Subject: Purple Mash unit 2.2 Online Safety

Key Concept/ Theme: • To know how to refine searches using the Search tool. • To use digital technology to share work on Purple Mash to communicate and connect with others locally. • To have some knowledge and understanding about sharing more globally on the Internet. • To introduce Email as a communication tool using 2Respond simulations. • To understand how we should talk to others in an online situation. • To open and send simple online communications in the form of email. • To understand that information put online leaves a digital footprint or trail. • To identify the steps that can be taken to keep personal data and hardware secure.

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.

Cycle A

Unit 1.1 Online safety • Safe logins • Concept of privacy • Concept of ownership • The need to logout

Unit 1.6 Technology outside school • Developing ideas about the concept of technology that we are surrounded by and its purpose

Key Vocabulary

Attachment
A computer file sent with an email.

Digital footprint
The information about a person that exists on the Internet as a result of their online activity.

Email
Messages distributed by electronic means from one computer user to one or more people.

Filter
A feature of search engines, where a user can filter results according to criteria. For example, news, date published.

Internet
A way to send information from one computer to another anywhere in the world using technology such as phones, satellites and radio links.

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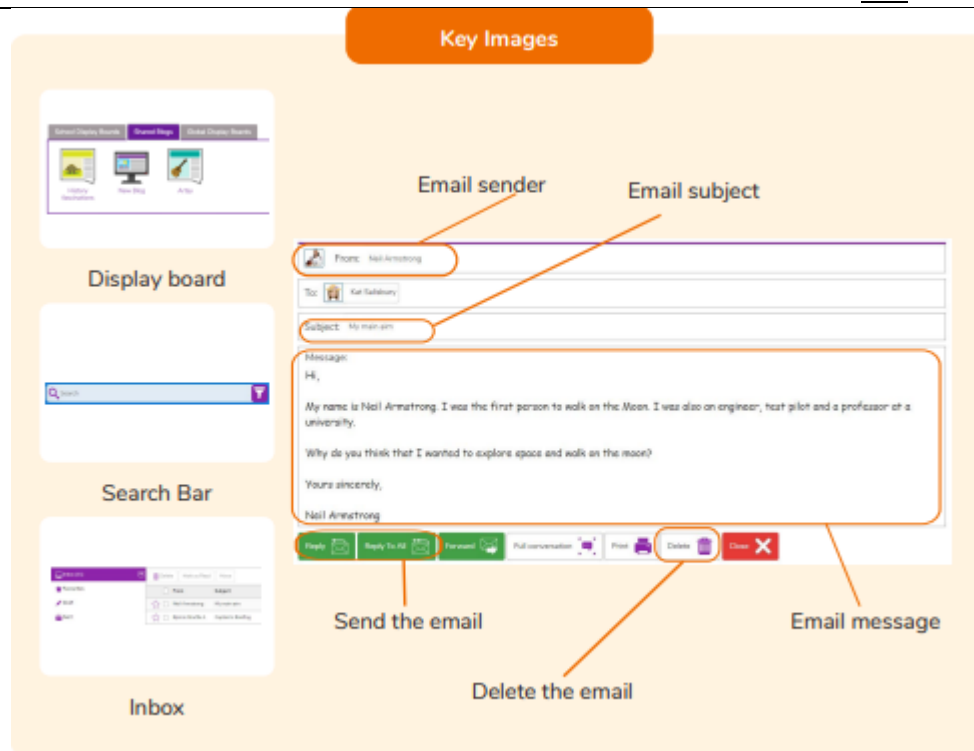This is information that is personal to someone. For example, their favourite food, their name and age.

Private information
This is personal information that should be kept secure. For example, their date of birth, their full address, credit card numbers.

Secure
Users online should take steps to help keep their personal and private information secure.

Search
Look for information (in a database or the World Wide Web) using a search engine.

Sharing
Post or repost (something) on a website.

