

<p>Timing</p> <p>5 sessions of approximately 45 minutes with an optional session 5 with links to e-safety</p>	<p>Children will</p> <ul style="list-style-type: none"> • Explore ways in which we can present information using a range of tools including software such as Textease or an App such as Pic Collage, importing pictures using cameras and tablets, creating pictures using paint programs / apps • Present information we have researched about our current topic (See Technology in our Lives 3) • Develop key board skills of creating a capital letter, enter to move to next line and space bar • Share the information with others using a class blog, school website, etc
<p>e-safety links </p> <p>I can describe the things that happen online that I must tell an adult about.</p>	<p>Objectives</p> <p>Multimedia</p> <ul style="list-style-type: none"> • I can use technology to organise and present my ideas, including adding text and images. • I can use the keyboard on my device to add, delete and space text for others to read. • I can tell you about an online tool that will help me to share my ideas with other people. • I can save and open files on the device I use.
<p>Links to other learning</p> <p>Computing: Technology in our lives 2 and 3</p> <p>History, Geography, Science or RE: Presenting learning and sharing it with others</p>	
<p>Resources</p> <p>Presentation software and apps e.g. PicCollage / Skitch / Doodle Buddy App Show Me / Explain everything App Textease / JIT5 Write PurpleMash 2Publish Powerpoint / Google slides</p>	<p>Preparation</p> <ul style="list-style-type: none"> • Identify software or app you will be using. • Create a template for less able children to open and use to present their research. • Consider paint software or app to use in session 4.

	Expectations	Activity	Success Criteria
1	<p>Multimedia</p> <p>I can use technology to organise and present my ideas in different ways.</p> <p>I can save and open files on the device I use.</p>	<p>Presenting the information</p> <ul style="list-style-type: none"> • Ask the children for suggestions as to how we can present information to others. Look at examples of information posters. We can use the computers/tablets to produce pieces of work that can be shared electronically or be printed off. • Make links to e-safety – Where can work be viewed? Prompt children to suggest class blog or school website. Ask the children to open a Textease document / Pic Collage (or alternative – depending on required outcome). What do they remember about the programme if they have used it before? Allow time to revisit and explore. Encourage children to discover they can add text to any part of the page. • If children are using a different programme – e.g. 2Publish, 2Create a Story, JIT 5 Write etc, ensure that they understand the basics of how the programme works. How do we add text? Allow them to use what they can remember or explore with the new programme to find out how it works. • When the children have got a document up and running, model how to save their work or to capture with a screen shot and save. Ensure that all children save their work in the correct place and can talk through the process. Use correct vocabulary including icon, double click, drop down box, select, etc. Make a ‘How to save your work’ list of instructions which can be used to support children in future lessons. (Talk about this as an algorithm for saving our work.) • Support: Model how to use certain icons. Remind children how to enter text and think about placement of their work. Support children to select text box and use ‘handles’ to change the size of the text. • Extend: Ask children to explore new icons – what do they do? Can they change the appearance of their text? How? • Ask children to discuss what they learnt today. Ask the question: how can we change what the text looks like? Take responses – see if any more able children can briefly explain to the rest of the class, following on from their extension. 	<p>Gold: Can I remember how to use the programme/explore a new programme, open new documents and save my work?</p> <p>Silver: Can I open a new document, add to it and then save my work?</p> <p>Bronze: Can I open a new document and save my work?</p>

