Unit	Lesson name	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)
Introduction to Purple Mash	Logging in	1	To login to Purple Mash.	Children have developed familiarity with logging in and out of Purple Mash and can do this without the need for a printed login card.	Children demonstrate an understanding of the importance of online safety using their own private usernames and passwords for Purple Mash without the need to refer to printed login cards.
	2Dos	2	To understand how to complete work in the 2Dos area in Purple Mash.	Children can create and refine their avatar and recognise how this is a way to recognise their presence on Purple Mash.	They can explore the Paint Projects and are developing the fine motor skills required to add more detail to their work to edit it to their satisfaction.
	Your Work	3	To open an activity and then save the work to the My Work area.	They can open, save and hand in 2Dos with minimal reminders of the steps involved.	Children take ownership of their work and will be able to save their work, using a memorable file name, to their own personal space on Purple Mash and understand that this can be retrieved later.
Creative Computing	Making Pictures	1	To use paint tools to draw a picture.	Children's digital art shows that they can choose the right tools to add the details and achieve the effects that they want.	Children demonstrate a considered approach to the creation of digital artefacts.
	Making and Sharing Jigsaws	2	To create a jigsaw using a digital device and share it so that others can play.	They use the instruction screens to add appropriate detail when sharing games with others.	They plan the effects that they want to achieve and use the appropriate tools for the effects.
	Making a Game	3	To create a placing game in 2DIY.	When creating games, their approach is experimental rather than planned.	Their planning skills demonstrate that they are anticipating how to achieve their end goals when creating digitally.
	Using your own pictures in a puzzle	4	To create images and use these to make a game.	Their developing fine motor skills when using a mouse or touch gestures are evidenced by the details of their designs.	They recognise the purpose of instruction screens especially when sharing games that they have made with others.
Creating and Following Instructions	**Following Instructions**	1	To understand that an algorithm is a set of instructions.	They understand that an algorithm is a set of instructions in order, and that a program is an algorithm used by a computer. They demonstrate this by completing tasks such as painting by numbers or building models correctly.	They can clearly explain the relationship between instructions, algorithms, and computer programs, using correct vocabulary. They can work independently and collaboratively to improve instructions and ensure clarity and accuracy in sequence and detail.
	Instructions Using a Computer	2	To follow and create simple instructions on a device.	Children can follow and give clear, ordered instructions both practically and on a computer.	Children confidently follow and create detailed algorithms, understanding their role in both real-world and digital contexts.
	Following a Recipe	3	To sequence algorithms that require a correct order.	They can explain what might happen if steps are out of order and begin to identify and fix simple errors (bugs) in sequences.	They take initiative in debugging their own and others' work, showing thoughtful reasoning about why something went wrong.

Coding	Instructions	1	To understand that computer programs work by following instructions called code.	Children can give and follow verbal and block-based instructions to achieve simple outcomes.	They transfer off-screen coding skills to on-screen block coding in 2Code, considering program design to control the look and behaviour of objects.
	Objects and Actions	2	To use object and action code blocks to make a computer program.	They think logically about how objects, actions and outcomes relate (e.g. clicking an object triggers a response).	Using 2Code's design mode and attributes table, they can modify the visual layout and create programs that control multiple objects.
	Events	3	To understand what an event is in coding.	They read code line by line and are developing the ability to visualise the overall program effect.	They read code line by line, understand nesting (e.g. within click events).
	Outputs and Reading Code	4	To understand the purpose of an output and to be able to 'read' code to find out what it does.	Children can break problems into parts, combine code effectively, and attempt to fix issues by debugging logically rather than blaming the computer.	They explore and apply new code blocks independently and debug by recognising that errors stem from their code, not the computer.
	Setting the Scene	5	To change aspects of the design view.	They use 2Code's design mode to add and modify elements.	Children consider program design when coding, creating programs that control both appearance and object behaviour.
	Writing Code	6	To write code for a computer program.	They have an understanding of the need for clear, purposeful, and ordered instructions.	Begin to identify familiar code blocks to grasp overall program structure.
Technology Around Us	What is technology?	1	To know what the word technology means.	They can explain that technology is designed to solve problems and that electronic devices need electricity to work. They can sort examples into types, including identifying digital technology as tools that use computing power to run.	They apply vocabulary confidently, such as "device," "hardware," and "electronic," and describe how technology helps people in meaningful ways. They show independence in using the 2Dos to sort, label, and reflect on the purpose of technology.
	Technology in School	2	To know what technology is used in school.	Children can confidently identify different types of technology at school and at home. They complete their tasks, describing the purpose of the technologies they include in their work.	Children show a secure and thoughtful understanding of technology. They can clearly explain the difference between general technology and digital technology and provide detailed examples of each from school.
	Technology in the World	3	To consider the purposes of technology used in the wider world.	Children can confidently identify different types of technology in the wider world.	Children show a secure and thoughtful understanding of technology. They can clearly explain the difference between general technology and digital technology and provide detailed examples of each from the wider world.
	Using Devices Safely	4	To identify parts of a device and know how to use devices safely.	Children can name key hardware parts of a computer and describe safe use of technology, including hygiene and electrical safety.	They articulate multiple safety rules and explain their importance, considering risks and how to avoid them in real scenarios.

Animated Stories	Comparing Books	1	To understand some differences between traditional books and digital books.	Children reflect on their work and can describe improvements made. They demonstrate secure knowledge of digital book features and complete their story with all key elements.	They confidently review their work, offering thoughtful reflections on choices made and how these improve the story. Their finished digital book is coherent, engaging, and shared successfully with peers for feedback.
	Creating a Character	2	To draw a character for a 2Create a Story digital book.	Children can independently create a digital book using 2Create a Story, including drawing characters.	Children independently create a polished digital story with multiple pages, including detailed characters.
	Setting the Scene	3	To understand the difference between backgrounds and other objects on the screen in 2Create a Story.	Children can independently create a digital book using 2Create a Story, including selecting appropriate backgrounds.	Children independently create a polished digital story with multiple pages, including appropriate backgrounds.
	Animation	4	To add animation to objects in 2Create a Story.	Children can independently create a digital book using 2Create a Story, including animating images.	Children independently create a polished digital story with multiple pages, including purposeful animations that enhance the narrative.
	Adding Text	5	To add text to a 2Create a Story file.	They understand how to adjust font style and size. They confidently use copy and paste tools to organise pages and reuse content.	They use text creatively, adjusting fonts and layout to suit their story's tone. They use copy and paste tools effectively to maintain consistency and work efficiently.
	Adding Sounds	6	To add sounds to a 2Create a Story file.	They type short pieces of text to match their story and add sound effects and narration.	Their use of sound is varied, combining narration, effects, and music to engage the