

AUTUMN 1 – INTRODUCTION TO PURPLE MASH

National Curriculum Links:

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Use technology safely and respectfully, keeping personal information private.

Strand	Knowledge	Skills	Vocabulary
	It is important to log in to a site, the importance of keeping passwords safe and the need to log out at the end of a session.	Access Purple Mash from home and school. Log out of Purple Mash. Give reasons why it is important to keep a password safe and not share it with other people.	Avatar File name Home page Icon Login Logout Password Save 2Do
	An avatar is a virtual representation of a person suitable for use online.	Make and edit their own avatar	
	The 2Do system allows teachers to assign tasks to children within Purple Mash.	Open 2Dos. Save 2Dos. Hand in 2Dos and communicate with their teacher via the 2Do	
	Online sites have a main page called the homepage.	Access the Purple Mash homepage when on the site.	
	Online sites often use an alert system to communicate with the user.	Access alerts within Purple Mash.	
	To move to a different activity in Purple Mash, you must first close the current activity.	Close activities in Purple Mash	
	Many online sites, including Purple Mash, have an area for an individual's work that is accessible only to the individual (and in Purple Mash to their teacher as well).	Access their work area. Save work in their work area. Locate and open work they have done previously in their work folder.	

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	To access Purple Mash programs, you use the Tools area	Open a specified tool.	
	You can access non-visible parts of a screen using scrolling	Scroll up and down and from side to side where applicable.	
	You can use a physical or on-screen keyboard to type up	Type upper and lower-case letters and spaces using the device available.	

AUTUMN 1 – CREATIVE COMPUTING

National Curriculum Links:

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

Strand	Knowledge	Skills	Vocabulary
	Art can be created using digital tools	Select colours and painting effects in 2Paint. Control a computer mouse. Use a mouse or finger (device dependent) to perform tasks.	Arrow keys Digital art Drag and drop Hotspot Touchscreen gestures
	Digital tools can be used to play and make simple games.	Use drag and drop methods to complete games, including 2DIY jigsaws and placing activities. Use the image gallery to create jigsaw images. Use hotspots in 2DIY placing games.	
	Purple Mash allows a user to share work for others to use on digital display boards	Share work to a Purple Mash Display Board. Access shared work on a Purple Mash Display Board.	

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AUTUMN 2 - CREATING PICTURES

National Curriculum Links:

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

Strand	Knowledge	Skills	Vocabulary
	Digital art tools usually have a choice of painting effects. Painting effects can be combined to help a user make pictures of varying styles.	Explore the range of painting effects in 2Paint. Observe how the painting effects give different results. Produce digital images in traditional art styles using digital painting effects.	Arts and Crafts Import, Palette De Stijl Impressionism Pointillism Digital Portfolio Repeat patterns Fill tool Outline, Resize Image picker
	The size of an onscreen painting tool brush stroke can be manipulated.	Use the brush tool slider to change the size of brush strokes to achieve the desired effects	
	Intensity of colours can be manipulated digitally.	Use the dilute tool to manipulate the intensity of any selected colour.	
	Outline features in a digital art program can help a user compose an image.	Make use of outline features, such as selecting, resizing, and editing outlines, to enhance their digital art.	

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SPRING 1 - SPREADSHEETS

National Curriculum Links:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.

Strand	Knowledge	Skills	Vocabulary
	A spreadsheet is a program that organises data in rows and columns. 2Calculate is a type of spreadsheet program. Each box in a spreadsheet is called a cell, and every cell has a unique name. Rows run horizontally, and columns run vertically.	Identify a cell by its name. Enter data into a cell and move between cells with ease. Explain the difference between a row and column.	Apparatus Automatically Axis / Axes Block Diagram Cell Click and drag Column Controls toolbar Count tool Data
	Formatting tools can be used to change the way data looks (e.g. size, colour, wrap text). It is important to consider the clarity of a spreadsheet and what can be done to improve this.	Resize rows and columns to make data clearer. Use formatting tools such as the cell colour picker, wrap text, and bold buttons to improve clarity and organisation of data. Check and improve their spreadsheet to ensure it is neat, accurate, and easy to understand.	Delete Edit Format 'is equals' tool Labels 'Quiz' tool Resize Row
	Images and numbers can be used in spreadsheets, and values can be assigned to images.	Insert images and assign them numerical values	Spreadsheet Title Value
	Spreadsheets can use a range of mathematical operations to carry out calculations automatically. 2Calculate contains various tools that can be used for different reasons.	Apply calculation tools (add, subtract, multiply, divide) to carry out various operations in a spreadsheet.	Wrap text

