



# Quick Start Guide: Digital Technologies Scheme of Work

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# Introduction

The Purple Mash DigiTech Scheme of Work is a comprehensive set of resources aligned to the Australian and Victoria Curricula fits well with digital technology strands of the NSW Science & Technology Syllabus achieving excellence in teaching and learning of digital technologies. The Scheme of Work is intended to facilitate teachers in achieving the very best outcomes for children. It exposes children to a wide variety of digital tools, technological skills, and innovations.

It contains everything that is needed to deliver inspiring and engaging lessons whilst allowing for the flexibility to meet individual school needs. Lessons are delivered from lesson plans with accompanying slide shows. We have included additional units that go beyond the expectations of National and State Curricula, whilst also providing 'Catch-Up' units to close gaps in learning. The scheme for Early Years shows opportunities for using Mini Mash or Purple Mash as part of the Early Years classroom.

**It is important to note that schools can move the order of units around to suit their curriculum intent. Additionally, they may wish to replace optional units with existing units, for example Unit 6.3 Spreadsheets – replaced with unit 6.9 Microsoft Excel.**

Schools should utilise units in a way that meets their needs. They may want to truncate, adapt units or remove units from their curriculum design. If this is the case, it is important to check that full coverage of national requirements are met. At the end of each year group overview document, there is mapping of exactly which objectives are met by each unit for: The Australian and Victorian Curricula.

## Australian National Curriculum Digital Technologies Year 1

Content Description	Units Covered
Recognise and explore digital systems (hardware and software components) for a purpose (ACTDIK001)	1.1, 1.4, 1.6, 1.7
Recognise and explore patterns in data and represent data as pictures, symbols and diagrams (ACTDIK002)	1.2, 1.3,
Collect, explore and sort data, and use digital systems to present the data creatively (ACTDIP003)	1.3
Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems (ACTDIP004)	1.4, 1.5, 1.7
Explore how people safely use common information systems to meet information, communication and recreation needs (ACTDIP005)	1.1, 1.8, 1.9
Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments (ACTDIP006)	1.1, 1.6

## Victorian Curriculum Digital Technologies Year 1

Content Description	Units Covered
Identify and explore digital systems (hardware and software components) for a purpose (VCDTDS013)	1.1, 1.4, 1.6, 1.7
Recognise and explore patterns in data and represent data as pictures, symbols and diagrams (VCDTDI014)	1.2, 1.3
Collect, explore and sort data, and use digital systems to present the data creatively (VCDTDI015)	1.3,
Independently and with others create and organise ideas and information using information systems, and share these with known people in safe online environments (VCDTDI016)	1.1, 1.6
Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems (VCDTCD017)	1.4, 1.5, 1.7
Explore how people safely use common information systems to meet information, communication and recreation needs (VCDTCD018)	1.1, 1.8, 1.9

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The Scheme of Work includes:

- ② All required student tools within Purple Mash. (No need to install or set up additional software)
- ② Lesson plans and accompanying slideshows.
- ② Utilisation of the Purple Mash cloud for saving work, and 2Dos for setting and marking work.
- ② Teacher videos for Coding and Spreadsheets.
- ② Whole Scheme and Year Group Overviews.
- ② Year Group Catch-Up Units of Work for Coding and Spreadsheets.
- ② Year Group Unplugged Units of Work.
- ② Assessment Tools – Excel, PDFs, Self-Assessment Progression Statements and Data Dashboard.
- ② Year Group Computing Vocabulary; sectioned for each unit.
- ② Year Group Knowledge Organisers.
- ② Resources; examples and child resources for lessons.
- ② DigiTech Coordinator's Toolkit – Sits alongside the Scheme of work; provides an array of tools for measuring and improving subject performance across the school in relation to all stake holders.

