Mendell Primary School

Aspire   Challenge   Achieve

Medium Term Plan Design Computing

Year Group: 1	Term: Summer #2 2022	Teacher: Nicole Morning	Subject lead: Justin Cowley	Overview: Word Processing: Learning how to create and manipulate text.	Key End Points: By the end of this unit children will be able to: - Use a keyboard and mouse to enter and remove text - Edit text and give reasons to justify their changes - Consider the difference between using paper compared to word processing.

Links to other learning:	Prior Learning: F1:	Future Learning: Y2 Digital communication / emails Y3 Desktop publishing	High Quality Text:	Risk Assessment:	Misconceptions:	Teacher CPD:

Learning Intention	Lesson Outline (Key Questions in colour)	Resources	Vocabulary	Lowest 20% Adaptations
1 - I know to that I can use a computer to write.	**Computing is the use of devices to create, store and manipulate data** In this lesson we are going to learn to use a computer to write. Ask the children to think with a partner about all of the places that they could create and write text. Use the pictures on slide 1 to prompt them to think about the different tools that they could use to write, eg, pencil, chalk, etc. Ask the children to share their ideas with the class. If the learners do not identify it, explain that they could also create text using a computer. Show slide 2. Share an image of a blank word processor document. Ask the learners to think, pair, share: • "What is this?" • "Have you used anything like this before?" Show slide 3. Refer to the blank word processor document and hold a blank piece of paper up to the pupils for reference. Explain that they are both pages that they can write on. Show slide 4. Ask the children to think, pair, share: "What could you use this for?". Use slide 5 and ask the children: "Which part of the computer could you use to add letters to your page?" (Answer: Keyboard). Share the keyboard template (in resources folder) with the children and explain that the templates need to be kept safe for future lessons. **Note:** This is a visual representation of a computer keyboard. It has been chosen because the letter keys are labelled with both lower and upper case. The actual keyboards your learners use will look different.	Class set laptops Keyboard resource Colouring pencils	**Word Processor** Keyboard Keys type	Set of picture steps to create a sandwich which the children must put in correct order.

		Show slide 6. Ask the learners to think, pair, share: "What do you notice about the keyboard?". Draw the learners' attention to the letter keys, but also allow the learners to think more generally. Possible answers include: ● The letters are not in alphabetical order. ● The letters are all capitals. ● Some of the keys have more than one thing on them. Explain that the buttons on a keyboard are called "keys". Explain that their keyboard templates will have capital letters **and** lower case letters to help them find the key that they need. Using their keyboard template, ask the children to find and colour in the letters in their names. Allow the class time to log in to the computers. Demonstrate on the teacher laptop how to locate the 'start' menu, then Microsoft Office and then Microsoft Word and ask the learners to find the application and open it. Show slide 7. Once the children have opened the word processor, they can begin to press the keys on the keyboard to write: ● The letters a, b, c, d, e, and f? ● Their name ● A friend's name Show slide 8. **Explorer task: What do these keys do?** Give the children time to experiment with the keys to find out what they do. Ask them to share what they have found out with the person next to them. Show slide 9. Ask the class to close their word processor and tell them that they are not saving their work this time. Ask them to log off/shut down their computers. Ask the learners to think about the following questions with a partner. 1. What did you like about using the computer to write? 2. Was anything tricky about using the keyboard? Now ask them to answer these questions in their books.			
2	- I can use a keyboard to add and remove text on a computer.	**Computing is the use of devices to create, store and manipulate data** In this lesson we are going to focus on adding text, exploring what more of the keys on the keyboard do and then how to use backspace to remove text. Recap the previous lesson: Ask the chidren what they remember/learned about a keyboard last lesson, They may suggest answers like: ● Keyboards have keys on them ● Keyboards are used for typing/writing on a computer ● The letters are not in alphabetical order ● The letters are all capitals ● Some of the keys have more than one thing on them Show slide 2. Display the keyboard and ask one of the children to be the typist. Bring seven other children to the front and give each of them a letter from the printout (Resource - typing on a keyboard). Ask these children to stand in a line with the letters facing away from the class (c a t d o g). Ask the child with the text cursor (flashing line) to stand next to the pupil holding the 'c' at the end of the line, with the line on the paper facing the class. To make it appear as if it is flashing, ask the learner to fold and unfold the paper. Explain that the children need to write 'cat'. Ask the learners to call out the letters that need to be typed. Ask the typist to press the keys on the screen.	Class set of laptops. Typing resources	Numbers **Space bar** Space Backspace Text Cursor	

As a key is pressed, the learner holding the text cursor should step into the space between the next two children. The learner that has been passed can then turn their letter around so it faces the class. Repeat this until the children have written the word 'cat'. Then, repeat with 'dog'.
Keep the children at the front of the class.

