

## COMPUTING PROGRESSION OF KNOWLEDGE AND SKILLS – NURSERY TO YEAR 2

Teaching and learning in Computing will be suitably adapted to ensure that all learners, including those with SEND, can access and engage with **key knowledge** at their appropriate age or stage of development.

NURSERY					
EYFS FRAMEWORK	<p>Computing is not explicitly mentioned as part of the EYFS curriculum and Technology was removed as a specific subject from the EYFS 2021. The most relevant statements for Computing are taken from the following areas of learning:</p> <p><b>Personal, Social and Emotional Development</b> - Increasingly follows rules, understanding why they are important.</p> <p><b>Physical development</b> – Match their developing physical skills to tasks and activities in the setting.</p> <p><b>Understanding the world</b> – Explore how things work.</p>				
CONTENT	<p>There are no explicit Computing lessons in Nursery because the focus is on a play-based approach to learning rather than subject-specific teaching. Instead, foundational skills are woven throughout all areas of learning through exploratory play. Concepts like problem-solving, sequencing and logical reasoning are learned through “unplugged” activities, for example, following step-by-step instructions to build models. Digital literacy is developed through introducing technology in a safe controlled way that reflects its use in the real world. Children will see adults using technology regularly and engage in conversation about its use. Examples of technology will be accessible in the role play area. There is limited children’s use of iPads because of over reliance on technology outside of school. We recognise that our children come in significantly below expected levels for communication and interaction and we want to ensure that our children engage in a wide range of practical experiences, such as playing outdoors, reading books and interacting face-to-face with peers and adults. Nursery will follow a planned programme of online safety focus, using key texts and other familiar resources to work towards some of the EYFS statements as identified on Project Evolve.</p> <p>Examples of play-based content:</p> <p>Exploring cause and effect toys and lift the flap books. wind-up and friction toys. Bee-Bots and controllable toys – following directions. Talking about different devices and their uses. Using the iPad camera to take photographs and videos. Following recipes - making gingerbread men and pancakes. Using Purple Mash program to create an animal face. Interactive globe – pressing buttons and listening to information. Examples of technology in the role-play area – e.g. telephones, microwave.</p>				
PROCEDURAL KNOWLEDGE	<ul style="list-style-type: none"> <li>● Operate technological toys (knobs, pulleys, winders)</li> <li>● Spot simple patterns</li> <li>● Sequence familiar tasks</li> <li>● Recognise technology used at home and in school</li> <li>● Use devices to capture photographs and videos</li> <li>● Understand that technological devices need to be handled with care.</li> </ul>				
DECLARATIVE KNOWLEDGE	<p>Children will know:</p> <ul style="list-style-type: none"> <li>● That some toys are interactive and that if they do something (e.g. press a button) it will cause something to happen.</li> <li>● That an action with technology will trigger a specific outcome.</li> <li>● That following a sequence of instructions will have an outcome.</li> <li>● That Bee-Bots/ controllable toys work by inputting instructions.</li> <li>● That the Bee-Bots will move differently if you press different buttons.</li> <li>● That different devices have similar and different uses.</li> <li>● That a camera can be used to capture a still image or a video.</li> <li>● What a computer is and that it has different uses (e.g. find information, play games)</li> <li>● That it can be important to follow instructions in the correct order to achieve a given outcome</li> </ul>				
NEW VOCAB	<p>wind, flick, tap, hold, change, first, next, then, finally, instruction, forwards, backwards, turn, order, laptop, camera, mobile phone, photograph, video, stream, search, information, type/typing, online safety</p>				
KEY INFORMATION FOR TEACHERS/ WHERE TO FIND MORE	<p><a href="#">Computing at School EYFS</a></p> <p><a href="#">A collection of user guides for the tools found on Purple Mash.</a></p> <p>CPD options in Purple Mash – Teachers – Professional Development</p>				

