OUR LADY OF LOURDES
CATHOLIC MULTI-ACADEMY TRUST

ST. JOSEPH'S
Catholic Primary
Voluntary Academy

Saint Joseph's Catholic Primary Academy

Computing Curriculum

2025-2027

19/08/25 SB

What do we want for our pupils?

Intent

At St Joseph's Catholic Primary Academy, we deliver the computing National Curriculum objectives through the Purple Mash Scheme of learning. Via Purple Mash, computing is organised into three core strands outlined in the National Curriculum: computational thinking, digital literacy and information technology. These three strands are taught through weekly computing lessons. In addition, via our Curriculum - Cornerstones topics computing is utilised in other areas of the curriculum where children use their digital literacy skills to create content in subjects such as Mathematics, English, History, Science and Design and Technology. We support the children to fine tune their research and data gathering skills using ICT. **Through this approach we aim to give our pupils the life-skills that will enable** them to use computational thinking and creativity to understand and change the world.

An integral element of computing at St Joseph's is teaching children how to use the internet safely and responsibly both in the school and in the wider community. We aim to achieve this objective through termly assemblies, parent workshops and focused lessons throughout the school year. Additionally, across the school in Autumn term there will be a focus on using technology safely following the objectives set out in the National Curriculum for KS1 and KS2.

Through our computing curriculum, we want to ensure every child leaves St Joseph's Catholic Primary Academy with the knowledge, skills and understanding to be a responsible, competent, confident and creative user of information and communication technology.

Implementation

As Computing is a statutory subject, all classes teach and learn Computing at least once a week as well as discreetly within other subjects. Computing is mapped out across the curriculum using the Purple Mash scheme of work focusing on the objectives stated in the National Curriculum. Additional our Curriculum - Cornerstones scheme of work also enables the children to cover strands of the Computing National Curriculum in relation to the focused topic per half term. This allows the children to demonstrate their knowledge and understanding of topics and digital literacy in a meaningful way that is then shared with their classmates, during celebration assemblies and with parents during our **express days**.
Children in the Early Years will have access to a range of devices and remote controlled toys and resources so that they can explore simple technologies independently and use them in their learning and play. Throughout Key Stage 1, children are taught to use technology purposefully to create, organise, store, manipulate and retrieve digital content. In Key Stage 2, children select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplishes given goals. Children across school are encouraged to use technology where appropriate to support their learning in all subjects and to share their work on appropriate platforms.

What is our goal?

Impact

Our Computing Curriculum has been structured to demonstrate a progression of knowledge and skills and ensures that children can build on their understanding, as each new concept and skill is taught with opportunities for children to revisit skills and knowledge as they progress through school.

Children become digitally literate and are ready to confidently use technology at home and at school. We believe it is a skill that empowers, and one that all pupils should be aware of and develop competence in. Pupils who can think computationally are better able to create, understand and use computer-based technology, and so are better prepared for today's world and future.

Evidence of pupils' work is saved in pupil folders on purple mash. **Students also have the opportunity to share their work in their classroom blog and make positive comments on classmates work. Pupils work is also displayed in year groups floor books.** We believe that when assessing computing it is important to look for evidence of knowledge of understanding as well as technical skills. Asking pupils to talk about what they have learned as well as showing the work they have completed, provide important evidence of learning. We assess through observation of work on tasks, contribution to class discussion and peer discussions.

Mixed-Age Program: Adapting the Scheme for Mixed Age Classes

Below is a plan for a 1\2, 3\4, 5\6 mix. Ideally children in each age group will not repeat lessons in the next academic year and will not have gaps in knowledge to fill. The logic that was used to create the mixed age plan can be applied to other mixes; this is the logic that we have used to create the provision mapping:

• Categorising the units into those that suited topics being covered in an order (spreadsheets and coding) and those that had more flexibility to differentiate and progress by outcome and expectation.

• From this, we created a two-year rolling program: In our provision mapping less specifically progressive units are completed by pupils in either year 1 or 2, year 3 or 4, year 5 or 6.

