

The logo for Purple Mash, featuring the word "purple" in a purple font and "mash" in a white font, both on a black background that resembles a torn piece of paper.

**purple
mash**

Progression of Online Safety within the Computing Scheme of Work

Introduction

This progression includes only the learning objectives relating to online safety within the Computing Scheme of Work. Within the scheme, there are additional opportunities to reference safe online practices within lessons that are not specifically noted as a learning objective of the lesson, these are not included here.

Moreover, it is recommended that online safety is not only taught discretely through computing but additionally during PSHE lessons and whole school sessions and as part of other subjects where pupils might use technology, such as for email, blogging and online research. The document [Education for a Connected World with Purple Mash](#) can be useful in this respect to broaden and enrich the online safety knowledge and experiences that pupils encounter.

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Year 1

Unit	Aims	Success criteria	Unit End Outcomes
1.1 – Online Safety and Exploring Purple Mash	<ul style="list-style-type: none"> To log in safely. To start to understand the idea of ‘ownership’ of their creative work. 	<ul style="list-style-type: none"> Pupils can log in to Purple Mash using their own login. Pupils have created their own avatar and understand why they are used. Pupils can add their name to a picture they created on the computer. Pupils are beginning to develop an understanding of ownership of work online. Pupils can save work into the My Work folder in Purple Mash and understand that this is a private saving space just for their work. 	<p>Emerging: With support, pupils demonstrate an awareness of online safety using their own private usernames and passwords for Purple Mash (Unit 1.1 Lesson 1. Point 6). This can be assisted by using printed login cards. Pupils take ownership of their work and save this in their own private space (Unit 1.1 Lesson 1. Point 16).</p> <p>Expected: Pupils demonstrate an understanding of the importance of online safety, using their own private usernames and passwords for Purple Mash (Unit 1.1 Lesson 1. Point 6).</p> <p>Most pupils will be able to demonstrate an understanding of the reasons for keeping their password private including talking about the meaning of ‘private information’ (Lesson 1) and actively demonstrate this in lessons (Throughout all lessons in Unit 1.1).</p> <p>Pupils 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 Unit 1.1 Lesson 1 Point 18.</p>

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Unit	Aims	Success criteria	Unit End Outcomes
	<ul style="list-style-type: none"> To learn how to find saved work in the Online Work area and find teacher comments. To learn how to search Purple Mash to find resources. 	<ul style="list-style-type: none"> Pupils can find their saved work in the Online Work area of Purple Mash. Pupils can find messages that their teacher has left for them on Purple Mash. Pupils can search Purple Mash to find resources. 	<p>Most pupils will be able to add their name to their picture in lesson 1.</p> <p>In lesson 2, most pupils will be able to explain that their teacher was able to connect with them online to leave a message in Purple Mash. They could contribute to the class discussion relating this to other forms of digital communication.</p> <p>Most pupils will be able to give a simple explanation of the way to word comments online when given the example of their teacher commenting upon their work.</p>
	<ul style="list-style-type: none"> To become familiar with the types of resources available in the Topics section. To become more familiar with the icons used in the resources in the Topics section. To start to add pictures and text to work. 	<ul style="list-style-type: none"> Pupils will be able to use the different types of topic templates in the Topics section confidently. Pupils will be confident with the functionality of the icons in the topic templates. Pupils will know how to use the different icons and writing cues to add pictures and text to their work. 	<p>Throughout this unit most pupils will be able to contribute their ideas about communicating appropriately and relate online and off-line appropriate behaviour.</p> <p>Most pupils will be able to open Purple Mash and use the search bar within Purple Mash to find resources (lesson 2). They can suggest appropriate words to search with to find the results that they are looking for.</p> <p>Exceeding: Pupils demonstrate an understanding of the importance of online safety using their own private usernames and passwords for Purple Mash. Pupils understand the importance of keeping information, such as their usernames and passwords private and actively demonstrate this in lessons. Pupils take ownership of their work and save this in their own private space. Pupils demonstrating greater depth understand the</p>
	<ul style="list-style-type: none"> To explore the Tools section of Purple Mash and to learn about the common icons used in 	<ul style="list-style-type: none"> Pupils have explored the Tools section on Purple Mash and become familiar 	

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Unit	Aims	Success criteria	Unit End Outcomes
	<p>Purple Mash for Save, Print, Open, New.</p> <ul style="list-style-type: none"> • To explore the Games section on Purple Mash. • To understand the importance of logging out when they have finished. 	<p>with some of the key icons: Save, Print, Open and New.</p> <ul style="list-style-type: none"> • Pupils have explored the Games section and looked at Table Toons (2x tables). • Pupils can log out of Purple Mash when they have finished using it and know why that is important. 	<p>principle but not the terminology of 'intellectual property' e.g., pupils might say 'I am saving my work, in my folder because I have created it and it belongs to me'.</p>

