

Pioneer Federation
Medium term plan
Cycle A, Term 1
ICT



Subject: Purple Mash unit 3.2 Online Safety

Key Concept/ Theme: • 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.

Prior Learning links: Year ½

Cycle A

Unit 1.1 online safety

Safe logins • Concept of privacy • Concept of ownership • The need to logout

Unit 2.5 effective Searching

Search engine • Digital footprint • Privacy

Cycle B

Unit 1.1 online safety

Safe logins • Concept of privacy • Concept of ownership • The need to logout

Unit 2.2 Online Safety

Share to a display board • Approval process • Sharing online • Email simulations • emotional impact of communications • digital footprint

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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.

Vocabulary:

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Key Images

The composite image displays three key images used in the lesson. On the left is a concept map for a character named 'Lillian' (indicated by a purple hair icon). The central node is 'Character', with branches for 'behaviour' (Taking things slow, Quiet), 'appearance' (Purple Hair, Glasses), 'likes' (Gaming, Cars), 'dislikes' (Spiders, Nasty), and 'secret' (Has 5 cats at home). On the right is a 2Blog header titled 'History fascinations' with the tagline 'Everything we've learnt about history' and an image of pyramids. At the bottom is a login screen with the email 'lillian@2simple.com', a password field, and a 'Log in' button.

2Connect screen with nodes added

2Blog header

Username and Password screen

Key images

Resources needed for each lesson – 2dos to set.

Lesson 1:

- If the children have been using picture passwords in Key Stage 1, it would be a good opportunity to ask your Purple Mash administrator in school to change these as the children are starting Key Stage 2.
- Children's login cards (if you have reset their passwords).
- 2Connect tool, to create a concept map. This is in the Tools area of Purple Mash.

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- 2Blog. Create a class blog ready for the children to use. Theme: Blogging about what we use the Internet for and safety issues to be aware of. For details about how to set up the blog see the 2Blog User Guide.
- You can select the following objectives when setting a 2Do to make future assessment easier:

Year:	Y3	▼
Subject:	Computing	▼
Strand:	Digital Literacy	▼

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Lesson 2

- Blank webpage file in 2Publish. This should be set as a 2Do for the class.
- Spoof Website example: This is the file called 'Blank Web Page - Simple Example' to hide the fact that it is a spoof.
- Class Purple Mash Display board for children to add their work. See the Teacher Guide if you need assistance with this.
- Spoof website All About Explorers - Teachers need to scrutinise the content on the suggested spoof website carefully before sharing with children – it is possible content could change suddenly or be inappropriate – 2Simple have no control over this external content.
- You can select the following objectives when setting a 2Do to make future assessment easier:

Year:	Y3	▼
Subject:	Computing	▼
Strand:	Digital Literacy	▼

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

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Lesson 3

You must review the lesson content and resources carefully before the lesson to check suitability for your cohort of children e.g., slide 9 shows PEGI Rating Icons. You might choose to adapt as necessary.

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PEGI Ratings

These are the PEGI content descriptors.



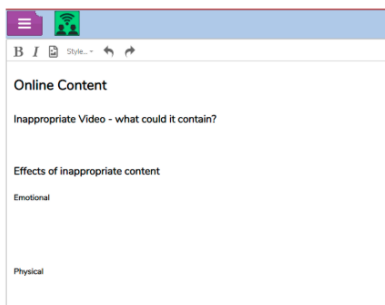
Do these symbols appear on any games that you play?

Pan-European Game Information <https://pegi.info/>

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- Upsetting video writing frame ; you will be watching the video starter for this as a class.
- PEGI ratings slideshow ; to be used as a whiteboard resource.
- Appropriate Content Quiz to be set as a 2do.
- Create a collaborative 2Write file (you can find this app in the English area of the Purple mash tools) with the title 'Online Content', set up as follows, and save this to the class folder in Purple Mash.