• In our provision mapping, for KS1 (year 1/2) all the coding is in cycle A.

• For 3/4 and 5/6 coding, we looked at the themes of the individual lessons in the coding units and grouped them into two groups of related themes so all lessons about (for example) repetition in coding will be done in one year of the program and all lessons about variables would be done in another.

• Spreadsheets were hard to split in the same way as the coding so will require teachers to put the emphasis more firmly on the computing skills than the maths knowledge when younger pupils are tackling the unit for older pupils first in the two-year program.

• The rest of the units are more self-contained and can be achieved by differentiating expected outcomes for younger and older children.

• Unit 1.1 provides a good introduction to the use of Purple Mash and online safety, so we have included it in both cycles of the Y1\2 mix. The lesson plans have a certain amount of repetition in them to recap and review learning from previous years. If they are completed out of sequence, for example teaching all the 'repetition' lessons in a block, some of this recapping will not be necessary, freeing up lesson time to explain new knowledge in more detail to the younger learners. **For an EYFS (Reception)\Y1 mix, you might decide that the curriculum for this class could focus initially on building familiarity with the**

hardware and tools using guidance from the Reception Scheme of Work with Mini Mash accessed through Purple Mash and then bringing in some units from the Y1 scheme of work that lend themselves well to early years:
• Grouping and Sorting - easily can be done hands on with classroom equipment. • Lego Builders • Maze explorers • Pictograms • Technology outside school Purple Mash Computing Scheme of Work – Adapting and refining the scheme

We also have a stand-alone spreadsheet unit for Y6, this does not rely upon having completed the other spreadsheet units so might be another way to familiarise pupils with spreadsheets without including a spreadsheet unit in each year group. In this case, we would advise including the use of spreadsheets and other data programs within Maths, where there is a curricular link.

Assessment in Computing

We measure the impact of our curriculum through the following methods:
Learning walks
Scrutiny of digital portfolios
Pupil discussions about their learning; which includes discussion of their thoughts, ideas, processing and evaluations of work.

NATIONAL CURRICULUM

In KS1 pupils are taught about:

♣ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

♣ 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

♣ recognise common uses of information technology beyond school #

♣ 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.

Computer Science

To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
To create and debug simple programs.
To use logical reasoning to predict the behaviour of simple programs.

Information Technology

To use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Digital Literacy

To recognise common uses of information technology beyond school. To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when there is a concern about content or contact on the internet or other online technologies.

In KS2 pupils are taught about:

♣ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

♣ use sequence, selection, and repetition in programs; work with variables and various forms of input and output

♣ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

♣ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

♣ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

♣ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

♣ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Computer Science

To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
To use sequence, selection, and repetition in programs, work with variables and various forms of input and output.
To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Information Technology

To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Digital Literacy

To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Computing Curriculum 2025-2026: Cycle A

Cycle A	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Y1 and 2	Unit 1.1 Online Safety & Exploring Weeks – 4 Programs – Various Unit 2.5 Effective Searching Weeks 3 Programs - Browser	Unit 1.4 Lego Builders Weeks - 3 Programs – 2DIY Unit 1.9 Technology Outside School Weeks -2 Programs - Various	Unit 1.2 Grouping & Sorting Weeks - 2 Programs – 2DIY Unit 2.6 Grouping and Sorting Week- 5 Programs – 2PaintAPicture	Unit 1.8 Spreadsheet Week – 3 Programs – 2Calculate	Unit 1.7 Coding Weeks – 6 Programs – 2Code	Unit 2.1 Coding Weeks – 5 Programs – 2Code
Y3 and 4	Unit 3.1 Coding Weeks- 6 Program – 2Code (see below)	Unit 3.2 Online Safety Week -3 Program – Various Unit 3.3 Spreadsheets Weeks – 3 Program – 2Calculate	Unit 3.4 Touch Type Weeks – 4 Programs – 2Type	Unit 3.5 Email (including email safety) Weeks – 6 Programs – 2Email, 2Connect, 2DIY	Unit 3.6 Branch Databases Weeks – 4 Programs – 2Questions	Unit 3.7 Simulations Weeks 3 Programs – 2Simulate, 2Publish
Y5 and 6	Unit 5.1 Coding Weeks - 6 Program – 2Code (see below)	Unit 5.2 Online Safety Weeks - 3 Program – Various Unit 5.3 Spreadsheets Weeks 6 Programs – 2Calculate	Unit 5.4 Databases Weeks – 4 Programs – 2Question, 2Investigate	Unit 5.5 Game Creator Weeks – 5 Programs – 2DIY 3D	Unit 5.6 3D Modelling Weeks – 4 Programs – 2Design and Make	Unit 5.7 Concept Maps Weeks – 4 Programs – 2Connect