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	The 'Is Equals' tool can check if a calculation is correct. The 'Quiz' tool can be used to make interactive questions inside a spreadsheet. The 'Count' tool can show how many of something there are in a spreadsheet.	Use the 'Is Equals' tool to check whether a calculation is correct. Use the 'Quiz' tool to create an interactive calculation. Use the 'Count' tool to total how many of an item appear in a spreadsheet.	
	Block diagrams are a way of presenting data to make it easier to understand. Two sets of data are needed to create a block diagram (one for the category, one for the amount).	Create block diagrams in 2Calculate to present data visually.	

SPRING 2 – ANIMATED STORIES

National Curriculum Links:

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

Strand	Knowledge	Skills	Vocabulary
	There are differences between traditional books and digital books.	Identify differences and similarities between traditional books and digital books.	Animation Background Copy and paste Digital book Eraser Font Sound effect
	Images can be created within digital book software.	Use the painting tools within 2Create a Story. Use picture editing tools such as 'undo' and the 'eraser' to improve created images.	

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	Digital books can have animations.	Apply animation effects to images in 2Create a Story. Choose effects that make characters appear to interact.	Text Undo
	Copying and pasting is a term used in computing when things are copied from one place to another.	Copy and paste in 2Create a Story. Organise and copy pages in a digital book.	
	Audio such as sound effects, voice recordings and music can be included within digital books.	Record sound for 2Create a Story pages. Insert sound effects and music into a 2Create a Story book	
	Backgrounds are static images in contrast to the animated foreground.	Add backgrounds to 2Create a Story pages.	
	The style of digital text is called the font. This can be changed after typing the text.	Change the font and size of typed text.	

SUMMER 1 – CODING

National Curriculum Links:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.

Strand	Knowledge	Skills	Vocabulary
	Computer programs work by following instructions called algorithms. These are written as computer code that the computer can interpret.	Create instructions in the form of simple algorithms with attention to the order and the level of detail. Interpret what a piece of code means.	Action Algorithm Attribute Code
	In 2Code, code is created using coloured code blocks.	Recognise object code blocks in 2Code are light blue. Recognise action code blocks in 2Code are dark blue. Recognise event code blocks in 2Code are green. Recognise output code blocks in 2Code are purple.	Code blocks Code view Coding Command

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			Debugging Design view Event Instruction Object Output Program Program design Programmer Scale When clicked
	Code view is the place in 2Code where you see and use the blocks of code.	Switch to code view. Code blocks are dragged into the coding area to create commands.	
	Each single instruction such as 'Object Right' is called a command.	Understand how code blocks fit together to create a command. Make a simple command in 2Code by using an object and action together.	
	To make an algorithm happen, you must execute, or run, the code.	Execute the code to see the effect by clicking Run.	
	An event is something that makes a block of code run in response to an action such as a user pressing a key or clicking a screen.	Use the 'When Clicked' event code block. Position a command inside a 'When Clicked' event code block. Give an object an action that occurs when it is clicked. Test 'When Clicked' events	
	Debugging is the name for fixing code that isn't working how it was designed to work.	Begin to use logical reasoning to find where bugs in the code are. Fix bugs in code. Test whether bugs have been fixed.	
	The look of a program in 2Code is created in the Design View using backgrounds and objects	Switch to design view. Choose background images. Add objects and modify some attributes such as scale	
	Program design is the first stage to making a well thought out program	Plan what objects in a scene will do. Recognise that this is the algorithm for the program. Use own design to code a program. Debug the program against the design specifications.	

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SUMMER 2 – CODING

National Curriculum Links:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.

