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Medium term plan
Cycle A, Term 1
ICT

Subject: Purple Mash unit 3.5 Email
Key Concept/ Theme: • 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.
Prior Learning links: Year ½ **Cycle 1** Unit 1.1 online safety Safe logins • Concept of privacy • Concept of ownership • The need to logout Unit 1.6 Technology outsie of school • Developing ideas about the concept of technology that we are surrounded by and its purpose **Cycle 2** Unit 1.1 online safety Safe logins • Concept of privacy • Concept of ownership • The need to logout Unit 2.2 Online Safety • Sharing online • Email simulations • Emotional impact of communications • Digital footprint Unit 2.5 Effective Searching • Exploration of what the Internet is • Accessing the World Wide Web • Digital Footprint • Searching and sharing Unit 3.5 Online Safety • Good Passwords and password privacy • Communication methods • Cyberbullying and reporting problems Unit 4.2 Online Safety • Phishing • Digital footprint • Plagiarism • Screen time

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Unit 4.7 Effective searching

• Reliable sources • Search algorithms - impact on what you see

Vocabulary:

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.

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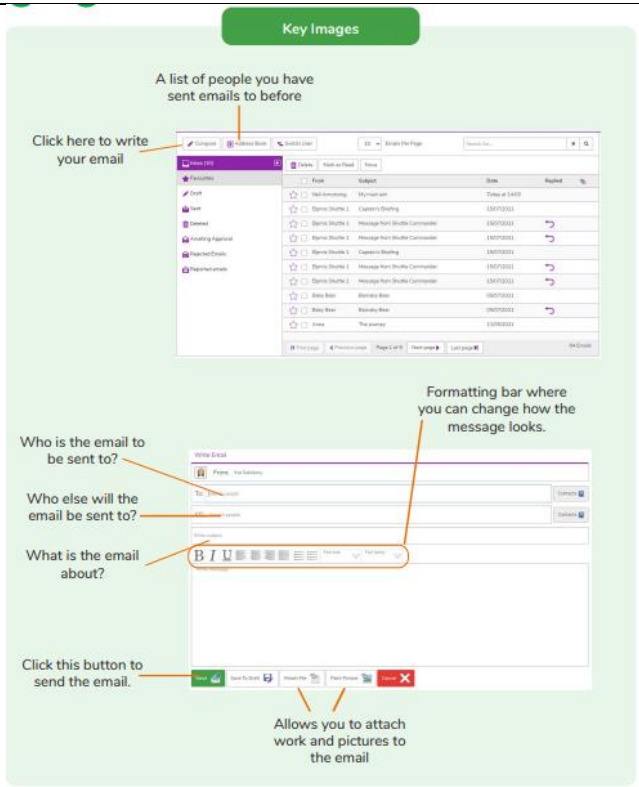
Key images



Resources needed for each lesson – 2dos to set.

Lesson 1:

- 2Connect File – Methods of Communication. This file should be set as a 2Do for the class.

Lesson 2

• Before the lesson, send an email to all the children in the class, asking a question, e.g. What is your favourite colour? What is your favourite film? • To demonstrate the process to the children, you should also send the same email to yourself by impersonating a practice user. • A jar of lolly sticks (or similar) with children's names on each one. There should be a stick for each child in the class. Alternatively used folder pieces of paper with names on.

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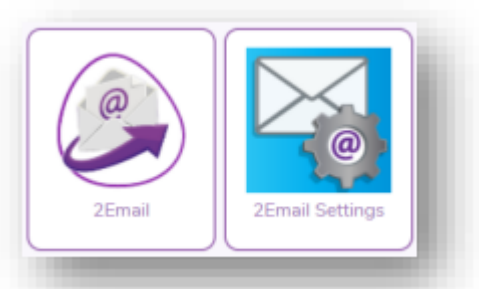
Email settings for children to complete these lessons. 2Email has a 'Younger' and 'Older' interface and, as a teacher, you can set various options. For these lessons, use the following settings: to change settings, log in to Purple Mash as a teacher and go into 2Email, then click on the 2Email Settings icon.