Show the next slide. Ask the children to think, pair, share:
- "Is this how you would write 'cat dog' on paper?"
- "What have you missed out?"

"Does anyone know how to write spaces on a computer?"
Share the Space key with the children and ask them to colour in the Space key on their keyboard templates.

Show slide 4. Explain to the class that the flashing line is called a text cursor. Explain that this tells them where their writing is going to appear when they write. To move the line, they can either use the arrow keys, or move the mouse to where they want the text cursor to be and click (the left hand button)

Pretend that you are the mouse: model moving the child with the text cursor to between the learners holding the 't' and the 'd'. Ask the children to press an 'invisible Space key', and ask the three children from 'd' to 'g' to move a step to their left.

Show slide 5. Explain that the stuffed toy is Ted and that Ted has been lost. Tell the children that they can help Ted's owner, Omar, find him again by writing a description of Ted. This will help people know what Ted looks like.

Ask the learners to log in to the computers and open the word processor. This may require another demonstration from the teacher using the interactive screen.

Show slide 6. Share the sentence starters for the class to use when describing the toy. Give the class time to write a short description of the lost toy on their computers. Scaffolding opportunities: Support the children in searching for keys by suggesting the general area of the keyboard in which the key can be found.

Explorer task: Prompt the learners to consider which key on the keyboard could add a full stop.

"Does anyone know how to move down to start writing on a new line when using a computer?"
Share the Enter key with the class and ask them to colour in the Enter key on the keyboard template. Explain that the Enter key is often a funny shape on keyboards and is quite a big key.

Explain that now that they have written a short description, they need to let people know how to contact Omar. Ask the children to think, pair, share: "How will people know how to tell Omar if they find Ted?" They need a phone number.

Recap – online safety. It's important that the learners know that they should not share a real phone number that they might know.

Explain that they need to add a phone number to the bottom of their page – suggest to the children that they use 123456.

Ask the class to save their work as they will need it next lesson.   You will need to demonstrate this to the class in very simple steps. When it comes to the file name, ask they children to use their first name.

Show slide 8. Share the Backspace key with the class. Explain that it takes away writing but only removes things on the left (the way the arrow is pointing). Ask the children to colour in the Backspace key on their keyboard templates.

The flashing line tells you what will be removed, and it only takes one thing away at a time.

Show slide 9. Share the model lost toy poster with the group. Ask the children to think, pair, share: "What changes would you make to this lost toy poster?"

		Open the text (Resources folder – Ted) and model moving the cursor using the mouse and placing it to the right of the error that the children want to change. Explain that this lets the children edit their work without having to retype all of the words that they have written after the error. Give the children time to make changes to their own writing using the Backspace key. Reusing the printout from the first activity, ask four children to come to the front of the class and hold the letters 'c', 'a', and 't'. Place one learner as the text cursor (flashing line) at the front of the word. Explain that you have misspelt the word "cap". "What steps do you need to take to correct the writing?" Ensure that the learners are using the names of the keys and thinking about moving the text cursor. Use misconceptions to support the children by allowing and demonstrating mistakes (eg, show that nothing happens if the learners have not moved the text cursor first).			
3	- I can use different tools to change how my text looks.	**Computing is the use of devices to create, store and manipulate data** In this lesson we are going to learn about the different tools that can be used to change the look of the text. Show the first slide. Ask the children which keys they recognise, they might suggest: ● letters ● numbers ● Space bar – adds a finger space ● Enter – starts a new line ● Backspace – deletes the letter or number on the left Ask the learners to log in to the computers and open the document that they saved in the previous lesson. This will need the teacher to give step by step instructions using their computer and the interactive whiteboard. Show slide 2. Ask children to think, pair, share: ● "What do you need at the start of sentences?" ● "What do you need for names of people, places, and days of the week?" Show slide 3. Share the Caps Lock key with the class and ask them to colour in their keyboard templates. Explain to the chidren that this key turns all of the letters into capitals when you type, and it is often shown with an arrow pointing upwards. You can press it again to turn it off. *Note:* *There is usually a light to tell the user if Caps Lock is on. If this is the case on your keyboard, show the learners the light to help them understand if it is on or off. On tablets, the button is highlighted to show that it is on.* Show slide 4. Open the model lost toy poster with the class. Model moving the text cursor, then using Backspace to take away the lower case letters and Caps Lock to add capital letters to the text in the document. Ask the class to go back and to add capital letters into their writing where they need to. Show slide 5. Bring the group back together and ask them to share their experiences with the class: ● "Was anything tricky about this activity?" ● "How does this compare to writing on paper?" Show slide 5. Share the picture of the toolbar with the class. Ask the children what it is. Explain that this is called a toolbar. It has lots of different things to change the way that the text looks on the page. Show slide 6. Show the three formatting tools, bold, italic, and underline — **B**, <u>U</u>, *I*. Click the slide to show where each of these tools is on the toolbar. Ask the children what they think these tools do.	Class set of ipads	Capital letter **Toolbar** Bold Italic underline	