Vocabulary:

Key Images:

Key Images

Display board

Search Bar

Inbox

Email sender   Email subject

Message:
Hi,

My name is Neil Armstrong. I was the first person to walk on the Moon. I was also an engineer, test pilot and a professor at a university.

Why do you think that I wanted to explore space and walk on the moon?

Yours sincerely,

Neil Armstrong

Send the email   Delete the email   Email message

Resources needed for each lesson – 2dos to set.

Lesson 1: • Try out some searches on Purple Mash for yourself to be able to give the children some tried and tested examples to use or use the examples in the lesson plan.

• A class Display Board will need to be created before the session and you will need to be familiar with how it works. For help and guidance see the Display Board Manual.

• You might wish to look at the user guide for 2Respond (2Email) if you need more detail on the use of this tool.

• You can select the following objectives when setting a 2Do to make future assessment easier:

Year:	Y2	⌄
Subject:	Computing	⌄
Strand:	Digital Literacy	⌄

Recognise common uses of information technology beyond school.	☐
Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when concerned about content or contact on the internet or other online technologies.	☑

Lesson 2 • Try the 2Respond activities Barnaby Bear and Celebrations to be aware of the responses the children will need to make. The activities can also be found within the 2Email Tool. In the 2Email User Guide you will find the Barnaby Bear 2Respond Content and the Celebrations 2Respond Content.

 • Set the 'Celebrations' activity as a 2Do for the children.

• Set the interface mode for using 2Email to 'Younger'. See the 2Email userguide (2Email settings) for details.

• You can select the following objectives when setting a 2Do to make future assessment easier:

Year:	Y2	⌄
Subject:	Computing	⌄
Strand:	Digital Literacy	⌄

Recognise common uses of information technology beyond school.	☐
Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when concerned about content or contact on the internet or other online technologies.	☑

Lesson 3 • Digital Footprint Slideshow.

• Digital Footprint Quiz, set this as a 2Do for the class.

• Extension: Digital Footprint Poster set this as a 2Do.

• You can select the following objectives when setting a 2Do to make future assessment easier:

Year:	Y2	⌄
Subject:	Computing	⌄
Strand:	Digital Literacy	⌄

Recognise common uses of information technology beyond school.	☐
Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when concerned about content or contact on the internet or other online technologies.	☑

| 1.

Unit 2.2

Lesson 1 | **Deeper learning questions: Why can you class the Purple Mash search as a 'safe' search? you remember how to filter Purple Mash searches to find something for your age group or the subject that you are interested in? Why could an Internet search not be classed as a safe search? Why is it important to think carefully about what is shared with the rest of the class or school?**

Reconnection: EYFS: Exploring purple mash T6 Year 2 will have done an online safety unit so use them to build online safety knowledge of the class.

LO: To know how to refine searches using the Search tool.
To know how to share work electronically using the display boards.
To use digital technology to share work on Purple Mash to communicate and connect with others locally.
To have some knowledge and understanding about sharing more globally on the Internet.

Activity: Go over new vocab.
Log in to Purple Mash. Use slide to remind the children about using the Search tool to find the topics they are looking for (they will have done this in year 1).
Clicking reveals a question and some answers.
Use slide to recap the filter.
Use slide to direct the activity.
You could add some searches related to current class topics to this activity. Perhaps asking children to open a writing template that contains information in the help screen and answer a question.
Use slide to contrast searching Purple Mash with searching the Internet.
This slide begins to tackle what to do if you come across something inappropriate, upsetting, or disturbing.
Clicking reveals suggestions.
It is important to stress that children should take this action even if they know that they have searched inappropriately and are at fault for this; if they have been upset, they need help to deal with it and learn from this. |