On the following screen, select your class and then set the Interface Mode to 'Older'. **Set 'Allow emailing within the class', 'Enable Practice Users' to 'Yes' and 'Allow emailing to staff members' (This is needed in order for them to be able to reply to you in this lesson).** Save these settings. *You can change these settings at any point should you need to.

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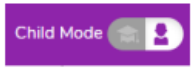
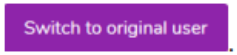
How to Impersonate a practice user

- Ensure that you are in child mode; click on the 

button on the top right toolbar. **Note** this will show 'Switch to Teacher Mode' if you are already in child mode.
- Click on 

and select any of the practice users.
- Click on the button to compose an email 

and you will be able to send an email from the practice user to yourself.
- You can switch back to yourself by clicking 

then 

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Lesson 3

• Copy of the rules for your classroom or school. • Optional: Using Email Safely Presentation – this exists in the teachers presentation but you may choose to set this version as a 2Do for your children to explore. You can select the following suggested computing objectives when setting the 2Do to make future assessment easier:

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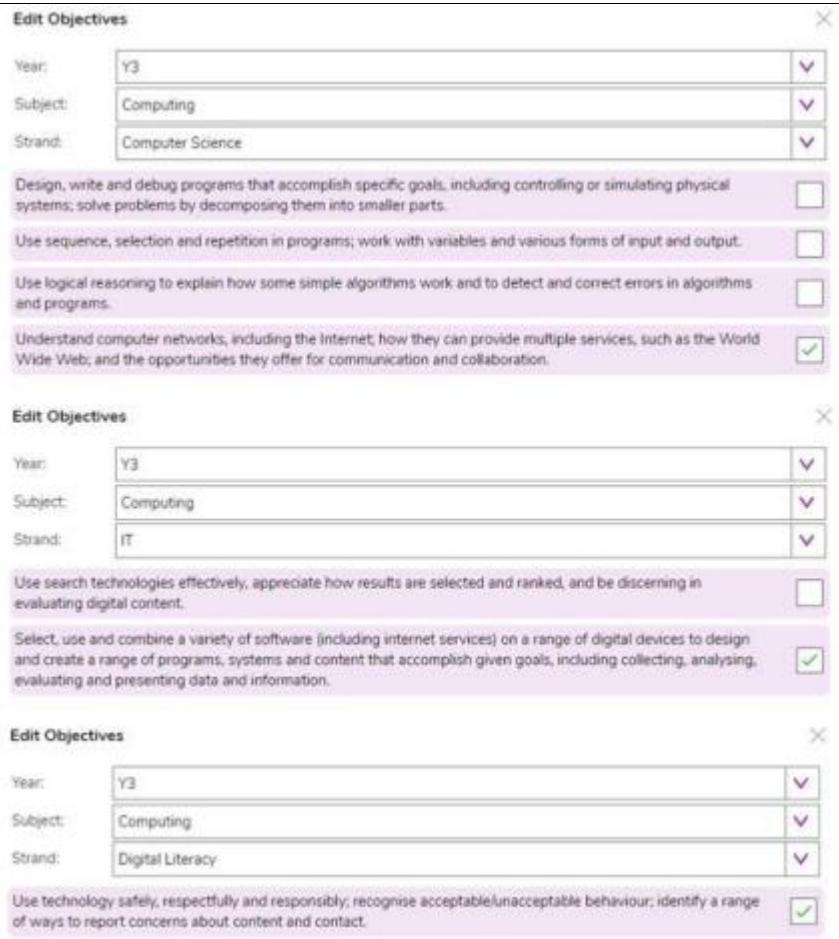

Lesson 4:

