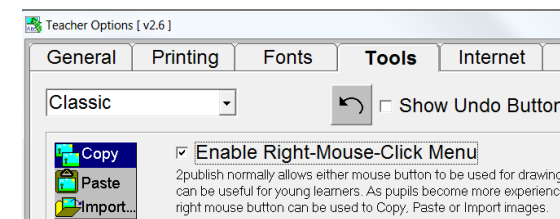


<p>Timing</p> <p>5 sessions of approximately 40 minutes.</p> <p>The taking photographs of favourite toys may need to be organised as an on-going activity as part of other work in the classroom.</p>	<p>Children will</p> <ul style="list-style-type: none"> • Explore Toys website • Collect a list of words to describe toys made from different materials • Use a digital camera / tablet to take a photo and upload it to a computer or find it on camera roll • Use an app or software to add labels or text to a photo • Use the keyboard to add words/sentences • Create an interactive story using 2Create a Story OR present using 2Publish, Textease, Powerpoint, Google slides or Book Creator App • Create a class toy website <p>Session 2 will include time for children to add content in groups. This will need to happen while the rest of the class is doing other work. Sessions 4 and 5 might stretch through three sessions.</p>
<p>e-safety links</p> <p>I can talk about why it's important to be kind and polite. <i>I say kind things about others' work.</i></p>	<p>Objectives</p> <p>Multimedia</p> <ul style="list-style-type: none"> • I can use technology to create and present my ideas. • I can be creative with different technology tools.
<p>Links to other learning</p> <p>Computing: Technology in our Lives 1 (sharing work on the Internet) Handling Data (sorting toys)</p> <p>English: Speaking and listening, writing lists, labels and captions, non-fiction texts</p> <p>(History: Toys from the past - if using windows devices use http://www.windowsonwarwickshire.org.uk/spotlights/toysandgames/neworold.htm to explore the idea of toys from different periods)</p> <p>Science: Use of everyday materials: Which materials are toys are made from?</p>	

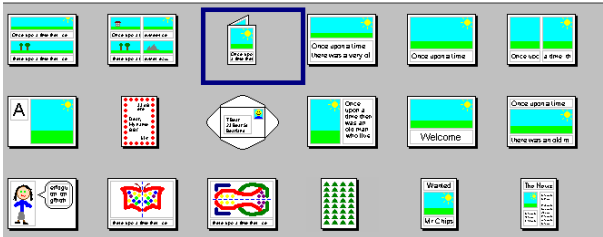
<p>Resources</p> <p>Toys website</p> <p>Toy story trailer</p> <p>Toy slides</p> <p>Presentation software or app such as:</p> <p>PurpleMash/ 2Create a story PurpleMash/IVT 2Publish Textease Powerpoint Google Slides Pic Collage Skitch DoodleBuddy Book creator</p> <p>Google Site or page on school website</p>	<p>Preparation</p> <ul style="list-style-type: none"> • Collect a variety of toys made from different materials. • Invite children to bring favourite toy to school. • Ask technician to check access and to add short cut to Toys website, display QR code (slide 3 of PowerPoint) for tablets. Older tablets will need a QR code reader to use this, newer tablets will be directed to site by camera tool. • Create a list of expectations for groups of children. Eg Group 1 – Capital letter, four words, space between words and a limited word bank; Group 2 – Capital letter, full stop, longer sentence and an extended word bank; Group 3 - Capital letter, full stop, longer sentence and a conjunction. (see slides 4-8) • Decide on the software or apps you will use for: <ul style="list-style-type: none"> ○ information poster - children to add text to their photograph of toy (2Publish, PowerPoint, Google Slides, Pic Collage, Skitch, DoodleBuddy, Textease) ○ making own Toy Story (2Create a Story, PowerPoint, Google Slides, Book Creator, Textease) • If using 2Publish, make sure teacher option (Ctrl, Shift, letter O pressed together) are set on the General tab to enable right mouse click menu – this will enable children to add their photo • If using Textease, set up word bank for toy descriptive words. • Check access to YouTube to watch Toy Story official film trailer • Website: Either <ul style="list-style-type: none"> ○ Ask your school website administrator to set up a page with permissions for you to add text and images ○ Create a Google site using an existing GSuite for Education account or create a class GSuite account. You will be using this with the class. Children won't need an individual account. Use this link for support to use Google Sites.
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	Expectations	Activity	Success Criteria
1	<p>Multimedia</p> <p>I can use technology to present my ideas</p>	<p>Explore website and collect words to describe Toys</p> <ul style="list-style-type: none"> • Prior to lesson, ask children to bring in their favourite toy. • Show children the Toys website: <ul style="list-style-type: none"> ○ Can children spot a pop-up message they need to check? Slide 2 shows the message. Tell the children the message wants us to allow the use of Cookies. Tell them in this case it will help Google to make sure the website will work properly. Sometimes we need to be careful as cookies can make us see adverts or take information about us. Get children to work in pairs to role play asking a trusted adult what they need to do. Children to take it in turns to be child and trusted adult. For example: Child asks ‘Something has popped up, what should I do?’ Trusted adult says ‘We can click on okay for this one. Well done for asking me.’ ○ Where are links to different pages? Top right and button below photos – Google sites doesn’t allow a link from a photo. ○ How do we know what each page is about? ○ What information does this website give us? • Let children explore the website in pairs using desktop hyperlink or QR code. <ul style="list-style-type: none"> ○ What would make the website better? • Have a selection of toys on tables for children to sort. Let the children sort in different way and talk about the appearance and feel of the toys. Can they recognise different materials? What do they look like? Sound like (if tapped gently!), Feel like? • Provide labels of the different materials identified for each table. Can the children sort the toys? Can they add the toy they have brought from home to the appropriate group? Be ready to discuss how to sort toys that are a mixture of 	<p>Gold: Can I talk about how information is shown on a website?</p> <p>Silver: Can I recognise text and images and navigate to different pages?</p> <p>Bronze: Can I recognise text and images?</p>