	Refer to your school's online safety policy for further information. This is an optional activity: This is a good opportunity for a circle time activity with the children to discuss what it means to be kind? How does that make people feel? What kind things can we do in school? This activity could be done separately from the computing lesson but then related back to online kindness. Use **slides 11-12** and show children any existing Purple Mash Display boards in your school. Use slide to direct the activity. You will need to approve the work for the children to see it from the **Sharing** tab on the home screen of Purple Mash. Use **slides 14-15** to relate sharing to the Internet. Go over vocab known. **Extension: Use the Purple Mash search option to find an activity called 'Feelings'.** **The activity is for Yr2 and is Art related, use the filter option to narrow the search.** **Open and complete the task.** **Save the work to the Display Board.**
2. Unit 2.2 Lesson 2	**Deeper learning question**: What is an email? How is an email sent? Why do people use email? Where do you think you click to send a message? **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. Go over vocab from last lesson **LO**: To introduce Email as a communication tool using 2Respond simulations. To understand how we talk to others when they are not there in front of us. To open and send simple online communications in the form of email. **Activity**: Go over new key vocab for lesson. Go over questions about emails Clicking reveals questions and answers. Children have not had previous experience of email in school but might have at home. Introduce the 2Email simulations (called 2Respond). Use the icon to open the 2Email category and scroll down the page to open the Barnaby Bear 2Respond activity on the whiteboard. Use **slides 7-8** to guide the activity whilst having it open in Purple Mash. Children will not be fast typists yet, so it is best to keep replies short. Clicking reveals each step of the activity. Remind children of the importance of thinking carefully about what they write in emails: once they send the message, they cannot get it back. Introduce the activity which children should complete on their own devices. The children will receive a total of five emails. They will respond to four of the emails; the fifth is a thank you email. Help children to reply to the messages if necessary.

	Email 1: Twanda asks the children to write to her about a celebration they have enjoyed.
	Email 2: She asks them to send a picture of the celebration.
	Email 3: She asks if there were any special foods that the children ate or things that they did.
	Email 4: She asks the children to tell her who they celebrated with.
	Email 5: She thanks the children for their email.
	Use slide to help children to think about acceptable behaviour online.
	❷ Were you happy with the emails that you got from Twanda?
	❷ Was she polite and kind?
	❷ Did she ask you for any personal or private information?
	❷ Do you think that a person behave any differently when writing to someone online rather then face to face?
	This is an optional activity: This is a good opportunity for a circle time activity with the children to discuss the impact of appropriate online communication on people's feelings. This activity could be done separately from the computing lesson but then related back to online communication.
	Go over vocab and success criteria.
	Extension: Think about the questions that Twanda asked, and especially Email 3 (special foods).
	Use the Purple Mash search feature to filter to Art and search for 'Shopping Basket' or 'Shopping Trolley'.
	Paint your favourite food that makes you feel happy.
	Below the picture, write a short sentence to explain it.
	Save the file in you My Work area.
	Open 2Email from the Tools area.
	Look in the address book for a classmate's name and click on the button to write an email to them.
	Include a subject line: "My happy food" perhaps.
	In the message box ask your friend what they think of the work.
	Attach the work to the email and send it.
3. Unit 2.2 Lesson 3	**Deeper learning question: What is a footprint? How is an online footprint like a real one? Is it always a bad thing?** **Reconnection:** Go over online safety and everything learnt so far this term. Go over vocab learnt. **LO: To understand that information put online leaves a digital footprint or trail.** **To begin to think critically about the information they leave online.** **To identify the steps that can be taken to keep personal data and hardware secure.**

Activity: Go over new vocab for the lesson.

Get children thinking about footprints in the real world and their temporary or permanent nature.

Clicking reveals further points.

Use slide to relate this to digital trails called digital footprints.

Children are initially likely to say that they are a bad thing (slide 5 point 4).

Clicking reveals further questions and answers.

Slides 7-14 follow an investigation on Purple Mash of a fictional child called Ash.

Clicking reveals further information.

On **slide 8**, the questions present one at a time over each other.

Anything else you can find out: Children might be able to work out that she studied Ancient Egypt, she knows how to use Mashcams and she has a brother.