- Ensure that children have access to shared folders: See your school administrator to check this. They will need to use the Manage Users tool.

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- Ensure that children’s safety settings are set to allow collaborative working: Click on the admin drop-down next to your name on the home page of Purple Mash. Click ‘Admin settings’ → ‘E-Safety settings’.
- On separate slips of paper write out the following sentences: o I am 12 years old o I am a boy o I live in a penthouse flat with a swimming pool o I think I go to your school, where is your school? o My mum asked me to get your address to send you something.
- NOTE: There is an example of how schools track user content to this might not be the case in your school so use whichever safeguarding measure you put in place for this situation.

1. Unit 3.2 Lesson 1	<p>Deeper learning questions: Why do we need passwords? What makes a good password? Why is talking online more dangerous than face-to-face?</p> <p>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.</p> <p>LO: • 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.</p> <p>Activity: Go over vocab for lesson. Talk to the children about why we need to use passwords to keep information safe online. Clicking reveals further questions. This slide is about Purple Mash passwords. If you have reset the children’s passwords, explain that now they are in key stage 2, they are ready for more secure passwords rather than picture pins. Distribute the login cards. They will consist of a word (either an animal, colour or object followed by a 2-digit number). Clicking the icon will open the 2Connect tool. This activity could be done with 2Connect on the board with children contributing ideas or as a collaborative exercise (see the 2Connect user guide if you are not familiar with how to do this). Save this file in your work folder as you will be using it later. Allow some time for discussion about the distinction of appropriate and inappropriate use, if relevant to your children’s online activity. This slide introduces blogs. The ideas about themes\topics could be added to the 2Connect diagram. Clicking on this slide introduces questions. Can children show that they know to follow the same rules when communicating face-to-face and online. Are they aware that online communication can be misinterpreted? This slide shows how things can get misinterpreted when they are not communicated face-to-face. Use slides 11-13 alongside Purple Mash to demonstrate adding a blog post. You could demonstrate how a teacher can change the blog settings to skip approval. To do this, exit the blog and then click on the Manage settings button within the Shared blogs tab then look for the checkbox in the security section for the blog. This could be done just for this lesson to improve the flow but should then be unchecked</p>
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	<p>Activity : Add your own, brief post, to the blog. Here are some suggested post topics:</p> <ul style="list-style-type: none"> ② What did you find out from your friends in our class blog? ② Why do you think people set up blogs on the Internet? ② How do you think blogs can help people? ② What other topics do you think we could blog about in our class/our school? ② Do you think everything you read in a blog will be true? ② Some top tips for keeping your blog posts and comments appropriate. ② What should you share online; is it okay to share photos that you have taken of other people or information about other people? Should you do anything before sharing them? <p>This slide suggests extending this blog over a couple of weeks. You will need to approve posts and comments in this time. The blog will also provide additional opportunities for discussion in class and may also encourage those children less likely to engage in discussion, to come forward and talk about their blog entries.</p> <p>Recap vocab and success criteria.</p> <p>Extension: Open a new 2Connect file and create two nodes. In the first node, type 'No Password'. In the second node, type 'Password'. Think back to the class created 2Connect file – where would each mentioned item go? What other entries could be added that need/do not need a password? What is the common factor about the items in the 'Need Password' area? Save your file and share it on a blog post to explain what you have found out.</p>
<p>2.</p> <p>Unit 3.2</p> <p>Lesson 2</p>	<p>Deeper learning questions: How can we check if information is real?</p> <p>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.</p> <p>LO: • 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.</p> <p>Activity: Go over vocab for lesson. Clicking on this slide reveals further points.</p>