• Email Safety Quiz. • 2Quiz Tool

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

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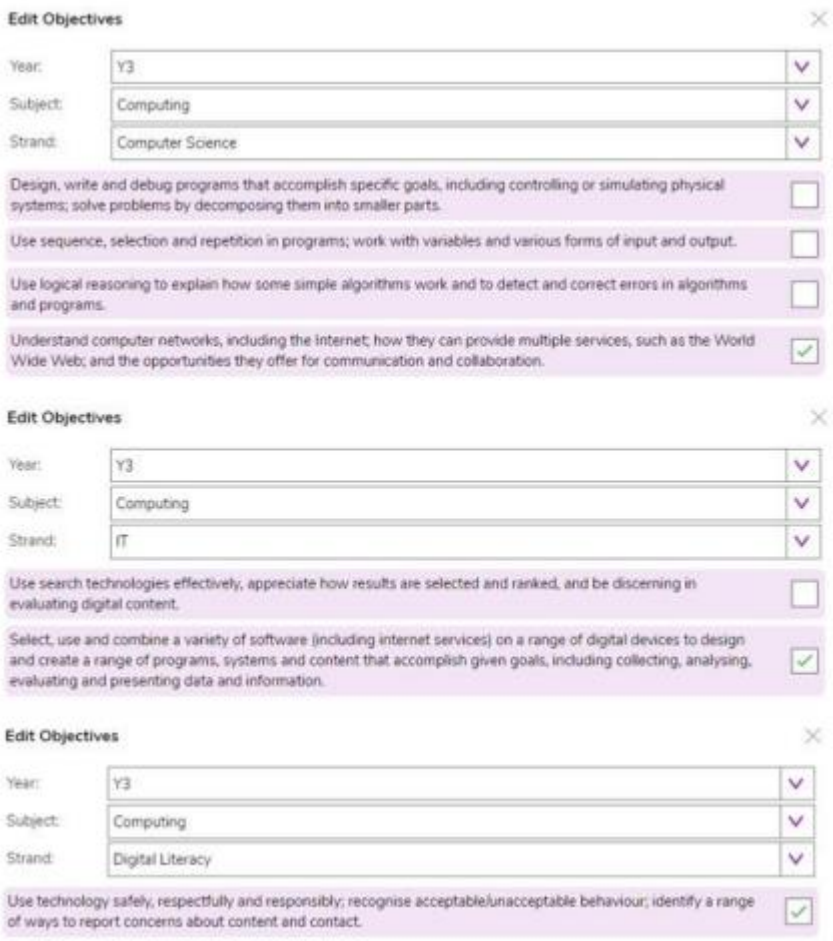

Lesson 5

• Children's quizzes from the last session. • In 2Email, create an imaginary user for the children to email. This could be the prime minister or maybe the King specifying that they require an attachment.

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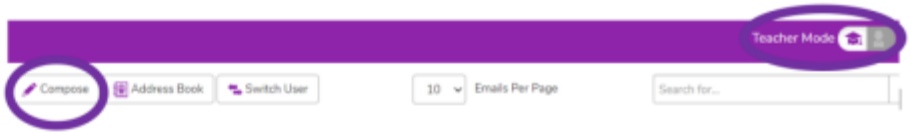
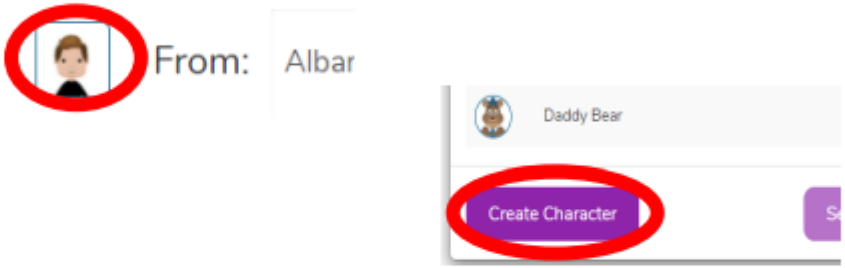
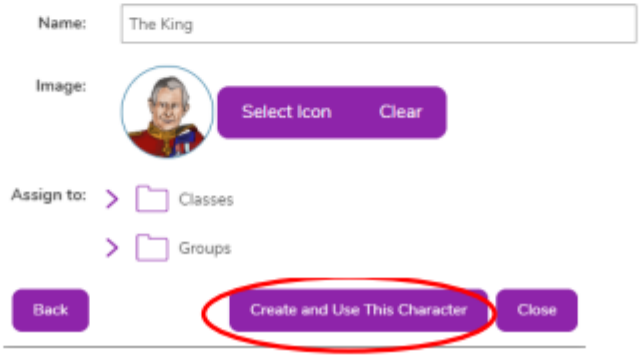
You need to be logged in as a teacher. Switch to Teacher Mode at the top of the screen and then click on Compose.