<p style="text-align: center;">Multimedia</p> <p>I can save and open files on the device I use.</p> <p>I can use the keyboard on my device to add, delete and space text for others to read. <i>I can use the SHIFT, ENTER, CAPS LOCK, DELETE and BACKSPACE keys accurately.</i></p>	<p>Developing keyboard skills</p> <ul style="list-style-type: none"> • Model opening up their previous documents. Ensure all children follow the process. Make a list of 'How to open the document' which can be used to support children in future lessons. Talk about this as an algorithm to open a document. Make links to e-safety – who can see our work now? Discuss the difference between the Public Drive or work on a tablet and the web. • Now we have explored the programme, we are going to use it to type up the information we found out. (See Technology in our Lives 3). We will use the information collected from our research sessions to add to our documents today. Remind the children of the importance of capital letters, full stops, etc in our writing. Just because we are typing, that does not mean we do not need them! Ask the children to explain the keys we use to create capital letters. Ensure they understand the difference between the shift and caps lock keys, and how to check if the caps lock is on. • Remind children that they only need one space between words. Look at the backspace and delete keys – how are they different? (Note that tablets are likely to only have the backspace key). Remind children of when to use each key. Recap how the Enter key drops down a line. This is better than just clicking – model why with the writing, starting at different places and not completing to the end of the page, etc. • Allow children to work independently/in pairs to produce their information poster. • Support: Model the use of the keys as needed and help children to adapt their notes into sentences. Ensure they are using the Enter key to move around and that they are using the keys accurately. • Extend: Think about other information texts they have seen. How can the page be arranged? Encourage them to use the Enter key to create paragraphs of information in their page. Click on different parts of the page to add different bits of information. Have they included a title? Show them how to underline it and/or make it bold, italics, etc. 	<p>Gold: Can I open and edit my work, accurately? Can I save my work independently?</p> <p>Silver: Can I open and edit my work, using the different keys accurately?</p> <p>Bronze: Can I open and edit my work?</p>
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3	<p>Multimedia</p> <p>I can use technology to organise and present my ideas in different ways <i>including editing the text and changing the appearance of the text.</i></p>	<p>Changing appearance of text</p> <ul style="list-style-type: none"> Use the prompting instructions from last session and ask the children to open their work. Look at the text they have created so far. Make comparisons to other information texts we have seen in class. What could be improved? Take and note suggestions. Explain that eventually we will include photographs/pictures and captions. Firstly we are going to focus on altering the appearance of the text. Revisit/introduce the term font to the children. Model how to select the text that they want to change. Help children to click and drag the mouse over the correct section needed / click to select text object. Model how to select the font they require and make the changes. Continue with size and colour. Remind the children of the purpose of the text. Ensure that it can be read! Make sensible choices about colour and font based on the intended audience. Support: Limit the children to changing one aspect at a time. Remind them of the choices they are making and the intended audience. Extend: Show children how to view the whole page (if using Textease) so that they can get a feeling of what the whole page will look like. Introduce any short cuts that might be available in the programmes being used, which will help them to change the appearance of the text more efficiently. Save their work. Choose some children at random. Show their work on the big screen and ask the children to peer assess their efforts. Have they altered the appearance of the text? Have they managed to consider the audience when thinking about size, font choice and colour? 	<p>Gold: Can I alter the font, size and colour of the text? Can I consider the final overall appearance and audience?</p> <p>Silver: Can I alter the font, size and colour of the text?</p> <p>Bronze: Can I change the font that I use?</p>
4	<p>Multimedia</p> <p>I can use</p>	<p>Adding images</p> <ul style="list-style-type: none"> Again, open their work from the previous session. Discuss how we can edit our work to make a finished piece of information text. We are going to add images to 	<p>Gold: Can I add images to my work? Can I consider the overall appearance of the whole page? Can</p>

<p>technology to organise and present my ideas <i>by importing pictures into my work.</i></p>	<p>our work. Discuss where we can get images from – web, clip art, camera, etc. Discuss the differences between photographs and clip art. In Textease you will be able to create a 'word bank' of pictures for children to choose from. If using Pic Collage children may find it easier to take a photograph to insert. A template including vocabulary and images can be made if using Powerpoint or Google Slides.</p> <ul style="list-style-type: none">• Children using tablets will need to investigate the camera roll. Are they clear about where pictures are saved? Can they retrieve pictures?• Depending where images are coming from, model how to input them into the document. Demonstrate how to search through clip art and make choices about which images are inserted. Model how to resize the image.• Also demonstrate how to select photographs from a file on the P-Drive. Children can be involved in taking the images from the camera in a previous session if they are ready for that step. Ensure all children are able to insert images and resize them in their work.• Model how to view the whole page so that children can view the overall layout of their work. Think again about the audience; try not to over-power the page with images.• Support: Aid the children with viewing the whole page and deciding on where to locate the images. Discuss the importance of size of image and where it is positioned in relation to the content of the text.• Extend: Add captions to their images, reinforcing the text editing skills developed previously.• Save and share final pieces of work. Print or post to the class blog or school website. Children self-assess own work – what have they done well? What could they improve if they were to have more time? Recap all of the skills learned and developed during the process. <p>Additional possibilities:</p>	<p>I include captions to accompany my pictures?</p> <p>Silver: Can I add images to my work? Can I consider the overall appearance of the whole page?</p> <p>Bronze: Can I add images to my work?</p>
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		<ul style="list-style-type: none"> • Children can use Paint software or Paint Apps to create their own images to add to their poster. • Children can select a text box or image and record their own voice reading the information if they are using Textease or Powerpoint. If children are using Pic Collage / Skitch / Doodle Buddy App, they could open Show Me App, insert the poster and record their voice talking about what they have learned from the topic. 	
5	<p>(Optional additional session)</p> <p>Multimedia</p> <p>I can use technology to organise and present my ideas in different ways.</p>	<p>Presenting e-Safety rules</p> <ul style="list-style-type: none"> • Remind the children of the class e-Safety rules. How can we share these with other people? Prompt children for suggestions such as posting to the blog, creating a poster, recording their voice. • Children to work in mixed ability pairs and produce an e-safety poster / voice reminder / post to the blog which shares the important e-safety information with others. Make sure that they include all the skills – editing text, changing fonts, inserting clip art, viewing the whole page, etc. Some children could record e-Safety rules on talking tins to add to a class display. • Show me / Explain Everything Apps could be used on tablets. • Share, save and print off e-safety posters for use in displays. Children could help to make the script for the parents e-safety workshop session. 	<p>Gold: Can I create an exciting poster to help others stay safe online? Can include what I have learned?</p> <p>Silver: Can I create a safety poster including what I have learned from the video clips?</p> <p>Bronze: Can I display our e-Safety rules?</p>