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RECEPTION	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
THEME	Simple programming	Hardware Technology around us	Mouse and track pad Drawing skills	Photography	Sounds Keyboard Skills	Using Purple Mash with an individual login
EYFS FRAMEWORK	<p>Computing is not explicitly mentioned as part of the EYFS curriculum and Technology was removed as a specific subject from the EYFS 2021. The most relevant statements for Computing are taken from the following areas of learning:</p> <p><b>Personal, Social and Emotional Development</b> – Show resilience and perseverance in the face of a challenge.</p> <p><b>Physical Development</b> – Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of ‘screen-time’.</p> <p><b>Expressive Arts and Design</b> – Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><b>ELG – Personal, Social and Emotional Development – Managing Self</b> – Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reason for rules, know right from wrong and try to behave accordingly.</p> <p><b>Expressive Arts and Design – Creating with materials</b> – Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>At Palfrey Infant School we have chosen to follow the Purple Mash <i>Early Years Computing Skills</i> guide in Reception to focus on the foundations of computing skills that will give children a sound basis to explore topics using technology and to be ready for progressing through the Computing curriculum. Familiarity with some of these skills will reduce the cognitive load on children in future learning and enable them to make progress more rapidly.</p>					
CONTENT Purple Mash EYFS General Computing Skills	In this unit children will be following directions with small-world toys and begin exploring how to purposefully control simple robots (BeeBots).	In this unit children will be introduced to knowledge about the parts of a computer and how to look after equipment. They will be looking at everyday technology and its uses around us.	In this unit children will begin to look at how a mouse and a trackpad can be used to navigate a computer screen using. They will choose pens to compose drawn images on screen and understand how to use the undo function.	In this unit children will explore key features of photography, including taking and using their own photos on a digital device.	In this unit children will explore the use of recording tools within Purple Mash to create music. They will experience simple typing, capital letters and function keys such as ‘enter’.	Purple Mash Log in (using individual log in to access Purple Mash, create work, save work, and locate previously saved work)
PROCEDURAL KNOWLEDGE	<ul style="list-style-type: none"> <li>• Input instructions purposefully to program a Bee-Bot</li> <li>• Input instructions as a sequence of a few steps</li> <li>• Plan a route for a Bee-Bot to follow</li> </ul>	<ul style="list-style-type: none"> <li>• Model the safe and appropriate use of school devices</li> <li>• Identify and talk about technology all around us</li> <li>• Use technology purposefully in role-play</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a computer mouse with finger on correct buttons</li> <li>• Move the mouse purposefully</li> <li>• Use click and drag purposefully</li> <li>• Use a trackpad</li> <li>• Make purposeful marks on screen</li> <li>• Control pencil width</li> <li>• Use the undo button and the eraser correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Take photos using devices</li> <li>• Take selfie images using the webcam in Mini Mash</li> <li>• Add saved photos to a template in Purple Mash</li> </ul>	<ul style="list-style-type: none"> <li>• Make music using a computer</li> <li>• Add sound effects</li> <li>• Use recording devices</li> <li>• Find all the letters of the alphabet on a keyboard</li> <li>• Put spaces between typed words</li> <li>• Type capital, lower case and numbers</li> <li>• Move to the next line when typing</li> </ul>	<ul style="list-style-type: none"> <li>• Log on to Purple Mash using username (with support) and password</li> <li>• Create, save and open work</li> </ul>