Predominant Area of Computing*		
Computer Science	Information Technology	Digital Literacy

*Most units will include aspects of all strands.

Coding Breakdown

YEAR 3 & 4 - CYCLE A					
Using Flowcharts Unit 3.1, Lesson 1	Using Timers Unit 3.1, Lesson 2	'if' statements Unit 4.1, Lesson 2	Coordinates Unit 4.1, Lesson 3	Code, Test and Debug – Unit 3.1, Lesson 4	Design, Code, Test and Debug Unit 4.1, Lesson 1

- Year 3-4 There are 2 optional units: Unit 4.9 Making Music, a 4 wks unit and Unit 3.9 Presenting, a 5 – 6 wks unit
- Year 5-6 There are 4 optional units: Unit 5.8 Word Processing 8 wks, Unit5.9 Using External Devices 6 wks, Unit 6.8 Understanding Binary 4 wks and Unit 6.9 Spreadsheets 8wks.

Computing Curriculum 2026-2027: Cycle B

Cycle A	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Y1 and 2	Unit 1.1 Online Safety & Exploring Purple Mash Weeks – 4 Programs – Various Unit 1.5 Maze Explorers Weeks – 3 Programs – 2Go	Unit 2.4 Questioning Weeks 5 Programs – 2Question, 2Investigate Unit 2.2 Online Safety Weeks 3 Programs – Various	Unit 1.6 Animated Story Books Weeks 5 Programs 2Create A Story	Unit 2.7 Making Music Weeks – 3 Programs – 2Sequence Unit 2.3 Spreadsheets Weeks – 4 Programs – 2 Calculate	Unit 1.3 Pictogram Weeks – 3 Programs-2Count	Unit 2.8 Presenting Ideas Weeks – 4 Programs - Various
Y3 and 4	Unit 4.1 Coding Weeks – 6 Main Program – 2Code (see below)	Unit 4.2 Online Safety Weeks 4 Programs - Various	Unit 4.3 Spread sheets Weeks – 6 Programs – 2Calculate	Unit 4.4 Writing for different audiences Weeks – 5 Programs – 2 Email, 2 Connect, 2DIY	Unit 4.5 Logo Weeks – 3 Programs – 2Animate Unit 4.6 Animation Weeks – 3 Programs – 2Animate	Unit 4.7 Effective Search Weeks 3 Programs – Browser Unit 4.8 Hardware Investigators Weeks 2
Y5 and 6	Unit 6.1 Coding Weeks – 6 Main Program – 2Code (see below)	Unit 6.2 Online Safety Weeks 2 Programs - Various Unit 6.3 Spread sheets Weeks – 6 Programs – 2Calculate	Unit 6.4 Blogging Weeks – 4 Programs – 2Blog	Unit 6.5 Text Adventure Weeks - 5 Programs – 2Code, 2Connect	Unit 6.6 Networks Week - 3	Unit 6.7 Quizzing Weeks – 6 Programs – 2Quiz, 2DIY, Text Toolkit, 2Investigate