On **slide 12,** there is a screen time graph. Spend a few minutes talking about why too much screen time is not always a good thing for your health – muscles, need for fresh air, need to play face-to-face. How would your class' graphs look. This might be something they want to investigate further for homework

Either set the quiz as a 2Do to be completed individually or use the link on this slide to open the quiz and complete as a class.

Decide which are the good steps and which are not.

 Go over vocab and success criteria.

Extension Give examples of things that you would not want to be in your own digital footprint.

Think back to the slideshow and quiz and create a poster using the Digital Footprint Poster template telling others what should not be shared online.

End of unit quiz & reflect on gaps from the unit:

Unit 2.2 Quiz – found on unit page on PM

 Questions:

Hardy has shared some work to a Purple Mash Display Board but his friends can't see it when they look at the board. Which of these are possible reasons why?
Select all the possible reasons.
What makes a search a 'safe search'?
You searched for something that you shouldn't have, and found a picture that is giving you nightmares. Who should you tell?
What is this type of program used for?
Which of these could be an electronic mail attachment?
Your digital footprint gets wiped when ...
Complete sentences about digital footprints by dragging words.
Which of these should not be shared online?
Sort these online activities into good and bad advice.

End Points:

Why is a search bar useful? The search bar on Purple Mash or on a website helps the user to quickly find the resources they are looking for.

What is an email? An email is a way of sending messages electronically from one device to another. An email can have items such as pictures and videos attached to it.

What is meant by my Digital Footprint? A digital footprint is a term used to describe the traces of yourself that you leave online. With every website you visit, you leave a trail or footprint showing that you've been there.

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 2.7 Making Music

Pioneer Federation
Medium term plan
Cycle B, Term 1
ICT

Key Concept/ Theme: • To make music digitally using 2Sequence. • To explore, edit and combine sounds using 2Sequence. • To edit and refine composed music. • To think about how music can be used to express feelings and create tunes which depict feelings. • To upload a sound from a bank of sounds into the Sounds section. • To record and upload environmental sounds into Purple Mash. • To use these sounds to create tunes in 2Sequence.

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

Key Vocabulary

Beat
A rhythmic unit in music.

Compose
To create a piece of music.

Note
A single tone in music.

Tune
Musical notes joined together to make a melody.

Sound Effect
A sound other than speech or music.

Soundtrack
A recording of the musical accompaniment of a film or tv programme.

Speed
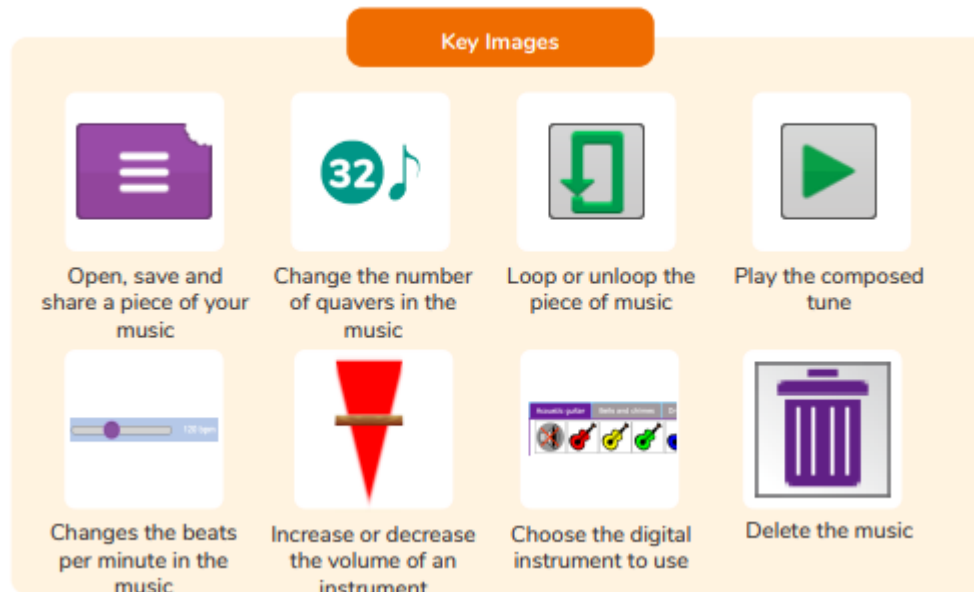The number of beats per minute (bpm) played in the music.