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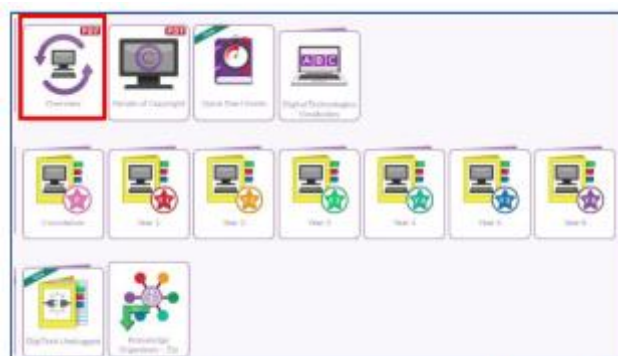
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# Overviews

Familiarise yourself with the overviews, decide on any adaptations you may need to make and share with staff.

## Whole Scheme Overview

Open the Scheme of Work and locate the main overview.



Look over each year group and the suggested number of lessons for each unit. The scheme allows flexibility to change sequence and content. Mixed age overviews are also provided.

Units by Year Group – Single Age Classes																															
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Year 1	Unit 1.1 Online Safety & Exploring Purple Mash				Unit 1.2 Grouping & Sorting			Unit 1.3 Programs			Unit 1.4 Logic Builders			Unit 1.5 Music Explorers			Unit 1.6 Animated Movie Makers			Unit 1.7 Coding			Unit 1.8 Spreadsheets			Unit 1.9 Technology outside school					
Weeks	Weeks - 1				Weeks - 2			Weeks - 2			Weeks - 3			Weeks - 2			Weeks - 3			Weeks - 6			Weeks - 3			Weeks - 3					
Programs	Programs - Various				Programs - 20m			Programs - 15m			Programs - 20m			Programs - 15m			Programs - 15m			Programs - 20m			Programs - 15m			Programs - 15m			Programs - Various		
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Year 2	Unit 2.1 Coding				Unit 2.2 Online Safety			Unit 2.3 Spreadsheets			Unit 2.4 Summing			Unit 2.5 Creative Storytelling			Unit 2.6 Coding Patterns			Unit 2.7 Making Music			Unit 2.8 Presenting Ideas								
Weeks	Weeks - 5				Weeks - 3			Weeks - 3			Weeks - 5			Weeks - 5			Weeks - 5			Weeks - 3			Weeks - 3								
Programs	Programs - 20m				Programs - 15m			Programs - 15m			Programs - 15m			Programs - 15m			Programs - 15m			Programs - 15m			Programs - 15m			Programs - 15m			Programs - Various		

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## Year Group Overviews

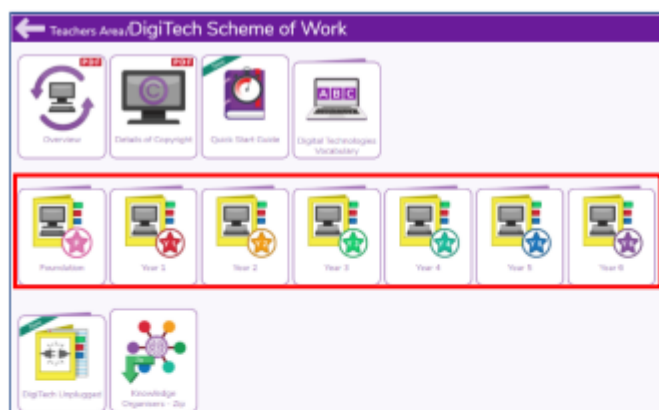
These contain more detailed content of individual unit aims and success criteria.