Coding Breakdown

CYCLE A - COMPUTING YEAR ONE and YEAR TWO					
ADVENT 1	**ADVENT 1**	**LENT 1**	**LENT 2**	**PENTECOST 1**	**PENTECOST 1**
Unit 1.1 Online Safety & Exploring Weeks – 4 Programs – Various Unit 2.5 Effective Searching Weeks 3 Programs - Browser	Unit 1.4 Lego Builders Weeks - 3 Programs – 2DIY Unit 1.9 Technology Outside School Weeks -2 Programs - Various	Unit 1.2 Grouping & Sorting Weeks - 2 Programs – 2DIY Unit 2.6 Grouping and Sorting Week- 5 Programs – 2PaintAPicture	Unit 1.8 Spreadsheet Week – 3 Programs – 2Calculate	Unit 1.7 Coding Weeks – 6 Programs – 2Code	Unit 2.1 Coding Weeks – 5 Programs – 2Code
Unit 1.1 L1 Safe Logins L2 My Work Area L3 Purple Mash Topics L4 Purple Mash Tools Unit 2.5 L1 Understanding and Internet Searching L2 Searching the Internet L3 Sharing Knowledge of the internet and Effective Searching	Unit 1.4 L1 Following instructions L2 Following and creating Simple Instructions on the Computer L3 To consider how the order of instructions affects the result Unit 1.9 L1 What is Technology? L2 Technology outside School	Unit 1.2 L1 Sorting Away from the Computer L2 Sorting on the computer Unit 2.6 L1 Introduction and Impressionism L2 Pointillism Art L3 Piet Mondrian L4 William Morris and Pattern L5 Surrealism and eCollage	Unit 1.8 L1 Introduction to Spreadsheets L2 Adding Images to a Spreadsheet and Using the Image Toolbox L3 Using the ‘Speak’ and ‘Count’ Tools in 2Calculate to Count Items	Unit 1.7 L1 Instructions L2 Objects and Actions L3 Events L4 When Code Events L5 Setting the Scene L6 Using a Plan	Unit 2.1 L1 Algorithms L2 Collision Detection L3 Using a Timer L4 Different Object Types L5 Buttons Extra task) (Smelly Code Debugging)

CYCLE B - COMPUTING YEAR ONE and YEAR TWO					
ADVENT 1	**ADVENT 1**	**LENT 1**	**LENT 2**	**PENTECOST 1**	**PENTECOST 1**
Unit 1.1 Online Safety & Exploring Purple Mash Weeks – 4 Programs – Various Unit 1.5 Maze Explorers Weeks – 3 Programs – 2Go	Unit 2.4 Questioning Weeks 5 Programs – 2Question, 2Investigate Unit 2.2 Online Safety Weeks 3 Programs – Various	Unit 1.6 Animated Story Books Weeks 5 Programs 2Create A Story	Unit 2.7 Making Music Weeks – 3 Programs – 2Sequence Unit 2.3 Spreadsheets Weeks – 4 Programs – 2 Calculate	Unit 1.3 Pictogram Weeks – 3 Programs-2Count	Unit 2.8 Presenting Ideas Weeks – 4 Programs - Various
Unit 1.1 L1 Safe Logins L2 My Work Area L3 Purple Mash Topics L4 Purple Mash Tools Unit 1.5 L1 Challenges 1 and 2 L2 Challenges 3 and 4 L3 Challenges 5 and 6 (extra challenge)	Unit 2.4 L1 Using and creating Pictograms L2 Asking Yes/No Questions L3 Binary Trees L4 Using 2Question a Computer Based Binary Tree Program L5 Using 2Investigate a Non-Binary Database Unit 2.2 L1 Searching and Sharing L2 Email Using 2Respond L3 Digital Footprint	Unit !.6 L1 Drawing and Creating L2 Animation L3 Sounds and More! L4 Making a Story L5 Copy and Paste	Unit 2.7 L1 Introducing 2Sequence L2 Making Music L3 Soundtracks Unit 2.3 L1 Reviewing prior use of spreadsheets L2 Copying and Pasting Totalling tools L3 Using a Spreadsheet to add amounts L4 Creating a table and block graph	Unit 1.3 L1 Data in pictures L2 Class Pictogram L3 Recording Results	Unit 2.8 L1 Presenting a Story Three Ways L2 Presenting Ideas as a Quiz L3 Making a Non-Fiction Fact File L4 Making A Presentation