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DECLARATIVE KNOWLEDGE	<p>Children will know:</p> <ul style="list-style-type: none"> <li>That Bee-Bots can be controlled by inputting a sequence of instructions.</li> <li>That the outcome of a sequence of instructions can be predicted.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>Why they need to take care with electronic devices, plugs and wires.</li> <li>The main parts of a computer and what they are for.</li> <li>That technology is used all around us at home, outdoors and in the wider world.</li> <li>That technology has changed (advanced) over the years.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>That you use a mouse to make a cursor move around a computer screen.</li> <li>That you use a mouse click and drag to move objects on a screen.</li> <li>That a trackpad is part of a laptop that does the same job as a mouse.</li> <li>That tools in a paint program can be chosen and used for a specific purpose.</li> <li>That most paint programs have an undo and eraser function.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>That photographs can be taken using different devices.</li> <li>That photographs can be uploaded on to a computer.</li> <li>That photos can be opened and used in different projects on Purple Mash.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>That sound can be recorded and played back.</li> <li>That they can use a keyboard to type uppercase and lowercase letters.</li> <li>That typed work can be corrected without redoing the work completely.</li> <li>That different keys have different functions.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>That their password is private and should only be shared with trusted adults.</li> <li>That files need to be given an appropriate name so they can be found again.</li> </ul>
NEW VOCAB (REMEMBER TO RECALL PREVIOUS VOCAB)	robot, route, input, direction	Hardware, computer, monitor, keyboard, mouse, electronic devices, electricity, technology	mouse, track pad, cursor, left click, right click, icon, undo	digital, device, uploaded, save, saved, template, webcam, selfie	keyboard, typing, space bar, enter, delete, backspace	Password, username, file
KEY INFORMATION FOR TEACHERS/ WHERE TO FIND MORE	<p><a href="#">A collection of user guides for the tools found on Purple Mash.</a></p> <p>CPD options in Purple Mash – Teachers – Professional Development</p>					

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YEAR 1	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
THEME	Introduction to Purple Mash Creative Computing	Data Explorers	Animated Stories	Coding		Technology Around us
NC OBJECTIVES  COMPUTER SCIENCE  INFORMATION TECHNOLOGY  DIGITAL LITERACY  *most units will cover aspects of each strand	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Understand what algorithms are; how they are implemented as programs on digital devices. Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs.		Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Recognise Common uses of information beyond school.
CONTENT Purple Mash	Introducing Purple Mash and the essential skills for the year 1 scheme units. <ul style="list-style-type: none"> <li>Logging in and out of Purple Mash</li> <li>Opening and using 2Dos</li> <li>Saving work in the Work area</li> </ul> Developing mouse skills and ICT skills using the creative 2DIY tools in Purple Mash. <ul style="list-style-type: none"> <li>Making digital art</li> <li>Making and sharing jigsaws</li> <li>Making a drag and drop game</li> </ul>	Grouping and sorting objects. Relating this to organising and interpreting data. Using pictorial data on Purple Mash. <ul style="list-style-type: none"> <li>Sorting and grouping quizzes</li> <li>Understanding what data is</li> <li>Representing data electronically</li> </ul>	Creating and combining digital art and text to produce digital books using the 2Create a Story tool. <ul style="list-style-type: none"> <li>Creating digital art and text</li> <li>Adding animation to images</li> <li>Adding sound</li> </ul>	Introducing block coding using 2Code. <ul style="list-style-type: none"> <li>Using blocks to code</li> <li>Understanding objects, actions and events</li> <li>Planning and designing a program</li> </ul>	Defining and understanding what technology is. Relating this to school, home, outside and to its use in the wider world. <ul style="list-style-type: none"> <li>Understanding what technology is</li> <li>Recognising technology in the local environment and wider world</li> </ul>	
PROCEDURAL KNOWLEDGE	Children will know how to: <ul style="list-style-type: none"> <li>Log in and out of Purple Mash at home or at school</li> <li>Open, save and hand in 2Dos</li> <li>Select colours and painting effects in 2Paint</li> </ul>	Children will know how to: <ul style="list-style-type: none"> <li>Identify criteria that can be used to sort items into groups</li> <li>Sort items using criteria</li> <li>Collect and record data</li> </ul>	Children will know how to: <ul style="list-style-type: none"> <li>Identify differences between traditional books and digital books</li> <li>Create and edit images</li> <li>Apply animation effects to images</li> </ul>	Children will know how to: <ul style="list-style-type: none"> <li>Arrange code blocks to create a set of instructions</li> <li>Use object and action code blocks to make a computer program</li> </ul>	Children will know how to: <ul style="list-style-type: none"> <li>Recognise examples of technology and give examples of digital technology</li> </ul>	