Year 1 Whole Year Overview																																				
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
Year 1	Unit 1.1 Online Safety & Exploring Purple Mash				Unit 1.2 Grouping & Sorting				Unit 1.3 Histograms				Unit 1.4 Logo Builders				Unit 1.5 Maze Explorers				Unit 1.6 Animated Story Books				Unit 1.7 Coding				Unit 1.8 Spreadsheets				Unit 1.9 Technology outside school			
	Number of Weeks – 4				Weeks – 2				Weeks – 3				Weeks – 3				Weeks – 3				Weeks – 5				Weeks – 6				Weeks – 3				Weeks – 2			
	Main Programs – Various				Programs – 2Dy				Programs – 2Count				Programs – 2Dy				Programs – 2Go				Programs – 2Create A Story				Programs – 2Code				Programs – 2Calculate				Programs – Various			

Unit 1.2 – Grouping & Sorting		
Lesson	Aims	Success Criteria
1	To sort items using a range of criteria.	<ul style="list-style-type: none"> <li>Children have sorted items using a range of criteria on the carpet as a class and in pairs.</li> </ul>
2	To sort items on the computer using the 'Grouping' activities in Purple Mash.	<ul style="list-style-type: none"> <li>Children have used Purple Mash activities to sort various items online using a variety of criteria.</li> </ul>

## Year Group Units of Work

There is a page for each year group in the following format:



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## Individual Units

Within each unit page, you will find lesson plans with accompanying slideshows for each lesson, teacher guidance videos (coding/spreadsheets) and all required resources.

← Home/DigiTech/DigiTech Scheme of Work/Year 1/ Unit 1.7 - Coding

**Lesson Plans and Slideshows:**  
To help access links in slideshows, please click 'Enable Editing' button.

Unit 1.7 - Coding PDF

Slideshow - Lesson 1

Slideshow - Lesson 2

Slideshow - Lesson 3

Slideshow - Lesson 4

Slideshow - Lesson 5

Slideshow - Lesson 6

Unit 1.7 - Knowledge Organiser PDF

**Teacher Videos:**

Lesson 1 - Teacher Video

Lesson 2 - Teacher Video

Lesson 3 - Teacher Video

Lesson 4 - Teacher Video

Lesson 5 - Teacher Video

Lesson 6 - Teacher Video

**Resources:**

Year 1 Student Flashcards PDF

Year 1 Teacher Flashcards PDF

Challenge Cards PDF

Scene Cards PDF

Code Block Cards PDF

ZCode Video Tutorials

Collision Detection Video

Vocab PDF

Coding Vocabulary Quiz

Unit 1.7 - Coding - Lesson Plans PDF

**purple mash**

**DigiTech Scheme of Work Unit 1.7 - Coding - New From 2023**

**Lesson 1**

Slideshow - Lesson 1

**Lesson 1: Instructions**

**Introducing Programming**

**Objects, Actions and an Algorithm**

## Catch-Up Units

Catch-Up units for Coding and Spreadsheets exist for Years 2 to 6. These are designed to close gaps. For example, students entering a junior school from a mix of different infant schools might have limited coding knowledge depending on their experiences. They might have Catch-Up Coding delivered to them in Year 3 and then the usual coding unit when they enter Year 4.

**Lesson Plans and Slideshows:**

Unit 2.1 - Coding - Lesson Plans

Slideshow - Lesson 1

Slideshow - Lesson 2

Slideshow - Lesson 3

Slideshow - Lesson 4

Slideshow - Lesson 5

Slideshow - Lesson 6

Y2 Coding Crash Course

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## Slideshows

Each lesson has an accompanying slideshow that has been designed to enable you to teach in the most practical way possible without having to refer to any other documents or find links and resources during the lesson, freeing you to focus on what children are doing and how they are learning. To facilitate this:

- ② **A consistent format:** Each slideshow starts with Aims and Success Criteria and finishes with the opportunity to assess against Success Criteria. All resources are listed in the notes section of the title page.
- ② **Practical considerations** when delivering the lesson: There is still a lesson plan document; it is there if you want it, but everything is on the slideshow. All the notes from the lesson plan document are repeated in the notes section of each slide. This means that you do not need the lesson plan document when teaching the lesson. In the usual scenario where you open the slideshow on your computer and play the slideshow to the class, the slides will display on your whiteboard for the children to see. The notes will appear on your own computer to refer to if necessary and see what slide is coming next or whether there is animation and what will happen when you click through the slide. View the slideshow in 'play' mode whilst planning to see what the children will be presented with. All slides are numbered: The numbers are referred to in the lesson plan document to help you navigate and find parts quickly when you are planning.
- ② **Examples:** The slideshows include clickable links to purpose-made examples to use for demonstration or to complete as a class.
- ② **Notes** have been kept to a minimum with questions and answers incorporated onto the slides and revealed during the animation of the slideshow to draw out children's understanding.
- ② **Teacher videos:** For Coding and Spreadsheets, we have included teacher videos for each lesson to clarify what is meant by the steps of the lesson.
- ② **An interactive experience:** The slideshows are designed not to simply be a wallpaper to the lesson whilst children work. They should not be a passive experience for children or teachers. They are interactive to enhance learning. Assistance is given to teachers through the questioning and the notes in how to draw out and deepen children's understanding.
- ② **Assessment:** Aids are incorporated seamlessly for formative and summative assessment these will help you to assess where children are at with their understanding.
- ② **A starting point:** All slides are editable should you wish to change the way that they are delivered.



## Resources and Tools

All the resources and tools needed to teach the units of work can easily be found in each unit lesson page under the resource section. Direct links to some resources are duplicated within the accompanying lesson slideshows to save having to locate them during the lesson. They are also listed in the lesson plan and in the notes section of the first slide of each slideshow so that you do not have to refer to more than one document whilst teaching.

**Lesson Plans and Slideshows:**

Unit 2.2 - Online Safety
 Slideshow - Lesson 1
 Slideshow - Lesson 2
 Slideshow - Lesson 3
 Unit 2.2 - Knowledge Organiser

**Resources:**

Digital Footprint Quiz
 Digital Footprint Slideshow
 Digital Footprint Poster

### Lessons 1 and 2 - Designing and Making a More Complex Program

#### Aims

- To design a playable game with a **timer** and a **score**.
- To plan and use **selection** and **variables**.
- To understand how the **launch** command works.

#### Success Criteria

- Children can plan a program which includes a **timer** and a **score**.
- Children can follow their plans to create a program.
- Children can **debug** when things do not run as expected.

#### Resources

Unless otherwise stated, all resources can be found on the [main unit 6.1 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 don't lose this page.

- [Coding Vocabulary Quiz Y6](#)
- [2Code Game Planner, Leaflet - Coding Planner, Storyboard Template](#)
- [Making a Timer and Score Pad guide](#)
- [Splashy Bug](#). This is on the [main 2Code Page](#) (scroll down to the Gibbon activities).
- [Free Code Gorilla](#) found on the main 2Code screen in the Gorilla section.
- (Optional) [Vocabulary flash cards](#). The teacher flash cards have been created so you can print them on A4 paper, cut them to size, fold them in half and glue them together. You can display and use these throughout coding lessons to support use of vocabulary.

**Lesson 1: Instructions**

**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.

- Code Block Cards. Children will need to use a few copies of each picture to create code away from the computer.
- Optional: Individual whiteboards

**Preparation**

### Activity 1: Applicants Database

- Open the Applicants database on the whiteboard.
- This is a simulation of applicants to a college funded by the local premier league football team Halliwell FC. The college has used online searches to fill in the information that they can find to help them assess who should be offered a place.
- Look at the record structure by clicking the button.
- Look at the Digital Footprints Detectives sheet.
- You will need to open the database from your 2dos and use the database to answer the questions about the candidates.

**Digital Footprints Detectives**

Use the database records to complete this table to answer the questions.	Any unobtainable information on the candidate?	Any unobtainable information on the candidate?	Any unobtainable information on the candidate?
1. Has the person already been interviewed by the local police?	2. Has the person been interviewed by the local police?	3. Has the person been interviewed by the local police?	4. Has the person been interviewed by the local police?
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97. Has the person been interviewed by the local police?	98. Has the person been interviewed by the local police?	99. Has the person been interviewed by the local police?	100. Has the person been interviewed by the local police?

Based on the digital footprint information, who should be offered a place on the course? (Who gets the placement?)