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Year 2

Unit\Lesson	Aims	Success criteria	Unit End Outcomes
2.2 – Online Safety	<ul style="list-style-type: none"> To know how to refine searches using the Search tool. To know how to share work electronically using the display boards. To use digital technology to share work on Purple Mash to communicate and connect with others locally. To have some knowledge and understanding about sharing more globally on the Internet. 	<ul style="list-style-type: none"> Pupils can use the search facility to refine searches on Purple Mash by year group and subject. Pupils can share the work they have created to a display board. Pupils understand that the teacher approves work before it is displayed. Pupils are beginning to understand how things can be shared electronically for others to see both on Purple Mash and the Internet. 	<p>Emerging: With support, pupils are beginning to understand how to use the Purple Mash search bar and know the implications of inappropriate searches (Unit 2.2 Lesson 1. Point 1). With support, they can share their work using the display board (Unit 2.2 Lesson 1. Point 16).</p> <p>Furthermore, using 2Respond activities, the pupils develop an understanding of how to use email safely and responsibly (Unit 2.2 Lesson 2. Point 4). They also know how to report inappropriate content to their teacher.</p> <p>Expected: Pupils understand how to use the Purple Mash search bar and know the implications of inappropriate searches (Unit 2.2 Lesson 1. Point 1).</p> <p>Most pupils will be able to explain what a digital footprint is, that it is permanent and their online behaviour influences what it shows (lesson 3).</p> <p>Most pupils will be able to give reasons for keeping their password safe that include protecting their personal information.</p>

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Unit\Lesson	Aims	Success criteria	Unit End Outcomes
	<ul style="list-style-type: none"> To introduce Email as a communication tool using 2Respond simulations. To understand how we talk to others when they are not there in front of us. To open and send simple online communications in the form of email. 	<ul style="list-style-type: none"> Pupils know that Email is a form of digital communication. Pupils understand how 2Repond can teach them how to use email. Pupils can open and send an email to a 2Respond character. Pupils have discussed their own experiences and understanding of what email is used for. Pupils have discussed what makes us feel happy and what makes us feel sad. 	<p>Most pupils will be able to express the good and bad sides of digital technology. In lesson 3, they can give examples of positive effects on life as well as negative.</p> <p>Pupils add their name to work but show a differentiation between full name and first name only when information is to be shared online.</p> <p>Most pupils will be able to share their work to a displayboard (lesson 1). By sharing their work using the display board, pupils begin to understand how things are shared electronically (Unit 2.2 Lesson 1. Point 16).</p> <p>Most pupils will be able to open and respond to simulated emails in 2Email (lesson 2)</p> <p>Most pupils will be able to open and send email responses to simulated emails in 2Email (Unit 2.2 Lesson 2 Point 4). Furthermore, using 2Respond activities the pupils develop an understanding of how to use email safely and responsibly (Unit 2.2 Lesson 2. Point 4). They also know how to report inappropriate content to their teacher.</p>
	<ul style="list-style-type: none"> To understand that information put online leaves a digital footprint or trail. To begin to think critically about the 	<ul style="list-style-type: none"> Pupils can explain what a digital footprint is. Pupils can give examples of things that they would not want to be in their digital footprint. 	<p>Exceeding: Pupils understand how to use the Purple Mash search bar (Unit 2.2 Lesson 1. Point 1) and for greater depth can refine searches using Boolean search terms (AND, OR, NOT).</p> <p>They know the implications of inappropriate searches. Pupils can share their work using the display board and begin to understand</p>

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Unit\Lesson	Aims	Success criteria	Unit End Outcomes
	<p>information they leave online.</p> <ul style="list-style-type: none"> To identify the steps that can be taken to keep personal data and hardware secure. 		<p>how things are shared electronically (Unit 2.2 Lesson 1. Point 16). Furthermore, using 2Respond activities, the pupils develop an understanding of how to use email safely and responsibly (Unit 2.2 Lesson 2. Point 4).</p> <p>They also know how to report inappropriate content to their teacher.</p>
2.5 – Effective Searching, Lesson 2	<ul style="list-style-type: none"> To gain a better understanding of searching the Internet. 	<ul style="list-style-type: none"> I can identify the basic parts of a web search engine search page. I have learnt to read a web search results page. I can search for answers to a quiz on the Internet. 	<p>Emerging: Pupils have an awareness that their Internet searches form part of a ‘digital footprint’.</p> <p>Expected: Pupils can relate the creation of a digital footprint to their search history and make contributions to the class discussion about this in relation to online safety.</p> <p>Pupils know that many search engine companies collect and sell information about users.</p> <p>Exceeding: Pupils apply what they know about search engine algorithms to their own online safety and digital footprint. They can understand the implications of search engines selling information and having paid ads at the top of search results.</p>

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