		<p>materials eg which is the material that makes most of the toy?</p> <ul style="list-style-type: none"> • Look at pages on toy website together. Which toys could be added to each page? • Look at slide 4. Which words do the children recognise? Do we need to add any words? Rehearse words together. 	
2	<p>Multimedia</p> <p>I can use technology to present my ideas</p> <p>I can use the keyboard or a word bank on my device to enter text.</p>	<p>Make toy website / webpage (Make a page for your school website or create a Google site)</p> <p>Start with class together and then work with groups to add photos to website.</p> <ul style="list-style-type: none"> • Describe how to use a digital camera or tablet device to take a photograph of their toy (close-up photo so image fills screen). Ask children for any useful tips. • Ask children to review photos on camera roll of tablets and delete unwanted photos. Model uploading photos to your public drive / your laptop. Keep photos on the tablet for session 3. OR Upload photos taken with camera to a shared drive that the children can access. Name files to enable the children to find their photo easily. • Show children the website/webpage you will be using. Ask for any suggestions for improvements. What could be added? Prompt children to suggest their photos if they don't think of this. • Tell the class they will each be adding their photo to the appropriate place. • Work with groups to upload and insert their photos to the web site or web page. • Look at your website/webpage with the class. Ask for suggestions for any improvements before it is published for families to be able to look at together at home. 	<p>Gold: Can I take a photo and upload to a webpage that I have helped design?</p> <p>Silver: Can I take a photo and upload to a webpage?</p> <p>Bronze: Can I take a photo to be uploaded to a webpage?</p>
3	<p>I can use the keyboard on my device to enter text.</p>	<p>Make an information poster about a toy</p> <ul style="list-style-type: none"> • Explain to the children that they are going to make an information poster about their toy. They will add their photos and a sentence to an app/software. 	<p>Gold: Can I add my photo and a sentence to my toy information poster?</p>

	<p><i>I use my index fingers on the keyboard to build words and the space bar between words to add labels to an image.</i></p>	<p>Whichever software or app is used, model and emphasise using index finders to type letters and using thumbs on the space bar between words.</p> <ul style="list-style-type: none"> Review vocabulary and sentences on slides 4 – 8. Ask children to say their sentence to a friend. You may choose to do this as a differentiated activity to practise the type of sentence appropriate for the writing confidence level of each group. Ask the children to help you add a photo and a sentence to make your poster. Can the children describe what to do? Provide reminders as required. 2Publish (2Simple Infant Video Toolkit or PurpleMash). Use default option for children to right click and import their photograph. Once the first photo has been imported this will be the folder that is first offered for children to select their photo. Text can be added under the photo. Pic Collage, Skitch or Doodle Buddy app. Children select photograph from camera roll and add information sentence. Textease – insert the picture, then type labels and drag them to the appropriate part of the picture. Lines could be drawn to link labels and the picture. A word bank could be set up for some children to use. Powerpoint / Google slides – Prepare a template with appropriate slide size and vocabulary in text boxes to support children where this is required. Add photo for children that may find Insert photo difficult to navigate. 	<p>Silver: Can I choose a picture and use the keyboard to enter text?</p> <p>Bronze: Can I add text to label a picture?</p>
4	<p>Multimedia</p> <p>I can use technology to create and present my ideas. <i>I can</i></p>	<p>Create own Toy Story (adding images)</p> <ul style="list-style-type: none"> Show the beginning of Toy Story as a stimulus – where the toys first come to life in Andy’s bedroom (official film trailer available as an alternative on YouTube if you don’t have access to the film – if used, e-Safety opportunity to talk about accessing file-sharing content/copyright). Check children’s familiarity with the film (to check their understanding that it is 	<p>Gold: Can I add images and save my work my work, choosing an appropriate file name?</p> <p>Silver: Can I add images to create several pages?</p>