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	<ul style="list-style-type: none"> <li>Use drag and drop methods to complete activities</li> </ul>	<ul style="list-style-type: none"> <li>Create a pictogram using data from the class</li> <li>Answer questions about the data using a pictogram</li> </ul>	<ul style="list-style-type: none"> <li>Organise and copy pages in a digital book</li> <li>Insert sound effects</li> </ul>	<ul style="list-style-type: none"> <li>'Read' code to find out what it does and in what order</li> <li>Change aspects of the design view</li> <li>Plan and make a computer program</li> </ul>	<ul style="list-style-type: none"> <li>Identify technology within school, at home and the wider world</li> <li>Name examples of technology hardware</li> <li>Point out risks of situations involving</li> </ul>
DECLARATIVE KNOWLEDGE	<p>Children will know that:</p> <ul style="list-style-type: none"> <li>It is important to keep passwords safe and that they need to log out at the end of a session</li> <li>Art can be created using digital tools</li> <li>Digital tools can be used to play and make simple games</li> </ul>	<p>Children will know that:</p> <ul style="list-style-type: none"> <li>Items can be grouped using a range of criteria</li> <li>Data is information that can be collected and used</li> <li>Data can be represented digitally using pictures</li> </ul>	<p>Children will know that:</p> <ul style="list-style-type: none"> <li>Images can be created and animated within digital book software</li> <li>Audio can be included within digital books</li> <li>The font can be changed after typing the text</li> </ul>	<p>Children will know that:</p> <ul style="list-style-type: none"> <li>Computer programs work by following instructions called code</li> <li>Symbols can be drawn to represent instructions</li> <li>An event can control an object in coding</li> <li>An output block makes something come out of the computer</li> </ul>	<p>Children will know that:</p> <ul style="list-style-type: none"> <li>Technology is something that uses scientific knowledge to solve problems or invent useful tools</li> <li>Not all technology is digital</li> <li>It is important to use technology safely and that there are some risks associated with the use of technology</li> </ul>
RETRIEVAL/PRIOR LINKS	YR Summer 2 Technology Around Us YR Spring 1 Mouse and Trackpad, Drawing Skills	Y1 Autumn 1 Introduction to Purple Mash	YR Spring 1 Mouse and Trackpad, Drawing Skills Y1 Autumn 1 Creative Computing	YR Autumn 1 Simple Programming	YR Autumn 2 Technology around us
KEY VOCAB (REMEMBER TO RECALL PREVIOUS VOCAB)	Avatar, file name, home page, icon, login, logout, password, save, 2Do  Arrow keys, digital art, drag and drop, hotpot, touchscreen gestures	Criteria, data, group, pictogram, sort	Animation, background, copy and paste, digital book (e-book), eraser, font, sound effect, text, undo	Algorithm, computer bug, debugging, instructions, program	Device, digital technology, electronic, hardware, technology
KEY INFORMATION FOR TEACHERS/ WHERE TO FIND MORE	<p>Teacher videos in Purple Mash – Computing Scheme of Work                      User guides in Purple Mash - <a href="http://www.purplemash.com/#tab/teachers/guides_and_resources">www.purplemash.com/#tab/teachers/guides_and_resources</a>                      Videos explaining National Curriculum terminology for teachers - <a href="http://www.purplemash.com/#tab/teachers/computing_sow/computing_glossary_videos">www.purplemash.com/#tab/teachers/computing_sow/computing_glossary_videos</a>                      CPD options in Purple Mash –<a href="http://www.purplemash.com/#tab/teachers[4]">www.purplemash.com/#tab/teachers[4]</a></p>				