		Ask the children to move their text cursor to the bottom of their text and press the Enter key to write on a new line. Ask them to press the bold (**B**) button and write 'Ted'. Explain that the toolbar buttons show an example of what will happen to the text. Explain to the children that pressing the button turns the button a different colour, and when they have finished, they need to press the button again to turn it off. Give the children time to explore what each of the three tools does by pressing a different button and writing 'Ted' again. Share slide 7 with the class to demonstrate what they should have at the bottom of their page. Explain what each of the toolbar buttons does to the writing. **Explorer task:** Ask the learners to think about whether they have seen these tools used in any books that they have read. Ask the learners to save their work. Explain that because they saved the document last lesson, they just need to press the Save button this time. Demonstrate using the interactive whiteboard. **In your books write a short description of what each of the three buttons on the toolbar does – B, I and U**			
4	- I know	**Computing is the use of devices to create, store and manipulate data** In this lesson we are going to change the look of our text and understand which tool will give the most appropriate outcome. Show the first slide. Remind the children that they learned about the buttons on the toolbar last week: bold, italic, and underline. Can they remember what these buttons do to the writing? Ask the class to log in to the computers and open the document that they saved in the previous lesson. This may require modelling from class teacher using the interactive whiteboard. Show slide 2, which shows the title of the model lost toy poster. Ask the class: "What is this part at the top of the page called?" Explain that the title is important because it's what attracts the reader and it should encourage the reader to read the rest of the writing. Show slide 3. Ask the class to think, pair, share: "What tools from the toolbar could you use to make it stand out?" Take suggestions from the group. Open the model lost toy poster and model using Backspace to make the changes and write the title again. Explain that if you want to change the look of lots of different pieces of text, this can take a long time. Demonstrate that you can select one word by clicking it twice quickly. Explain that you know that you have selected a word if the word looks like it is in a blue box. **Note:** If a word is clicked three times quickly, the whole paragraph will be selected. Explain this to the children if it happens accidentally. In order to remove the highlighting, the children can click anywhere outside of the blue highlighted text. Give the class time to write out their own title using the formatting features. Encourage the class to try different variations by double-clicking to select text and then clicking on the tool that they want to use. Remind the children that they have to click on the tool again to turn it off. **Explorer task:** Encourage them to apply more than one toolbar tool to change the text. Ask the children: "What happens if you click two buttons before you write?" Show slide 4. Ask the children to think, pair, share: "What else could you do to the writing?" Explain that the font can be changed. Show the short video (Resources folder) Show slide 5. Explain to the learners that it is quicker to use the mouse if they want to select all of the text. Model using the mouse to click + drag and select all of the text on the page. Now that the text is highlighted (remind the children that the text is in a blue box), point out the font toolbar button to the group. Model clicking the font arrow to select a new font.	Class set of laptops Video (in resource folder)	**Mouse** Select font	

		Note: Scrolling down through a list will be a new concept to children of this age. Consider modelling how to do this with the class. Give the children time to experiment with selecting all of the text and changing the font of their own lost toy posters. **Explorer task:** Ask the class to think about how else they might change the text to grab the attention of the reader. Prompt: "Is the size of the text important if we want to grab the reader's attention?" See if children can find and change the size of the text. Ask the class to save their work. Explain that because they saved the document last lesson, they just need to press the Save button this time. **Note:** If the school uses a cloud-based system that allows collaboration on documents (eg, Google Docs), the learners may not need to save their documents. This is something that should be explained to learners.			
5					5