We are going to change who the email is from by creating a user. Click on the icon next to 'From:' and then click on 'Create Character' at the bottom of the pop-up.



Write the name of the character, select a picture and then click on 'Create and Use This character.'



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Send an email to all the children in the class. The text should explain to the children that the King wants to find out about email safety by playing your game.

Dear Class 3,

I have been out of the country, travelling around. I received some emails during my travels and I accidentally opened an attachment in an email that that I shouldn't have, and it wiped all my games off my computer. I cannot play Fractonio's Pizzeria, Bond Bubbles or do any coding with 2Code now. I had to borrow my son William's computer to send you this email. My grandson, George, says that you have a game that will help me to get safer at emailing; please can you send me the game to play?

With great thanks

King Charles III

When the children reply to the email from the King it will be sent to your own inbox.

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

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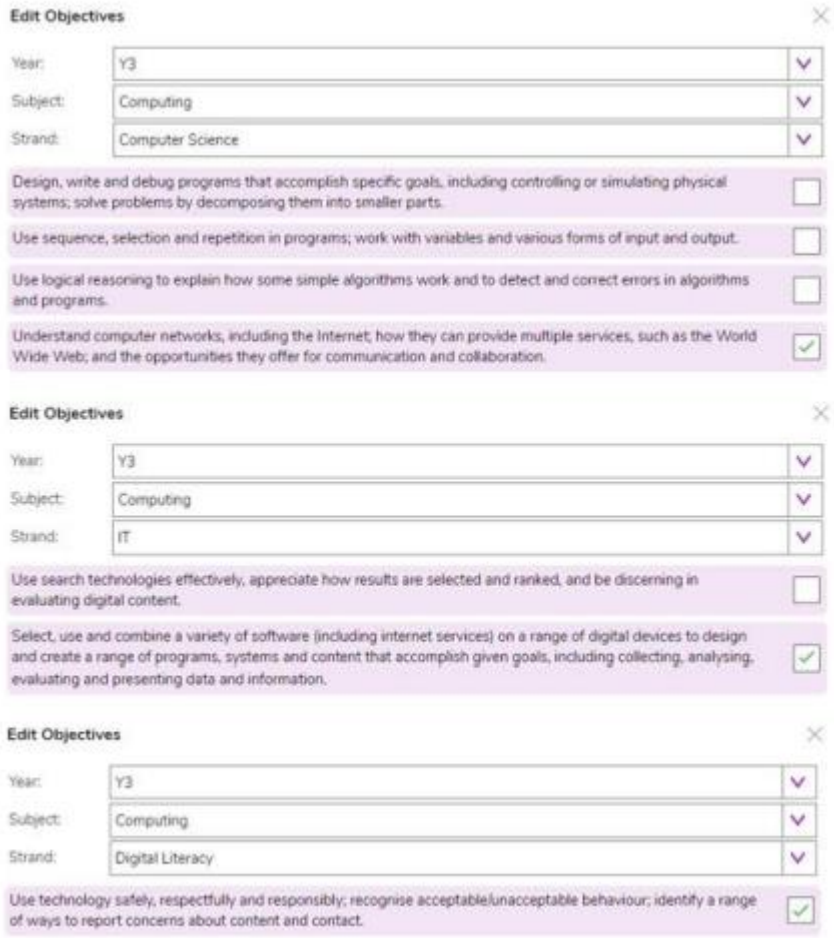

Lesson 6

• This lesson makes use of the tool within 2Email called 2Respond Creator. If you are not familiar with this tool, which is found on the 2Email page (when logged in to Purple Mash as a teacher), use the User Guide to create a scenario suited to your class topic or an area of interest to the class. The user guide gives some examples that can be easily recreated using the tool. Suggested texts for these are also given in Appendix 1 of this document

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: o Dear Zookeeper

o Goldilocks' party planning

o Advice for house building

o Mystery of the stolen Crown Jewels

o Travelling friend in trouble T

his format also lends itself to creating emails from: 'Pharaoh', regarding aspects of ancient Egyptian life; emails from 'the future', asking the children about life and news in our times; and emails from a child in a different country with information about their country, asking for contrasting information about where your children live.