<p><i>create images to add to a template.</i></p> <p>I can save information in a special place and retrieve it again.</p> <p>I can be creative with different technology tools.</p>	<p>about toys that come to life – do not need to go into plot specifics!).</p> <ul style="list-style-type: none"> • Show the children the tool you have identified for your learners to use. Model your thinking and use of tools to add images to cover and ‘pages’ of book, taking suggestions from children about the toys to add and what the toys could be doing. <ul style="list-style-type: none"> ○ 2Create a Story (also in PurpleMash and available on iPads) explain that the boxes on the screen are for different content (top = picture. bottom = text). Model use of pens and creating additional pages for other toys by clicking on the large arrow. See end of plan for further guidance. ○ 2Publish (part of the Infant Video Toolkit or PurpleMash) can also be used – click the new document icon and select the template that will allow two images to be created on a page (side-by-side) or the four page book option.  <ul style="list-style-type: none"> ○ Powerpoint/Google slides – use a new slide for each page of the book. Add an appropriate image. This can be photographs of toys set up for each part of the story or photos of paintings done by the children. Individual children or pairs of children could be given a page each to tell their bit of the story. OR could create their own story. ○ Book Creator – (short tutorial could be watched) choose shape of the book, make cover, click on + in top right corner to add elements. If returning to a saved book, click on My Story to edit further. 	<p>Bronze: Can I create an image using pen tools?</p>
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		<ul style="list-style-type: none"> Children start to build their 'Toy Story' by creating or uploading images. Help the children to save their work. <i>What would be a good for this file? Save in appropriate space on your system so it can be retrieved in subsequent sessions.</i> 	
5	<p>Multimedia</p> <p>I can use the keyboard on my device to enter text.</p> <p>I can save information in a special place and retrieve it again.</p>	<p>Using a keyboard to tell the story (opening and editing work to add text)</p> <ul style="list-style-type: none"> Briefly recap previous session about creating pictures for their Toy Story. Retrieve the saved file that we started as a class. <i>Where can we add text?</i> Allow the children to suggest ideas for what the toy might say. Formulate children's ideas into a caption and talk through using the keyboard to enter text. Make deliberate errors, e.g. running all the words together (no spaces) – <i>uh oh! How can I put finger spaces between my words?</i> Show the children that we use our thumbs on the SPACE BAR to add spaces – re-type caption, talking aloud and asking children to wiggle their thumbs when a space is needed. <i>How do we show that our caption/sentence is finished?</i> Help the children find the full stop on the keyboard. Support the children through opening their saved work. Ask them to add text below their pictures from the last session to show what the toys might say. Remind them to try and use the SPACE BAR and full stop. As children finish, show them how they could edit their caption to include a capital letter – click the cursor after their first letter, use BACKSPACE and re-type letter whilst holding down the SHIFT button. Save changes to files. 	<p>Gold: Can I use the SHIFT button to enter capital letters?</p> <p>Silver: Can I use the SPACE BAR to enter spaces between words?</p> <p>Bronze: Can I use the keyboard to enter text?</p>

If using 2Create a Story ...

- Retrieve saved file and look at our Toy Story so far. *What content have we created? (pictures and text). How could we make it more like a film/more interactive?* Elicit making things move/sound.
- Show the children how they can make their pictures move (animate) using the 'fish' button at the top of the screen. Explain that there are lots of animation options (14) and that they are going to explore them and decide which one suits their pictures best. Model

selecting one and clicking on the green arrow (at the bottom of the page) to preview. Support children with opening their work and allow them time to explore choosing an animation option for their pictures. Save changes.

- Regroup and show the children how they use the green arrow on the top toolbar to view their whole story and navigate through the pages. Role-play commenting kindly on our shared file. Allow children time to move around computers/laptops to view other children's stories and comment on their work.