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	<p>Children should have knowledge that they can't trust everything on the Internet to be true. When visiting all external sites, spoof or real, it is the responsibility of the teacher to check for appropriate content. The All About Explorers website was created by teachers to teach about reliability of online information. The explorers are real, but the information is not. - Go through Spoof website and discuss Show children how to use a search engine to verify information – reiterate the importance of a reliable source. Activity: Children to create own spoof website to add to class board – at end vote for most believable. Recap vocab and success criteria.</p> <p>Extension: Review another explorer from the website “All about Explorers” (https://www.allaboutexplorers.com). Note down what you doubted about the information that was presented to you. Decide how to check whether the information was accurate. What sources could you use to verify the information? Could you look in a reference book? What did you learn about online sources? Note down the examples of the wrong information, and the correct version. Show your sources for checking.</p>
3. Unit 3.2 Lesson 3	<p>Deeper learning questions: What makes a video inappropriate? Why do we have age ratings? Can you identify the two sentences in our 2Write file that were trying to get personal information? Why might someone want this information?</p> <p>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.</p> <p>LO: 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.</p> <p>Activity: Go over vocab for lesson. Use the embedded video in slide 5. Briefly discuss. Children will be returning to this later in the lesson. See the PDF lesson plan for details of how to set up the collaborative file if you need guidance. Use slides 6-7 to direct the activity. Look at children's ideas. Note: Once children click onto a different line or exit the 2Write document, the 'tags' are lost.</p>

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Use **slides 6-7** to direct the activity.

Look at children's ideas.

Note: Once children click onto a different line or exit the 2Write document, the 'tags' are lost.

Slides 8-10 cover BBC file classifications for film and PEGI rating for games. Use the slides and discuss the questions that appear when clicked.

Slides 11-14 lead you through this activity. You will need to prepare for slide 10 actions in advance.

The semi-anonymous nature of this collaboration might encourage more reluctant children to share their ideas. Encourage children to think about both the immediate emotional and physical effects (including using bad language, being violent to others, getting into trouble personally, nightmares, anxiety) and the knock-on effect behaviourally; NOT doing other things with your time, fear of going out to play, lack of exercise, lack of sleep, loss of appetite. You can add additional questions to get children thinking.

While most of the class is doing the activity on slide 11, ask 5 children to help you with a special job. Explain that you need them to write some 'lies' on the 2Write file. Show them how to scroll to the bottom of the file and add a few lines (You might want to switch off your projector, so the rest of the class don't see). Then give each child a prepared sentence and ask them to type these sentences from their device. They should try not to draw attention to themselves, so the other children do not realise what they are doing.

When up to **Slide 14**, scroll through the screen and pretend to notice the planted sentences at the end. **HOW COULD THESE HAVE GOT HERE?** Well, we can work out who wrote them can't we? – read the sentences and ask the children who in the class is 12/is a boy/lives in a penthouse with a pool? We cannot really work it out, can we? It seems that they have not told the truth. Unfortunately, people do not always tell the truth online and because you cannot see them there is no way of knowing.

Clicking on the slide will give some information about using technology to find the people who post inappropriate content.

Let the class know that the people who wrote the extra sentences were 'plants' in this case and thank them for their help.

Slides 15-16 relates inappropriate content to online gaming: The responses will depend upon the experiences of your own class. It is important to emphasise that if anything happens online that upsets them, even if they think they did something wrong, they can tell a trusted adult who will help them to resolve the situation.

Bullying online is called cyberbullying and it is just as upsetting as 'real-life' bullying and the adults who care for them want to help them to be protected from this just like with any form of bullying.

Use **slide 16** to show children how to take a screenshot.

Recap vocab and success criteria.

Extension: DO how much do you know quiz

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

Unit 3.2 Quiz – found on unit page on PM

Sort into good advice and bad advice.

Which of these are true for online communication? Select all the correct answers.

How can you tell if the information on a website is accurate? Select all of the correct answers.

What is the best definition of a spoof website?

What are the BBFC ratings for? Select all answers that are correct.

What is PEGI information for? Select all answers that are correct.

Where do you need to be especially careful when accessing video content?

Which of these people could a child tell if they are upset by something that has happened online?

Which two of these do you need to think extra carefully about when deciding whether to share?