The existing 2Respond Activities will give you other ideas, but it will be most enriching for the class to be involved in a scenario in which they are interested or have been studying.

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

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1. Unit 3.5 Lesson 1	**Deeper learning questions: Which daily methods of communication do you use? Have communication methods changed over time? Some methods of communication are online. Are there different rules when communicating online rather than face to face?** **Reconnection:** prior online learning. – remind children of the idea of online safety and why it is important to be safe online. introduce new vocabulary. The vocabulary is repeated at the end of the lesson where it can be used to review lesson vocabulary.

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	LO: • To think about the different methods of communication. **Activity:** Go over vocab for lesson. Explain we will be thinking about methods of communication and using mind mapping software to record our ideas. Reveal warm up game and questions. Then reveal key tools and vocabulary. Show children how to open 'Methods of Communication' from their 2Dos. Launch the file on the whiteboard by clicking the icon. You may wish to model the communication mind map using the file instead of the slides. Ask children to think of a method of communication and add to the mind map. Continue modelling how to use the mind map. Ask children to think of an advantage to add to the method of communication added on the previous slide. **Note: If you click on the page and a node appears that you don't want, it will disappear if you don't write in it.** Go through the steps for adding a link. Children to use the file set as a 2Do and complete it on their own devices. Go through the key questions on the slide – revealing them once they complete their file. Recap vocab and success criteria. **Extension: Share the extension activity. Children to open a new 2Connect file and create a timeline showing how communication has changed. You might choose to link this to history topic learning.**
2. Unit 3.5	**Deeper learning questions: What do you need to think about before sending an email?** **What can you do if you are not happy with an email you have received**

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Lesson 2	**Reconnection:** prior online learning. – remind children of the idea of online safety and why it is important to be safe online. introduce new vocabulary. The vocabulary is repeated at the end of the lesson where it can be used to review lesson vocabulary. **LO:** • To open and respond to an email. To write an email to someone from an address book. **Activity:** Go over vocab for lesson. Share what 2Email is and where it can be found. Use this slide to show children how to check for new emails. You might decide to model this live on Purple Mash. Explain how we can reply to emails and demonstrate the use of the formatting tools including the use of emoticons. Show the 'Report to teacher' button and reveal its function. Ask the children the questions on the slide. You might take this opportunity to discuss online safety rules. Model to the children how to compose an email. You might choose to impersonate a child's account to demonstrate this or a practice user. Children to reply to the email you sent them before the lesson. Then children to email several children in the class their favourite joke. Recap vocab and success criteria. **Extension: Children to pick a lolly stick with a name on and use the 'Contacts' (address book) to find the child to email. Children email a suitable question and then share what they have found out about the child with the class. Note: Have a jar of lolly stick or similar with children's names on each one.**
3. Unit 3.5	**Deeper learning questions: Are emails always safe? What other information might be personal? What would you do if someone asked you for personal information?**

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Lesson 3	**Reconnection:** prior online learning. – remind children of the idea of online safety and why it is important to be safe online. introduce new vocabulary. The vocabulary is repeated at the end of the lesson where it can be used to review lesson vocabulary. **LO:** • To learn how to use email safely. **Activity:** Go over vocab for lesson. Share with the children your class/school rules. Ask them why we have them and then reveal some suggestions on the slide. Explain that there are steps we can take to help remain safe when using email. Explore the first image and discuss the questions. Discuss with the children steps they might take to be safe when using email before going onto the next slide. Ask the children if email is safe? Go through the questions and discuss. Re-iterate the importance of a trusted adult. Discuss personal information and go through the examples given. Are there any other examples of personal information? Discuss responsibility to others, why is it important to consider other people when using email/online? Go through the information about 'Meeting Online' stress the dangers of this and discuss the key questions on the slide. Remind children about the importance of passwords and the strength of them. Discuss questions on the slide. Use this as an opportunity to re-visit trusted adults. Who can the children go to for support if they are concerned about something? You might wish to refer to the school online safety rules. Explain that children are to email their own rules to a few children in the class (lolly sticks with names on might work well so every child receives an email). Reveal the slide to remind them about how to compose an email or demonstrate live in 2Email. Explain you want the children to read any rules they have received and suggest additional rules/comment. Explore the 'Save to Draft' feature and its importance. Once all children have sent and replied to emails, you could draw up or refresh the current online safety class rules.