Tempo
The speed at which the music plays.

Volume
How loud or quiet the music is.

Vocabulary:

Key Images:

Resources needed for each lesson – 2dos to set.

Lesson 1:

• Headphones.

• Twinkle Twinkle 2Sequence file.

• 2Sequence tool. This is found within the tools area of Purple Mash.

Lesson 2

• Headphones.

• Twinkle Twinkle file from the Unit 2.7 resources section. This will need to be set as a 2Do for the children to use in the lesson.

• Create a Purple Mash Displayboard for children to share their work to. See the user guide for details of how to do this.

You can select the following objectives when setting the 2Dos to make future assessment easier:

Edit Objectives   ✕

Year:	Y2	⌄
Subject:	Computing	⌄
Strand:	IT	⌄

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.   ✓

Lesson 3

• Headphones.

• 2Sequence.

• 2Beat.

| 1.

Unit 2.7

Lesson 1 | **Deeper learning questions: Which version do you prefer and why? What instruments do you recognise?**

Reconnection: Go over music and understanding of making music.

LO: To be introduced to making music digitally using 2Sequence.
To explore, edit and combine sounds using 2Sequence.

Activity: Go over new vocab for lesson.
Show the children 2Sequence as a class and explain to them that it will let them explore lots of musical sounds and make their own music.
Play the Twinkle Twinkle sample composed on 2Sequence. Do the children recognise it?
Open 2Sequence. You can either follow the instructions about how to open it or click in the link on the top right of the screen.

Start with a simple pattern of sounds. Select the bells and chimes from the bottom of the screen.
Using the bells and chimes, show the children how to drag each instrument onto a bar. Show how to use the bin to delete unwanted notes.
Demonstrate how to run the sequence by clicking on the big green for 'go' arrow at the top of the screen. Show the children how each bar is highlighted as the tune is played.

Demonstrate how to slow down and speed up the tune by using the bpm (beats per minute) slider.
Open up Twinkle Twinkle again. Speed up and slow down the tune. Which version did the children like the best: the fast one or the slow one? |

	Let the children try for themselves. They should only use the 'Bells and Chimes'. At this point, you may want the children to use headphones so that they can only hear the tunes that they are creating. Show them how to select another set of instruments from the bottom of the page. Select the drums. Demonstrate how to listen to and then add drums. Explain to the children they can leave a gap between their drumbeats. They don't have to fill every box. The children return to their devices and add drums to the tune they have composed. Clear your tune and start again by clicking on the 'New' icon in the top left burger menu. Select the violins from the instrument bank. Each violin will play a short accompaniment; listen to what each one sounds like with the children. Add one of the violin sounds to the first bar. Now add some sounds (the drum section) onto the second row underneath the violin. If you play the tune now, you will hear the violin sound with the other sounds. Try moving one of the instruments up onto the onto the same row as the violin. What happens to the sound of the violin? Let the children experiment making different tunes with the violins and using different instruments as the backing sounds. Show the children how to change the volumes of each layer of instruments. The children continue to edit their tune including changing the volume of each layer of instruments. Once they are happy, they can save it into their work folder. Go over vocab and success criteria **Extension: Earlier in the lesson children have created and saved a 2-row tune with bells / chimes (or violin) and drums. There are two more rows below that could have additional instruments added. Challenge them to use the rows to add guitars. How does the tune sound now?**
2. Unit 2.7 Lesson 2	**Deeper learning questions: Which sound effect are suitable for twinkle twinkle? What sound effects do you think might suit your piece of music?** **Reconnection:** Go over vocab from previous lesson and how we created music. **LO:** To add sounds to a tune to improve it. To think about how music can be used to express feelings and create tunes which depict feelings.

