

The logo for Purple Mash, featuring the word "purple" in a purple font and "mash" in a white font, both on a black rectangular background with a torn top edge.

**purple  
mash**

# **Computing Scheme of Work**

## **Unit 2.2 -**

# **Online Safety**



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# Introduction

For these sessions, the children will need to have their own individual logins to Purple Mash.

If you are currently using a single login per class or group and would like to set up individual logins yourself, then please see our guide to doing so at [Create and Manage Users](#).

Alternatively, please contact support at support@2simple.com or 0208 203 1781.

Check with the Purple Mash Administrator in your school (usually the coordinator) if you need to change the children's passwords. You can create picture passwords for the younger children but if you are not sure how to do this just give the 2Simple office a call and we can talk you through it or set them up for you!

Your school administrator can put a shortcut to your school's Purple Mash portal on the devices so there is an icon to use for Purple Mash to save time when the children are logging in. The tool to do this can be found in the Admin area.

- Children will be learning how to use the Search tool to find resources on Purple Mash.
- They will be using 2Paint-a-Picture.
- They will be sharing work to a Display Board.
- They will be using 2Respond (2Email) to start to communicate by email on Purple Mash.
- They will be learning about what a digital footprint is and how to think about the information that they leave online.

The online safety units within the Computing Scheme of Work provide in-depth coverage of computing related online safety aspects. It is also beneficial to cover aspects of online safety within whole school and PSHE contexts. Schools in England may wish to refer to the [Purple Mash Education for a Connected World curriculum map](#). This maps the non-statutory guidance objectives by year group, giving examples of resources within Purple Mash that can be used to support the objectives that relate to Early Years, Key Stages 1 and 2.

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# Medium-Term Plan

Lesson	Title	Success Criteria
<u>1</u>	Searching and Sharing	<ul style="list-style-type: none"> <li>• Children can use the search facility to refine searches on Purple Mash by year group and subject.</li> <li>• Children can share the work they have created to a display board.</li> <li>• Children understand that the teacher approves work before it is displayed.</li> <li>• Children are beginning to understand how things can be shared electronically for others to see both on Purple Mash and the Internet.</li> </ul>
<u>2</u>	Email Using 2Respond	<ul style="list-style-type: none"> <li>• Children know that Email is a form of digital communication.</li> <li>• Children understand how 2Respond can teach them how to use email.</li> <li>• Children can open and send an email to a 2Respond character.</li> <li>• Children have discussed their own experiences and understanding of what email is used for.</li> <li>• Children have discussed what makes us feel happy and what makes us feel sad.</li> </ul>
<u>3</u>	Digital Footprint	<ul style="list-style-type: none"> <li>• Children can explain what a digital footprint is.</li> <li>• Children can give examples of things that they would not want to be in their digital footprint.</li> </ul>

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# Lesson 1 – Searching and Sharing

## Aims

- 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.

## Success criteria

- Children can use the search facility to refine searches on Purple Mash by year group and subject.
- Children can share the work they have created to a display board.
- Children understand that the teacher approves work before it is displayed.
- Children are beginning to understand how things can be shared electronically for others to see both on Purple Mash and the Internet.

## Resources

Unless otherwise stated, all resources can be found on the [unit main page](#). From here, they can be set as 2Dos by clicking on the icon. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you do not lose this page.

- Try out some searches on Purple Mash for yourself to be able to give the children some tried and tested examples to use or use the examples in the lesson plan.
- A class Display Board will need to be created before the session and you will need to be familiar with how it works. For help and guidance see the [Display Board Manual](#).
- You might wish to look at the [user guide for 2Respond \(2Email\)](#) if you need more detail on the use of this tool.

## Activities

Introduction	Display <b>slide 2</b> and outline the lesson aims. Display <b>slide 3</b> and outline the success criteria
Purple Mash Search.	Log in to Purple Mash. Use <b>slide 4</b> to remind the children about using the Search tool to find the topics they are looking for (they will have done this in year 1). Clicking reveals a question and some answers. Use <b>slide 5</b> to recap the filter.