COMPUTING PROGRESSION OF KNOWLEDGE AND SKILLS – NURSERY TO YEAR 2

YEAR 2	AUTUMN 1	AUTUMN 2	SPRING	SUMMER 1	SUMMER 2
THEME	The Internet Route Explorers	Creating Pictures	Coding	Spreadsheets	Questioning
NC OBJECTIVES  COMPUTER SCIENCE  INFORMATION TECHNOLOGY  DIGITAL LITERACY  *most units will cover aspects of each strand	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Understand what algorithms are; how they are implemented as programs on digital devices. Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Understand what algorithms are; how they are implemented as programs on digital devices. Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
CONTENT Purple Mash	Understanding what the internet is. <ul style="list-style-type: none"> <li>Defining the World Wide Web</li> <li>Recognising browsers and websites</li> <li>Connecting to the internet</li> </ul> Coding using 2Go. Writing simple instructions to move a screen turtle along routes. <ul style="list-style-type: none"> <li>Considering direction and distance</li> <li>Creating commands</li> <li>Building an algorithm</li> </ul>	Using a digital art tool to create art in different traditional art styles. <ul style="list-style-type: none"> <li>Using 2Paint a Picture templates</li> <li>Exploring the features of each template</li> <li>Compiling an online art portfolio</li> <li>Comparing digital art effects to non digital effects</li> </ul>	Developing coding skills using 2Code. <ul style="list-style-type: none"> <li>Understanding algorithms</li> <li>Introducing sequencing</li> <li>Coding interaction between objects</li> <li>Using timers</li> <li>Debugging</li> </ul>	Introducing spreadsheets and the way they organise data using the 2Calculate tool. <ul style="list-style-type: none"> <li>Understanding cells and columns</li> <li>Inserting images with values</li> <li>Using totalling tools</li> <li>Creating graphs</li> </ul>	Investigating data, how it is collected and how it can be presented. <ul style="list-style-type: none"> <li>Asking the right question to collect or present data</li> <li>Keeping a tally</li> <li>Using 2Count to present the data</li> <li>Using a branching database</li> </ul>
PROCEDURAL KNOWLEDGE	Children will know how to: <ul style="list-style-type: none"> <li>Explain the difference between the Internet and the World Wide Web</li> <li>Find information on a school's website by viewing different webpages</li> </ul>	Children will know how to: <ul style="list-style-type: none"> <li>Produce digital images in traditional art styles using digital painting effects</li> <li>Use tools to achieve a desired effect e.g. adjust brush size, dilute colour</li> </ul>	Children will know how to: <ul style="list-style-type: none"> <li>Create a simple computer program using an algorithm</li> <li>Use a collision detection event in a program</li> <li>Change the attributes of objects</li> </ul>	Children will know how to: <ul style="list-style-type: none"> <li>Enter data into a cell and move between cells with ease</li> <li>Use formatting tools to improve their spreadsheet</li> <li>Insert images and assign them a numerical value</li> </ul>	Children will know how to: <ul style="list-style-type: none"> <li>Collect simple data by asking questions and recording answers</li> <li>Create pictograms and bar charts using 2Count</li> </ul>