	Activity: Go over new vocab. Open the 2Sequence file 'Twinkle, Twinkle' and play it for the children. Recap how to change the tempo (speed) and volume of the instruments. Explain we are going to make the song more interesting by adding more instruments and sound effects (SFX). Listen to some of the SFX. Are there any instruments or sound effects (SFX) which will help the tune to sound like twinkling stars? Working on a large screen or whiteboard, let the children come out and choose which instrument they want to use and where they want to add it? Explain they need to make sure they can still hear the main tune and don't need to fill in every box. Send the children to their desks and have a go at editing the Twinkle Twinkle tune (this has been set as a 2Do) to make it sound better. Can they make sure the instruments they add complement the tune rather than change it so much the original tune can't be heard. Show the children how to add in extra bars to their music so it lasts longer. Show how to loop the music so it plays continuously. Talk to the children about how they are feeling today. The children return to their device and compose a tune to show how they are feeling. Remind the children to regularly save their work in their work folder. The children save their music to the class display board. Get the children together to listen to some of the tunes using the Display Board. Let some of the children play their tune and ask the class to guess which feeling it represents. Were they right? Go over vocab learnt and success criteria **Extension: Ask the children to imagine they have seen a spooky film. Can they compose a piece of spooky music? As before save and share via a display board.**
3. Unit 2.7	**Deeper learning questions: Can you identify the programme that it is a soundtrack to?** **Reconnection:** Go over vocab from previous lesson and how we created music. **LO:** To upload a sound from a bank of sounds into the Sounds section.

| Lesson 3 | To record their own sound and upload it into the Sounds section.
To create their own tune using the sounds which they have added to the Sounds section.

Activity: Go over new vocab for the lesson.

Tell the children that they are going to create their own soundtrack for a film or cartoon they have seen, or they can think of their own idea for a film or cartoon and make a soundtrack for that.

Show the children how to add their own sounds to the 2Sequence bank of sounds.

There is also the option for the children to record their own voice and add it to their My Sounds section.

Show the children how to compose a drum beat in 2Beat and then save this in their work. Explain to the children this can then be imported into their 2 Sequence composition.

Send the children to their devices to compose their theme tune for their chosen film or cartoon. Remind the children to save their work.

Bring the children back together and by using the impersonating user function listen to some of the children's compositions. Can the children guess what type of cartoon or film they have based their composition on?

Go over vocab and success criteria

❷ **Extension: Compose a piece of body music using the record function in 2Sequence.**

You could use –

    ❷ **Finger clicking**

    ❷ **Mouth 'pops'**

    ❷ **Cough**

    ❷ **Sneeze** |

	❷ **Tongue Click** ❷ **What else can you think of?**
	End of unit quiz & reflect on gaps from the unit: Unit 2.7 Quiz – found on unit page on PM Questions: What is digital music? Match the definitions to the correct word. In digital music composition, what do you think bpm means? What do you think will happen to the music if you moved this purple slider up and down? Look at this picture of a 2Sequence composition. What digital sounds might you hear when the music is played? What do you think 'looping' music means?

End Points:

What is meant by digital music? Digital music is made using a computer or other device. Digital music allows the computer to copy the sound made by instruments and combine them together to make a piece of music.

How can I change how my music sounds? You can change how your digital music sounds in many ways. One way is to increase the tempo of the music or vary the volume of each instrument in the piece.

What is it meant by the tempo of the music? Tempo is measured in BPM, or beats per minute. One beat every second is 60 BPM.

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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Pioneer Federation
Medium term plan
Cycle B, Term 1
ICT