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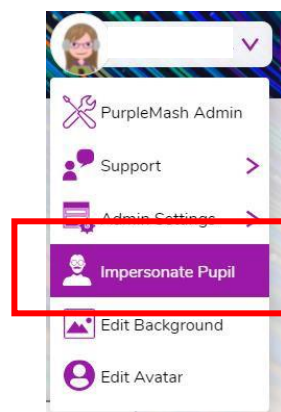
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**Tip:**

Use the 2Dos functionality to set resources needed for sessions to allow quick access for children. The resources section will detail which resources should be set as 2dos.

Familiarise yourself with how the children access core tools for units by impersonating a child using the Admin Tools.



## Knowledge Organisers

Use the Knowledge Organisers to support learning during a unit of work. They can be used to introduce a unit to give children an overview of what they will be learning.

Knowledge Organisers can be found within every unit of work on Purple Mash.



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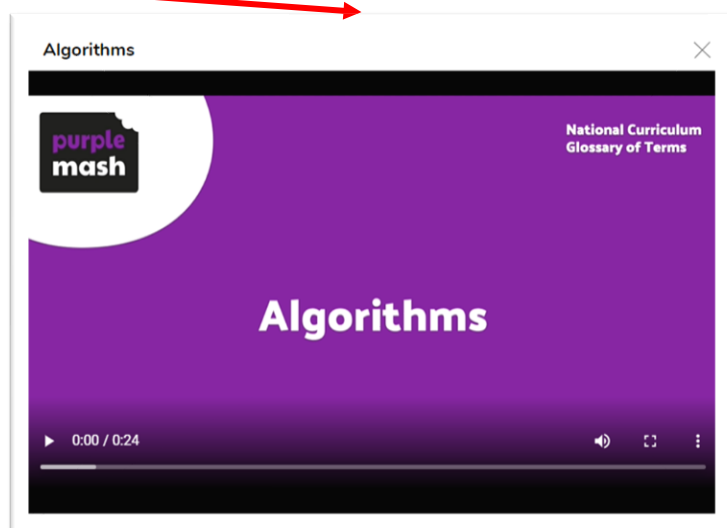
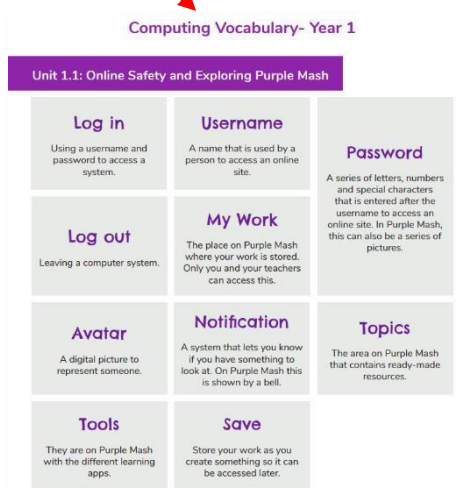
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# Computing Vocabulary and Key Terms Explained

You can find all the key 'Computing Vocabulary' in PDFs that can be printed and shared with the children.

Key terms used in the curriculum are explained in short 30 second videos which reference where in the scheme of work each term is used.

Computing Vocabulary and Key Terms Explained can be found on the homepage of the Scheme of Work and within the year group pages.



Note: In some videos there is sometimes reference made to the English Curriculum for Computing however, the content is still useful and relevant.

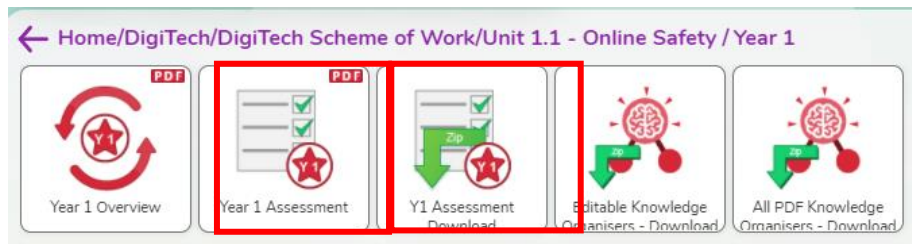
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# Assessment

## Year Group PDF Assessment Sheets

These can be printed out and filled in at the end of each unit and at the end of the academic year.