Which of these should you never share even with your offline friends?

Online, which person could say 'I am 7'.

End Points:

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.

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 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.

<p>Prior Learning links: Year ½</p> <p>Cycle A</p> <p>Unit 1.3 Pictograms</p> <ul style="list-style-type: none"> • What is data? • Representing data <p>Unit 2.3 Spreadsheets</p> <ul style="list-style-type: none"> • Copying and pasting • Totalling tools • Addition • Table layout • Block graph <p>Unit 2.4 Questioning</p> <ul style="list-style-type: none"> • Ways to represent data • Pictograms (2Count) • Binary trees (2Question) • Databases (2Investigate) <p>Cycle B</p> <p>Unit 1.8 Spreadsheets</p>	<p>Year ¾</p> <p>Cycle B</p> <p>Unit 4.3 Spreadsheets</p> <ul style="list-style-type: none"> • Formula wizard • Cell formatting • Timer, random number and spin buttons • Budget planner sheet • Line graphs
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• Introduce 2Calculate • Spreadsheet navigation • Adding images • Vocab: cell, column, row

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

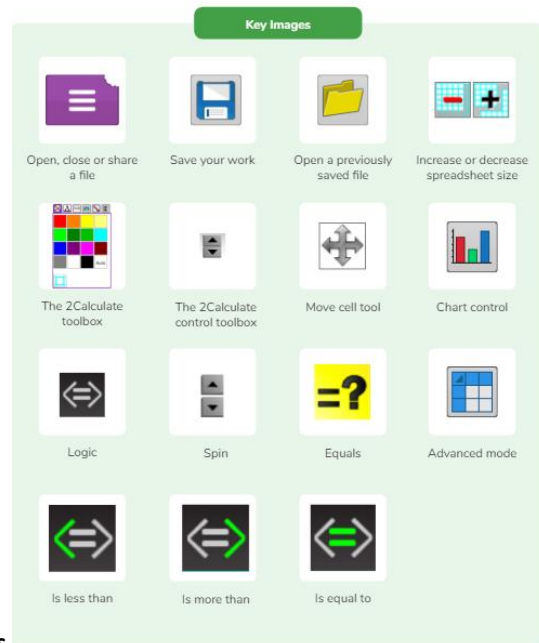
A computer program that represents information in a grid of rows and columns. Any cell in the grid may contain either data or a formula that describes the value to be inserted based on the values in other cells.

Table

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

Vocabulary:

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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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Year:	Y3	▼
Subject:	Computing	▼
Strand:	IT	▼
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. <input type="checkbox"/>		
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. <input checked="" type="checkbox"/>		

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:

Year:	Y3	▼
Subject:	Computing	▼
Strand:	IT	▼
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. <input type="checkbox"/>		
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. <input checked="" type="checkbox"/>		

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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<p>1.</p> <p>Unit 3.3</p> <p>Lesson 1</p>	<p>Deeper learning questions: Why are spreadsheets useful?</p> <p>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.</p> <p>LO: • To add and edit data in a table layout. • To find out how spreadsheet programs can automatically create graphs from data.</p> <p>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.</p> <p>Recap vocab and success criteria.</p> <p>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.</p> <p>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.</p> <p>*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.</p>
<p>2.</p> <p>Unit 3.3</p>	<p>Deeper learning questions: What do you think would happen if I put the numbers in descending order?</p> <p>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.</p> <p>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.</p>

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Lesson 2	<p>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.</p> <p>Recap vocab and success criteria.</p> <p>Extension: Can you create your own times table machine for other times tables?</p>
3. Unit 3.3 Lesson 3	<p>Deeper learning questions:</p> <p>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.</p> <p>LO: • To introduce the Advanced mode of 2Calculate. • To learn about describing cells using their addresses.</p> <p>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.</p> <p>Recap vocab and success criteria.</p> <p>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.</p>

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

Unit 3.2 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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