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	Recap vocab and success criteria. **Extension: Create a poster for explaining the rules of using email and the importance of safety**
4. Unit 3.5 Lesson 4	**Deeper learning questions: Why is safety important when using emails?** **Reconnection:** prior online learning. – remind children of the idea of online safety and why it is important to be safe online. introduce new vocabulary. The vocabulary is repeated at the end of the lesson where it can be used to review lesson vocabulary. **LO:** • To learn how to use email safely. **Activity:** Go over vocab for lesson. Ask the children to reflect on the last session, focussing on the email safety rules and tips. Reveal them on the slide during discussion. - This quiz can be completed in teams and then the results compared between teams. - Get into small teams of no more than four people. Complete the quiz by opening it from one team member's 2Dos. - Answer each question with either: Safe or Unsafe. When the class has finished the quiz – reveal the answers. Some discussion should be encouraged at this point if any teams made errors. Explain that the children need to create their own quizzes. Encourage them to include questions that have tricky scenarios. *You might choose to demonstrate adding question types in 2Quiz – there are help videos to support children who haven't used it before. Children should save their quizzes and if possible, share to display board you have set up. Recap vocab and success criteria. **Extension: Create a list of good reasons to email and bad reasons to email.**
5.	**Deeper learning questions: What are the benefits of being able to attach a file to an email? What do you think CC means when we are talking about email?**

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Unit 3.5 Lesson 5	**Reconnection:** prior online learning. – remind children of the idea of online safety and why it is important to be safe online. introduce new vocabulary. The vocabulary is repeated at the end of the lesson where it can be used to review lesson vocabulary. **LO:** • To add an attachment to an email. **Activity:** Go over vocab for lesson. Explain that the children will be replying to an email using the attach file feature and CC. Go through the benefits of attaching files and discuss the user case for CC. Ask the children to open the email they have been sent. Go through attaching their quiz when replying and using CC to share with a few other friends. If time, you might ask the children to practise attachments by emailing and attaching different files they have made to friends in the class. Recap vocab and success criteria. **Extension: Reply to any emails you receive – reviewing the quizzes and replying with feedback.**
6 Unit 3.5 Lesson 6	**Deeper learning questions:** **Reconnection:** prior online learning. – remind children of the idea of online safety and why it is important to be safe online. introduce new vocabulary. The vocabulary is repeated at the end of the lesson where it can be used to review lesson vocabulary. **LO:** • To explore a simulated email scenario. **Activity:** Go over vocab for lesson.

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	Children to be told they have received an email. Teacher to insert information about the chosen 2Respond for their children and explain that they will receive a series of emails. CHER – TO INSERT BACKGROUND INFORMATION ABOUT THE CHOSEN 2RESPOND EMAIL Recap vocab and success criteria. **Extension: Children to research the meaning of 'CC' and then 'BCC'. Children could present their finding to the class using a blank slide show presentation or other suitable tool on Purple Mash.**
	End of unit quiz & reflect on gaps from the unit: Unit 3.5 Quiz – found on unit page on PM Select all of the different methods of communication from the choices. What is email? What is it called when a file other than a message is added to an email? What information can be attached when sending an email? Match the email terms to the correct description. Why should you not respond to emails from people you don't know? What do these buttons do in 2Email? What should a child do if they receive an email that makes them upset or scared? Which of these are safe or unsafe when it comes to using email? When sending an email what does CC mean?
End Points:	

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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.
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.** •