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Activity 1: Searches	Use <b>slide 6</b> to direct the activity.  You could add some searches related to current class topics to this activity. Perhaps asking children to open a writing template that contains information in the help screen and answer a question.
Internet Searching	Use <b>slide 7</b> to contrast searching Purple Mash with searching the Internet.
	<b>Slide 8</b> begins to tackle what to do if you come across something inappropriate, upsetting, or disturbing.  Clicking reveals suggestions.  It is important to stress that children should take this action even if they know that they have searched inappropriately and are at fault for this; if they have been upset, they need help to deal with it and learn from this.  Refer to your school's online safety policy for further information.
Optional activity: Kindness	<b>Slide 9.</b> This is an optional activity: This is a good opportunity for a circle time activity with the children to discuss what it means to be kind? How does that make people feel? What kind things can we do in school?  This activity could be done separately from the computing lesson but then related back to online kindness.
Display Boards	Use <b>slides 10-11</b> and show children any existing Purple Mash Display Boards in your school.
Activity 2: Emotions	Use <b>slide 12</b> to direct the activity.  You will need to approve the work for the children to see it from the <b>Sharing</b> tab on the home screen of Purple Mash.
Sharing on the Internet	Use <b>slides 13-14</b> to relate sharing to the Internet.
Activity 3: Extension	<b>Slide 15</b> contains an extension task.
Review the Success Criteria	<b>Slide 16.</b> Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands.



# Lesson 2 – Email using 2Respond

## Aims

- 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.

## Success criteria

- Children know that Email is a form of digital communication.
- Children understand how 2Repond can teach them how to use email.
- Children can open and send an email to a 2Respond character.
- Children have discussed their own experiences and understanding of what email is used for.
- Children have discussed what makes us feel happy and what makes us feel sad.

## Resources

Unless otherwise stated, all resources can be found on the [unit main page](#). From here, they can be set as 2Dos by clicking on the icon. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you do not lose this page.

- Try the 2Respond activities Barnaby Bear and Celebrations to be aware of the responses the children will need to make. The activities can be found within the 2Email Tool. Details of mails can be found in the [2Respond Email Contents](#).
- Set the 'Celebrations' activity as a 2Do for the children.
- Set the interface mode for using 2Email to 'Younger'. See the [2Email userguide \(2Email settings\)](#) for details.

## Activities

Introduction	Display <b>slide 2</b> and outline the lesson aims. Display <b>slide 3</b> and outline the success criteria.
Email	Use <b>slide 4</b> , clicking reveals questions and answers. Children have not had previous experience of email in school but might have at home. Use <b>slide 5</b> to introduce the 2Email simulations (called 2Respond). Use the icon to open the 2Email category and scroll down the page to open the Barnaby Bear 2Respond activity on the whiteboard.

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<p>Activity 1: Barnaby Bear</p>	<p>Use <b>slides 6-7</b> to guide the activity whilst having it open in Purple Mash. Children will not be fast typists yet, so it is best to keep replies short. Clicking reveals each step of the activity.</p> <p>Remind children of the importance of thinking carefully about what they write in emails: once they send the message, they cannot get it back.</p>
<p>Activity 2: Celebrations</p>	<p>Use <b>slide 8</b> to introduce the activity which children should complete on their own devices.</p> <p>The children will receive a total of five emails. They will respond to four of the emails; the fifth is a thank you email. Help children to reply to the messages if necessary.</p> <p><b>Email 1:</b> Twanda asks the children to write to her about a celebration they have enjoyed.</p> <p><b>Email2:</b> She asks them to send a picture of the celebration.</p> <p><b>Email3:</b> She asks if there were any special foods that the children ate or things that they did.</p> <p><b>Email4:</b> She asks the children to tell her who they celebrated with.</p> <p><b>Email5:</b> She thanks the children for their email.</p>
<p>Review</p>	<p>Use <b>slide 9</b> to help children to think about acceptable behaviour online.</p>
<p>Optional Activity: Feelings</p>	<p><b>Slide 10</b> - This is an optional activity: This is a good opportunity for a circle time activity with the children to discuss the impact of appropriate online communication on people's feelings. This activity could be done separately from the computing lesson but then related back to online communication.</p>
<p>Activity 3: Extension</p>	<p><b>Slide 11</b> contains an extension task.</p>
<p>Review Success Criteria</p>	<p>Review the success criteria from <b>slide 3</b>. Children could rate how well they achieved this using a show of hands.</p>





# Lesson 3 – Digital Footprint

## Aims

- To understand that information put online leaves a digital footprint or trail.
- To begin to think critically about the information they leave online.
- To identify the steps that can be taken to keep personal data and hardware secure.