CYCLE A - COMPUTING YEAR THREE and YEAR FOUR					
ADVENT 1	**ADVENT 1**	**LENT 1**	**LENT 2**	**PENTECOST 1**	**PENTECOST 1**
Unit 2.1 Coding Weeks- 6 Program – 2Code (see below)	Unit 3.2 Online Safety Week -3 Program – Various Unit 3.3 Spreadsheets Weeks – 3 Program – 2Calculate	Unit 3.4 Touch Type Weeks – 4 Programs – 2Type	Unit 3.5 Email (including email safety) Weeks – 6 Programs – 2Email, 2Connect, 2DIY	Unit 3.6 Branch Databases Weeks – 4 Programs – 2Questions	Unit 3.7 Simulations Weeks 3 Programs – 2Simulate, 2Publish
Unit 3.1 Using Flowcharts L2 Using Timers L3 Using Repeat L4 Code, Test and Debug L5 & L6 Design and Make an interactive Scene	Unit 3.2 L1 Safety in Numbers L2 Fact or Fiction? L3 Appropriate Content & Rating Unit 3.3 L1 Creating Pie Charts and Bar Graphs L2 Using more than Spin Button Tools L3 Advanced Mode and Cell Addresses	Unit 3.4 L1 Home, Top and Bottom Row Keys L2 Home, Top and Bottom Row Keys (Consolidation) L3 Left Keys L4 Right Keys	Unit 3.5 L1 Communication L2 Composing Emails L3 Using Email Safety: Part 1 L4 Using Email Safety: Part 2 L5 Attachments L6 Email Simulation	Unit 3.6 L1 Introducing Databases L2 Branching Databases L3 & L4 Creating a branching database on the computer	Unit 3.7 L1 What are Simulations? L2 Exploring a Simulation L3 Analysing and Evaluation a Simulation

CYCLE B - COMPUTING YEAR THREE and YEAR FOUR					
ADVENT 1	**ADVENT 1**	**LENT 1**	**LENT 2**	**PENTECOST 1**	**PENTECOST 1**
Unit 2.1 Coding Weeks – 6 Main Program – 2Code (see below)	Unit 4.2 Online Safety Weeks 4 Programs - Various	Unit 4.3 Spreadsheets Weeks – 6 Programs – 2Calculate	Unit 4.4 Writing for different audiences Weeks – 5 Programs – 2 Email, 2 Connect, 2DIY	Unit 4.5 Logo Weeks – 3 Programs – 2Animate Unit 4.6 Animation Weeks – 3 Programs – 2Animate	Unit 4.7 Effective Search Weeks 3 Programs – Browser Unit 4.8 Hardware Investigators Weeks 2
Unit 2.1 L1 Design, Code, Test and Debug L2 IF Statements L3 Co-ordinates L4 Repeat Until and IF/ELSE Statements L5 Number Variables L6 Making a Playable Game	Unit 4.2 L1 Going Phishing L2 Beware Malware L3 Plagiarism L4 Health Screen-Time	Unit 4.3 L1 Formula Wizard and Formatting Cells L2 Using the Timer and Spin Buttons L3 Line Graphs L4 Using Spreadsheet for Budgeting L5 Exploring Place Value with a Spreadsheet L6?	Unit 4.4 L1 Font Styles L2 & L3 Using a Simulated Scenario to Produce a News Report L4 & 5 Writing a Campaign	Unit 4.5 L1 Introduction to 2Logo L2 Creating Letters using 2Logo L3 Using the 'Repeat' Command in 2Logo (L4 - Using Procedures) Unit 4.6 L1 Animating and Object L2 2Animated Tool L3 Stop Motion Animation	Unit 4.7 L1 Using a Search Engine L2 Use Search Effectively to Answer Questions L3 Reliable Information Sources Unit 4.8 L1 Hardware L2 Parts of a Computer