Unit 1.2 - Grouping and Sorting		
Lesson	Title	Success Criteria
1	Sorting Away from the Computer	Children can sort various items offline using a variety of criteria.
2	Sorting on the Computer	Children have used Purple Mash activities to sort various items online using a variety of criteria.

Assessment Guidance	
The unit overview for Year 1 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	With support, children can physically sort items using a limited number of given criteria (Unit 1.2 Lesson 1). Using Purple Mash, children can sort items into two clearly defined groups using given criteria (Unit 1.2 Lesson 2).
Expected	Children can physically sort, collate, edit, present, search through, re-order and re-structure items using a range of given criteria (Unit 1.2 Lesson 1). Using Purple Mash, children can sort items into three clearly defined groups using given criteria (Unit 1.2 Lesson 2). Most children can sort physical objects using a range of criteria e.g., shape: Number of sides, colour, equal length sides etc. They can apply this skill within Purple Mash using the range of sorting activities with more than one criterion [All of Unit 1.2].
Exceeding	Children demonstrate their depth of understanding by creating their own criteria for items against which they can physically sort, collate, edit, present, search through, re-order and re-structure and explain their reasoning (Unit 1.2 Lesson 1). Using Purple Mash, children can also sort items into Venn diagrams using given criteria (Unit 1.2 Lesson 2).

All children are working at Year 1 expected outcomes except	
	who are working towards Year 1 expectations
	who are working above Year 1 expectations

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## Data Dashboard

It is also possible to utilise the Data Dashboard for completed pieces of work, content and non-Purple Mash files by assigning objectives and making judgements against them.

When setting a 2Do, you can add objectives from curricula and then judge them when handed in.

The first dialog box, titled 'Set 'Green Class Pictogram' as 2Do', contains fields for 'Set by:' (Ms Nield), 'Make this my display name:' (checkbox), 'Objectives:' (a link 'Click here to set objectives'), and 'Tag:' (a text input). The second dialog box, titled 'Edit Objectives', contains dropdowns for 'Year:' (Y1), 'Subject:' (Digital Technologies), and 'Strand:' (Knowledge and Understanding). It also lists two objectives: 'Recognise and explore digital systems hardware and software components) for a purpose' (unchecked) and 'Recognise and explore patterns in data and represent data as pictures, symbols and diagrams' (checked).

Open your Work folder and make judgements against individual or group pieces of work.

The 'Work' folder icon is highlighted in the top navigation bar. The table below shows a list of work items. The first item is 'Erin Williams' with a 'Mark' button. The 'Enter judgements for "Erin Williams"' dialog box is open, showing the subject 'Digital Technologies', year 'Y1', and strand 'Knowledge and Understanding'. It lists the objective 'Recognise and explore patterns in data and represent data as pictures, symbols and diagrams' with three judgement buttons: 'Working towards', 'Working at', and 'Working beyond'.