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	<ul style="list-style-type: none"> <li>Use keywords to search using a search engine</li> <li>Input purposeful commands to move the turtle in a specific direction towards a goal</li> <li>Input several commands into a sequential algorithm</li> <li>Plan the route by writing the algorithm first</li> <li>Make logical attempts to debug code for routes and re-run code to test it</li> </ul>	<ul style="list-style-type: none"> <li>Make use of outline features, such as selecting, resizing and editing outlines, to enhance their digital art</li> </ul>	<ul style="list-style-type: none"> <li>Create a program that uses button objects</li> <li>Test and debug simple programs</li> </ul>	<ul style="list-style-type: none"> <li>Apply calculation tools to carry out various operations</li> <li>Create block diagrams</li> </ul>	<ul style="list-style-type: none"> <li>Form clear Yes/No questions to help identify or sort objects</li> <li>Follow a branching database to find an answer</li> </ul>
DECLARATIVE KNOWLEDGE	<p>Children will know that:</p> <ul style="list-style-type: none"> <li>A browser is used to access website and webpages of the World Wide Web</li> <li>An internet connection can be made using wires or wirelessly</li> <li>Websites can be found using a browser that contains a search engine</li> <li>The combination of a direction and a distance is known as a command in 2Go</li> <li>Planning a route is important in order to input the correct commands</li> <li>A list of instructions for a route is called an algorithm</li> </ul>	<p>Children will know that:</p> <ul style="list-style-type: none"> <li>Digital art tools usually have a choice of painting effects and these can be combined to help a user make pictures of varying styles</li> <li>Some tools can be manipulated digitally (e.g. brush size, intensity of colours)</li> <li>Outline features in a digital art program can help a user compose and image</li> </ul>	<p>Children will know that:</p> <ul style="list-style-type: none"> <li>An algorithm is a set of instructions</li> <li>A program can follow a timed sequence</li> <li>Different objects have different attributes</li> <li>It is important to test and debug programs</li> </ul>	<p>Children will know that:</p> <ul style="list-style-type: none"> <li>A spreadsheet is a program that organises data in rows and columns</li> <li>Each box in a spreadsheet is called a cell</li> <li>Images and numbers can be used in spreadsheets, and values can be assigned to images</li> <li>Spreadsheets can use a range of mathematical operations to carry out calculations automatically</li> <li>Block diagrams are a way of presenting data</li> </ul>	<p>Children will know that:</p> <ul style="list-style-type: none"> <li>A tally chart is a method of counting and recording data</li> <li>Pictograms and bar charts are ways of presenting data visually</li> <li>A branching database uses Yes/No questions to organise and identify information</li> </ul>
RETRIEVAL/ PRIOR LINKS	Y1 Summer 2 Technology Around Us Y1 Spring 2/ Summer 1 Coding	Y1 Autumn 1 Creative Computing Y1 Spring 1 Animated Stories	YR Autumn 1 Simple Programming Y1 Summer 1 Coding	Y1 Autumn 2 Data Explorers	Y1 Autumn 2 Data Explorers Y2 Summer 1 Spreadsheets

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<p>KEY VOCAB (REMEMBER TO RECALL PREVIOUS VOCAB)</p>	<p>Browser, home page, internet, keywords, link, modem, router, search engine, search bar, smart device, website, webpage, Wi-Fi, World Wide Web</p> <p>Algorithm, coding, computer bug, command, debugging, direction</p>	<p>Digital portfolio, fill tool, horizontal, image picker, import, outline, palette, resize, rotated pattern, symmetry, vertical</p> <p>Art terms: Arts and Crafts, De Stijl, Impressionism, Pointillism, style</p>	<p>Algorithm, attribute, button object coding, collision detection, computer bug, command, debugging, direction, event, object, output, program</p>	<p>Apparatus, automatically, axis/axes, block diagram, cell, click and drag, column, control toolbar, 'count' tool, data, delete, edit, format, 'is equals' tool, labels, 'quiz' tool, resize, row, spreadsheet, title, value, wrap text</p>	<p>Branching database, closed question, data, grouping, open question, pictogram, primary data, sorting, tally chart, Yes/No question</p>
<p>KEY INFORMATION FOR TEACHERS/ WHERE TO FIND MORE</p>	<p>Teacher videos in Purple Mash – Computing Scheme of Work                  User guides in Purple Mash - <a href="http://www.purplemash.com/#tab/teachers/guides_and_resources">www.purplemash.com/#tab/teachers/guides_and_resources</a>                  Videos explaining National Curriculum terminology for teachers - <a href="http://www.purplemash.com/#tab/teachers/computing_sow/computing_glossary_videos">www.purplemash.com/#tab/teachers/computing_sow/computing_glossary_videos</a>                  CPD options in Purple Mash –<a href="http://www.purplemash.com/#tab/teachers[4]">www.purplemash.com/#tab/teachers[4]</a></p>				