Activity: children complete challenge 1 and 2 of 2go</p> <p>Go through each one as a class before you let children have a go by themselves. If children finish early they can set each other different tasks such as can you visit the pet shop? Can you make the car go around the village and make a big shape? Go over vocab and review success criteria.</p> <p>Extension: Little red riding hood level 1 and 2 completed independently.</p>
<p>2. Unit 1.5</p>	<p>Deeper learning question: Which direction keys have been added? What do you think these will do? Which way will they make the character move? How does challenge 3 differ to challenge 4?</p> <p>Reconnection: go over words from previous lesson and how they controlled the characters on screen.</p> <p>LO: To understand how to create and debug a set of instructions (algorithm)</p> <p>Activity: Open challenge 3 and discuss the new direction keys. Children complete challenge 3 & 4 - go through as a class before sending children to complete each one.</p>

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Lesson 2	<p>Explain to children that in this lesson you are able to create a list of instructions – this is called an algorithm.</p> <p>Go over solution.</p> <p>Go over vocab and success criteria.</p> <p>Extension: Extension activity level 1 and 2 – mouse maze can be found on page.</p>
3. Unit 1.5 Lesson 3	<p>Deeper learning question: Can you debug your programme? What helps you do this? How can we test our algorithm from the beginning?</p> <p>Reconnection: Review vocab and learning from prior lesson – can they remember what an algorithm is? What are the keys used for?</p> <p>LO: To understand how to change and extend an algorithm for an activity.</p> <p>Activity: Guide children through challenge 5 and 6 – show them how to keep testing the algorithm and debug where needed.</p> <p>Children have a go at completing the challenge on their own device. – do this for both challenge 5 and 6</p> <p>For challenge 6 they may want to work in pairs.</p> <p>Discuss mapping out journey with finger first and keep retesting.</p> <p>Show solution.</p> <p>Go over vocab and success criteria.</p> <p>Extension: Extension activity level 1 and 2 – mouse maze can be found on page. Lesson 3</p>
	<p>End of unit quiz & reflect on gaps from the unit:</p> <p>Unit 1.5 Quiz – found on unit page on PM</p> <p>Questions:</p> <p>What can you do on the program, 2Go?</p> <p>Do you know the definitions for: Instruction, undo, direction, arrow.</p> <p>Do you know the definition for: debug, algorithm, rewind.</p> <p>Do you know the icon for: rewind, backwards, undo, right, forwards.</p> <p>Can you match a single introduction to a movement using pictures.</p> <p>Can you match a set of 2 instructions to a movement using pictures.</p> <p>Can you match a set of 3 instructions to a movement using pictures.</p> <p>Can you match a set of 4 instructions to a movement using pictures.</p>

End Points:

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Evaluation: What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. **Plan in time to revisit gaps within units, determined by the quizzes.**

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