Subject: Purple Mash unit 3.3 Spreadsheets	
Key Concept/ Theme: • 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.	
Prior Learning links: Year ½ **Cycle A** Unit 1.3 Pictograms • What is data? • Representing data Unit 2.3 Spreadsheets	Year ¾ **Cycle B** Unit 4.3 Spreadsheets • Formula wizard • Cell formatting • Timer, random number and spin buttons • Budget planner sheet • Line graphs

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• Copying and pasting • Totalling tools • Addition • Table layout • Block graph Unit 2.4 Questioning • Ways to represent data • Pictograms (2Count) • Binary trees (2Question) • Databases (2Investigate) **Cycle B** Unit 1.8 Spreadsheets • Introduce 2Calculate • Spreadsheet navigation • Adding images • Vocab: cell, column, row	

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Vocabulary:

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
Boxes running horizontally in a spreadsheet.

Columns
Boxes running vertically 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.

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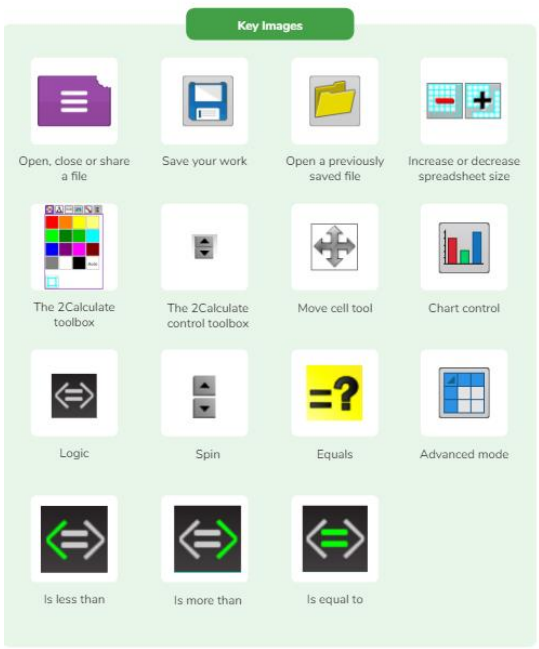
Key images



Resources needed for each lesson – 2dos to set.

Lesson 1:

*You need to have collected data already or decide what data to use with the class and how you organise data collection.

- Bird Data - Challenge 1 set as a 2Do
- Cars Data - Challenge 2 set as a 2Do
- Blank Simple Leaflet: set as a 2Do if you wish children to save screenshots of the graphs (see extension).
- You can select the following ticked objective when setting the 2Do to make future assessment easier:

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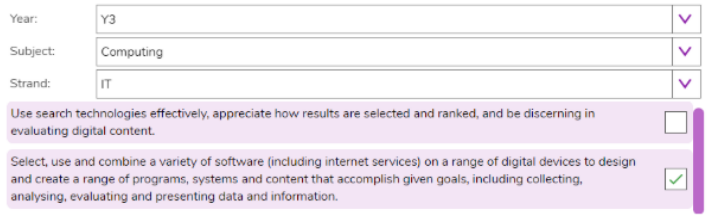
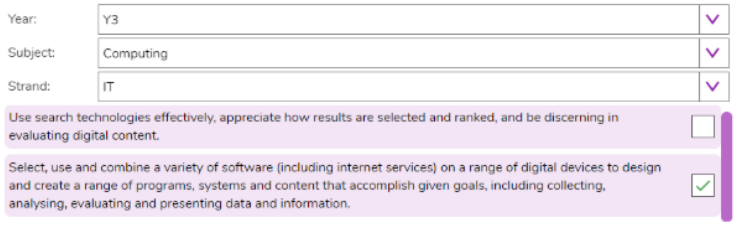


Lesson 2

- Tool Example 1
- Tool Example 2 set as a 2Do
- Times table machine example file (for use on iPads)
- You can select the following ticked objective when setting the 2Do to make future assessment easier:



Lesson 3

- Advanced Mode example 1.
- Advanced Mode example 2.; set this as a 2Do for the class.
- Advanced Mode example2 Completed
- Advanced Mode example 3. Set this as a 2Do for the class.