CYCLE A - COMPUTING
YEAR FIVE and YEAR SIX

ADVENT 1	ADVENT 1	LENT 1	LENT 2	PENTECOST 1	PENTECOST 1
Unit 5.1 Coding Weeks - 6 Program – 2Code (see below)	Unit 5.2 Online Safety Weeks - 3 Program – Various Unit 5.3 Spreadsheets Weeks 6 Programs – 2Calculate	Unit 5.4 Databases Weeks – 4 Programs – 2Question, 2Investigate	Unit 5.5 Game Creator Weeks – 5 Programs – 2DIY 3D	Unit 5.6 3D Modelling Weeks – 4 Programs – 2Design and Make	Unit 5.7 Concept Maps Weeks – 4 Programs – 2Connect
Unit 5.1 L1 Coding Efficiently L2 Simulating a Physical System L3 Decomposition and Abstraction L4 Friction and Functions L5 Introducing Strings L6 Text Variables and Concatenation	Unit 5.2 L1 Responsibilities and Support when Online L2 Protecting Privacy L3 Citing Sources Unit 5.3 L1 Conversions of Measurements L2 The Count Tool L3 Formulae Including the Advances Mode L4 Using Text Variables to Perform Calculations L5 Event Planning with a Spreadsheet L6	Unit 5.4 L1 Searching a Database L2 Creating a Class Database L3 & L4 Creating a Topic Database	Unit 5.5 L1 Setting the Scene L2 Creating the Game Environment L3 The Game Quest L4 Finishing and Sharing L5 Evaluation	Unit 5.6 L1 Introducing 2Design L2 Moving Points L3 Designing for a Purpose L4 Printing and Making	Unit 5.7 L1 Introduction to Concept Mapping L2 Using 2Connect L3 2Connect Story Mode L4 Collaborative Concept Maps

CYCLE B - COMPUTING YEAR FIVE and YEAR SIX					
ADVENT 1	**ADVENT 1**	**LENT 1**	**LENT 2**	**PENTECOST 1**	**PENTECOST 1**
Unit 6.1 Coding Weeks – 6 Main Program – 2Code (see below)	Unit 6.2 Online Safety Weeks 2 Programs - Various Unit 6.3 Spread sheets Weeks – 6 Programs – 2Calculate	Unit 6.4 Blogging Weeks – 4 Programs – 2Blog	Unit 6.5 Text Adventure Weeks - 5 Programs – 2Code, 2Connect	Unit 6.6 Networks Week - 3	Unit 6.7 Quizzing Weeks – 6 Programs – 2Quiz, 2DIY, Text Toolkit, 2Investigate
Unit 6.1 L1 & L2 Designing and Making a more Complex program L3 Using Functions L4 Flowcharts and Control Simulations L5 User Input L6 Using Text- Based Adventures	Unit 6.2 L1 Message in a Game L2 Online Behaviour (L3 – Screen Time) Unit 6.3 L1 Exploring Probability L2 Creating a Computational Model L3 Use a Spreadsheet to Plan Pocket Money Spending L4 & L5 Planning a School Event L6	Unit 6.4 L1 What is a blog? L2 Planning a Blog L3 Writing a Blog L4 Sharing Post and Commenting	Unit 6.5 L1 What is a Text Adventure? Planning a Story Adventure L2 Making a Story-based Adventure Game L3 Coding Comprehension of Text Adventure Game L4 Debugging and Improving a Text Adventure L5	Unit 6.6 L1 The World Wide Web and the Internet L2 Our School Network and Accessing the Internet L3 Research	Unit 6.7 L1 Introducing 2DIY L2 & L3 Using 2Quiz L4 Exploring Grammar Quizzes L5 A Database Quiz L6 Are You Smarter Than a 10 (or11) year old?