## Success criteria

- Children can explain what a digital footprint is.
- Children can give examples of things that they would not want to be in their digital footprint.

## Resources

Unless otherwise stated, all resources can be found on the [main unit 2.2 page](#). From here, click on the icon to set a resource as a 2Do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you do not lose this page.

- [Digital Footprint Slideshow](#).
- [Digital Footprint Quiz](#), set this as a 2Do for the class.
- Extension: [Digital Footprint Poster](#) set this as a 2Do.

## Activities

Introduction	<p>Display <b>slide 2</b> and outline the lesson aims.</p> <p>Display <b>slide 3</b> and outline the success criteria.</p>
Footprints	<p>Use <b>slide 4</b> to get children thinking about footprints in the real world and their temporary or permanent nature.</p> <p>Clicking reveals further points.</p> <p>Use <b>slide 5</b> to relate this to digital trails called digital footprints.</p> <p>Children are initially likely to say that they are a bad thing (slide 5 point 4).</p> <p>Clicking reveals further questions and answers.</p>
Digital Footprint on Purple Mash	<p><b>Slides 6-13</b> follow an investigation on Purple Mash of a fictional child called Ash.</p> <p>Clicking reveals further information.</p> <p>On <b>slide 7</b>, the questions present one at a time over each other.</p> <p>Anything else you can find out: Children might be able to work out that she studied Ancient Egypt, she knows how to use Mashcams and she has a brother.</p>

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	On <b>slide 11</b> , there is a screen time graph. Spend a few minutes talking about why too much screen time is not always a good thing for your health – muscles, need for fresh air, need to play face-to-face. How would your class' graphs look. This might be something they want to investigate further for homework.
Activity 1: Quiz	Either set the quiz as a 2Do to be completed individually or use the link on <b>slide 14</b> to open the quiz and complete as a class.
Good Steps	Use <b>slide 15</b> and decide which are the good steps and which are not.
Activity 2: Extension	<b>Slide 16</b> contains an extension task.
Review Success Criteria	Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands.



# Assessment Guidance

The unit overview for Year 2 contains details of national curricula mapped to the Purple Mash Units. The following information is an exemplar of what a child at an expected level would be able to demonstrate when completing this unit with additional exemplars to demonstrate how this would vary for a child with emerging or exceeding achievements.

Assessment Guidance	
Emerging	<p>With support, children are beginning to understand how to use the Purple Mash search bar and know the implications of inappropriate searches (Unit 2.2 Lesson 1). With support, they can share their work using the display board (Unit 2.2 Lesson 1).</p> <p>Furthermore, using 2Respond activities, the children develop an understanding of how to use email safely and responsibly (Unit 2.2 Lesson 2). They also know how to report inappropriate content to their teacher.</p>
Expected	<p>Children understand how to use the Purple Mash search bar and know the implications of inappropriate searches (Unit 2.2 Lesson 1).</p> <p>Most children 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 children will be able to give reasons for keeping their password safe that include protecting their personal information.</p> <p>Most children 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>Children 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 children will be able to share their work to a Display Board (lesson 1). By sharing their work using the display board, children begin to understand how things are shared electronically (Unit 2.2 Lesson 1).</p> <p>Most children will be able to open and respond to simulated emails in 2Email (lesson 2)</p> <p>Most children will be able to open and send email responses to simulated emails in 2Email (Unit 2.2 Lesson 2). Furthermore, using 2Respond activities the children develop an understanding of how to use email safely and responsibly (Unit 2.2 Lesson 2). They also know how to report inappropriate content to their teacher.</p>
Exceeding	<p>Children understand how to use the Purple Mash search bar (Unit 2.2 Lesson 1) and for greater depth can refine searches using Boolean search terms (AND, OR, NOT).</p>

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## Assessment Guidance

They know the implications of inappropriate searches. Children can share their work using the Display Board and begin to understand how things are shared electronically (Unit 2.2 Lesson 1). Furthermore, using 2Respond activities, the children develop an understanding of how to use email safely and responsibly (Unit 2.2 Lesson 2).

They also know how to report inappropriate content to their teacher.