Strand	Knowledge	Skills	Vocabulary
Digital Literacy	In computing, a set of instructions is known as an algorithm. Steps in an algorithm must be followed to achieve the intended outcome.	Follow a written algorithm. Identify required events, objects and actions from a program algorithm.	Action Attribute Algorithm Bug
	The collision detection event is a way to cause an action when two objects collide with each other.	Identify the collision detection block within the event category blocks. Use a collision detection block in a program. Assign two objects within the collision detection command. Assign an event for when the two objects collide.	Button object Collision Detection Command Debug/debugging Event
	Programs follow a sequence of instructions (commands) in order.	Run code and see the sequential effect that occurs.	Object Output
	Timer commands can be used to make parts of the program run after a set time.	Identify the timer command within the control category blocks. Use the time after command and set a specified number of seconds. Nest actions within the timer command to delay their running.	Program Program design Sequence Timer When clicked When key event When swiped event
	Different object types in 2Code have different attributes that can be changed.	Use a variety of object types. Identify attributes which appear under some objects and not in others e.g. a turtle type and a character type. Alter attributes of an object, such as the image and scale	

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		within Design View.	
	Event commands in 2Code are used to create blocks of code that are run when an event happens. There are different event command blocks in 2Code.	Recognise the event command blocks – When Key Event, When Swiped Event, When Clicked Event and Collision Detection. • Use a variety of event blocks in different circumstances. • Use specific event commands for specific objects, such as a click event for a button object.	
	Debugging is the process of testing that a program works as intended, looking for any bugs and fixing the problems when found.	Use logical reasoning to identify the source of bugs and attempt to fix them. Test and debug code in a systematic way.	

2BeSafe; Being Safe in a Digital World – TAUGHT EVERY HALF TERM		
Strand Digital Literacy	Knowledge	Vocabulary

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Autumn 1 Online Bullying	I can describe how to behave online in ways that do not upset others and can give examples.	Behave, offline, communicating, online, offline, information
Autumn 2 Managing Online Information	I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching). I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.	Information, digital technologies, search engines, voice activated searching, device, internet, electronic, touchscreen, apps, smart speaker, upset, dishonesty, prank, online info, fake images, untruths, trusted adult, content
Spring 1 Privacy and Security	I can explain that passwords are used to protect information, accounts and devices. I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names). I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.	Privacy, security, passwords, protect, info, accounts, devices, safe, private, trusted adult, personal, sharing,
Spring 2 Self-Image and Identity	I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.	Self-image, identity, online, negative feelings / behaviours, online, positive, negative, trusted adults,
Summer 1 Online Reputation	I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first.	Online, copied, information, internet, online, privacy settings, reputation, trusted adult, personal information,
Summer 2 Online Relationships	I can give examples of when I should ask permission to do something online and explain why this is important. I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).	Permission, online, communicate, video call apps, services, respect, choices,

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	I can explain why it is important to be considerate and kind to people online and to respect their choices. I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	
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2BeSafe; Being Safe in a Digital World – TAUGHT EVERY HALF TERM		
Strand Digital Literacy	Knowledge	Vocabulary
Autumn 1 Online Bullying	➤ I can explain what bullying is, how people may bully others and how bullying can make someone feel. ➤ I can explain why anyone who experiences bullying is not to blame. ➤ I can talk about how anyone experiencing bullying can get help.	Bullying Types of bullying Verbal, Physical Social. Cyber Repeatedly
Autumn 2 Managing Online Information	➤ I can use simple keywords in search engines. ➤ I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). ➤ I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).	Online, Kiddle, Searched Voice activated Touch screen Touchpad, Tablet Smartphone Smart speaker Microphone
Spring 1	➤ I can explain how passwords can be used to protect information, accounts and devices. ➤ I can explain and give examples of what is meant by ‘private’ and ‘keeping things private.’	Passwords Protect, identity,

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Privacy and Security	➤ I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). ➤ I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).	accounts, Devices, Private, connected, personal, lock, username, login, logout, secure, permission, settings, privacy, privacy choices, report, safe sharing, click, share, download
Spring 2 Self-Image and Identity	➤ I can explain how other people may look and act differently online and offline. ➤ I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened I can give examples of how they might get help.	Self-image Identity, Online Offline, Real image, Avatars, Information Positive, Safe, Negative, Get help, Trusted
Summer 1 Online Reputation	I can explain how information put online about someone can last for a long time. I can describe how anyone's online information could be seen by others. I know who to talk to if something has been put online without consent or if it is incorrect.	Reputation Information Personal info Online, Delete Privacy settings Privately Publicly, Sharing

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		Private info Consent, Trusted
Summer 2 Online Relationships	I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country). I can explain who I should ask before sharing things about myself or others online. I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. I can identify who can help me if something happens online without my consent. I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.	Online, internet, password, private info, message, email, chat, friend request, online friend, trusted adult, kind, unkind, respect, bullying, report, block, login, logout, click, permission, share