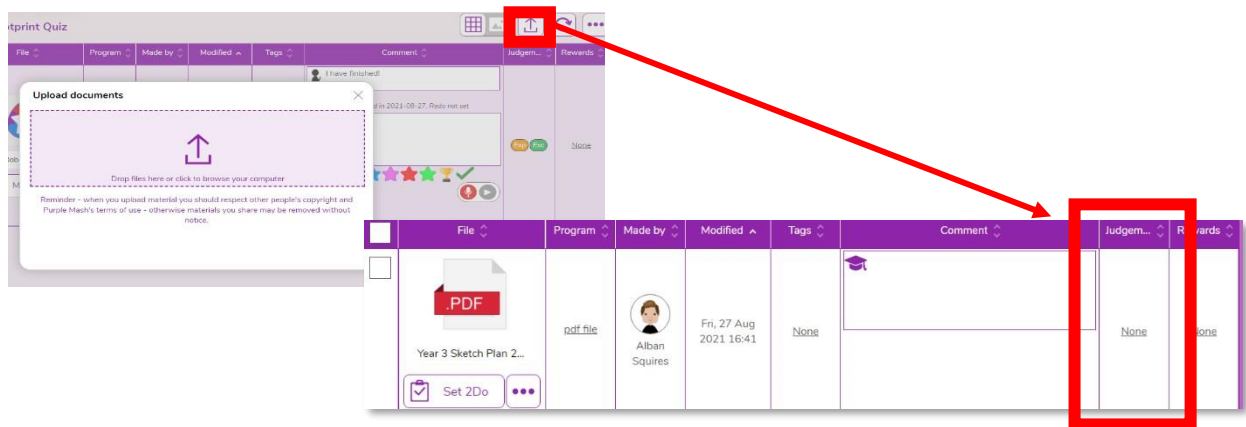
File	Program	Made by	Modified	Tags	Comment	Judge...	Rewar...
 Erin Williams Mark	Publishing Tools	Erin Williams	Thu, 2 Dec 2021 11:19 AM	None	I have finished 🎉 2Do handed in 2021-12-02. Redo not set	<input type="radio"/>	None

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You can make judgements against non-Purple Mash files by using the upload button and clicking on the judgements area.



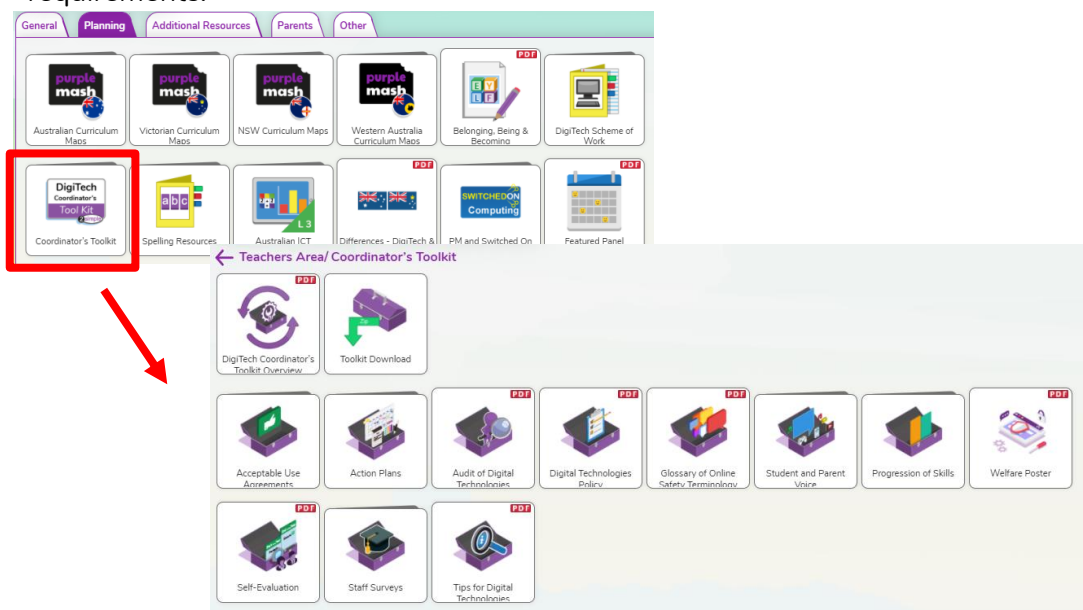
Within Data Dashboard, you can review the data.



## DigiTech Coordinator's Toolkit

This is a collection of tools, tips and resources to support leadership of Digital Technologies which can be used to measure performance and facilitate improvements for all stakeholders. This can be found in the Planning tab of the Teachers Area.

You might like to start by completing the Self-Evaluation document to ascertain your needs and requirements.



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