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1. Unit 3.3 Lesson 1	**Deeper learning questions: Why are spreadsheets useful?** **Reconnection:** prior online learning. – remind children of the idea of online safety and why it is important to be safe online. Go over any vocab learnt. **LO:** • To add and edit data in a table layout. • To find out how spreadsheet programs can automatically create graphs from data. **Activity:** Go over vocab for lesson. Remind children how to launch 2Calculate in the Maths tools on Purple Mash (Launcher on slide top right). Launch a blank small square new sheet. Children enter data you have decided upon into a 2-column table as displayed on the slide on their devices. Demonstrate creating a chart, then using chart creation tool to create chart. Then children have a go and answer questions revealed on the slide through clicking. Go through the questions as they are revealed, prompting the children to observe what happens to the chart when data in the table is changed and increasing chart range by adding further rows. Recap vocab and success criteria. **Extension: Children to turn given tables into charts and make observations on data. *Launch charts (challenges) from slide to demonstrate. Children should have these set as a 2Do.** **If you wish the children to save the charts, set the 2Publish Plus template 'Blank Simple Leaflet' as a 2Do, children should screenshot and save the graphs*. They can then open the leaflet 2Do and insert the saved graphs into the picture boxes by uploading the images from their device. The method will need to be demonstrated to children.** ***The method will depend upon device type and operating system. On a Windows PC press the windows button + Shift + 's' to open the snipping tool: children will need to be shown how to snip and save the snip. On an apple tablet, screen shots are often made by pressing the home and on\off keys together, on Android by pressing on\off key and volume button or swiping the screen up and then you get the option to screenshot: children will need to be shown how to screenshot then crop and save the image.**
2. Unit 3.3	**Deeper learning questions: What do you think would happen if I put the numbers in descending order?** **Reconnection:** prior online learning. – remind children of the idea of online safety and why it is important to be safe online. Go over any vocab learnt. **LO:** • 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.

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Lesson 2	**Activity:** Go over vocab for lesson. Share today's key task, mathematical vocabulary and the tools. We are going to be using the power of 2Calculate to compare the value of numbers and number sentences. Launch example on slide (top right). Model the example spreadsheet and go through the questions. Show how the 'tool' helps us check the numbers are correctly located. Share with children how to create a 2x table machine using the 'Spin' tool. ***iPad friendly file can be launched from slide.** Recap vocab and success criteria. **Extension: Can you create your own times table machine for other times tables?**
3. Unit 3.3 Lesson 3	**Deeper learning questions:** **Reconnection:** prior online learning. – remind children of the idea of online safety and why it is important to be safe online. Go over any vocab learnt. **LO:** • To introduce the Advanced mode of 2Calculate. • To learn about describing cells using their addresses. **Activity:** Go over vocab for lesson. Launch a blank spread sheet (launcher top right of slide). Show switching to advance mode displays column and row labels which give us cell addresses. Ensure children know we find a cell address by column then row. Children practise finding a few cell addresses. Launch example 1 (top right of slide). As a class, create a picture from cell addresses given on sheet. Children then have a go on example 2 on their own (In pairs) ***set as 2Do or place in shared folder.** Children to open example 3. Children enter correct cell locations for items on the map. ***set as 2Do or place in shared folder.** Recap vocab and success criteria. **Extension: Display an extension activity. Children add more items to the map with cell addresses. Children expected to use the quiz tool. *Note it is possible to copy and paste on iPad by holding finger on cell until copy and paste option appears.**

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	End of unit quiz & reflect on gaps from the unit: Unit 3.5 Quiz – found on unit page on PM Which of these icons would you use to automatically create a graph from highlighted data? What does the highlighted area of the spreadsheet below show? Arrange these steps into the correct order when using 2Calculate to collect and display data. Match the chart image to the description. How would you arrange the numbers 14, 35 and 56 in the red cells in the spreadsheet below to make the greater than, less than and equals tools display the shown results? In the spreadsheet shown below, what does the tool shown to the left of the number 1 do? Match the action to the icon. 2Calculate? What is the cell reference of the blue cell in this spreadsheet? End of unit vocabulary check. Match the words learnt in this unit with their definition.

End Points:

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.

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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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