



# Mendell Primary School

Aspire Challenge Achieve

## Medium Term Plan Design Computing



<b>Year Group:</b> 3	<b>Term:</b> Spring #2 2022	<b>Teacher:</b> Jess Hindley	<b>Subject lead:</b> Justin Cowley	<b>Overview: Desktop Publishing:</b> Become familiar with 'text' and 'images' and how they can communicate messages. Use desktop publishing software	<b>Key End Points: By the end of this unit children will be able to:</b> - Be familiar with 'text' and 'images' - Use publishing software to change font sizes, colour and type to edit and improve premade documents - Add text and images to create their own work.		
<b>Links to other learning:</b>	<b>Prior Learning:</b> Y1 Word processing	<b>Future Learning:</b> Y6 Web design	<b>High Quality Text:</b>	<b>Risk Assessment:</b>	<b>Misconceptions:</b> Desktop publishing can be done on most computer software.	<b>Teacher CPD:</b> Must be familiar with Adobe Spark	
<b>Learning Intention</b>	<b>Lesson Outline</b> (Key Questions in colour)				<b>Resources</b>	<b>Vocabulary</b>	<b>Lowest 20% Adaptations</b>
1 - I can recognise how text and images communicate information	<p><b>Computing is the use of devices to create, store and manipulate data</b></p> <p>In this lesson we are going to become familiar with the terms 'text' and 'images' and understand that text and images need to be used carefully if they are to communicate messages clearly. Children will be able to give advantages and disadvantages of using text, images or both text and images to communicate messages effectively.</p> <p>Show the first slide on the PowerPoint. Discuss what the word 'text' means. Talk about different words that we use for this, e.g. writing, words, typing, and discuss that we will use the term 'text' in this unit. Ask the children what the word 'images' means. Discuss that we also call these pictures, graphics, illustrations, but that in this unit we will use the term 'images'. Tell the children that we see text and images used in lots of different ways in the world around us.</p> <p>Show the Next slide on the PowerPoint. Explain that we can communicate using text or images. Click once to start the animation.</p> <p><b>Picture of an 'under construction' sign:</b> Ask the learners, "Is this text or an image?" Ask them, "Do you know what it means?" Click again to reveal that this is an image and discuss the meaning. Click again.</p> <p><b>Text 'under construction':</b> Ask learners, "Is this text or an image?" Ask them, "Do you know what it means?" Click again to reveal that this is text. Click again.</p> <p><b>Image/text of 'under construction' sign:</b> Ask learners, "Is this text or an image?" Ask them, "Do you know what it means?" Click again. Discuss that this sign uses both text and images. Click again.</p> <p>Ask learners, "Which way do you think is the best way to communicate a message? Text, images, or both?" Allow time for them to think, pair, and then share their answers with the class.</p> <p>Look at the next slide. Tell the children that you are going to show them some images. Tell them that they should put their hands up if they can guess what the sign means. Allow time to discuss responses after each image is shown.</p>				Powerpoint Whiteboards	Text Images Advantages Disadvantages Communicate	Set of picture steps to create a sandwich which the children must put in correct order.

		<p><b>Pedestrian crossing (slide 6):</b> Tell the children that this is a sign to show that there is a pedestrian (or zebra) crossing nearby. Discuss how we know this; the picture is very clear.</p> <p><b>Danger, electrical hazard (slide 7):</b> Ask the children if this is easy to understand. It is an extremely important sign, as someone could get hurt. Do they think text should be added, or is it clear? Tell them that this means there is something electrical that could be dangerous nearby.</p> <p><b>No overtaking (slide 8):</b> Tell the children that this means no overtaking. Discuss why they might not know this. The picture is unclear. They are not old enough to drive, so may have not seen this or paid attention to this sign. Ask them, "Would text have helped you to understand?"</p> <p><b>Roadworks (slide 9):</b> Tell the children that this is the sign for roadworks. Discuss how this could be confusing to some, e.g. It could mean "Put up your umbrella!" Ask the children, "Would text have helped us to understand this message?"</p> <p><b>One way (slide 10):</b> Tell the children that this sign means one way. Ask them why they think text and an image have been added; it tells us in words that it is one way, and the arrow helps us know which way to go.</p> <p><b>Customs (slide 11):</b> Tell the children that this is the sign for customs. These are the people who are in charge of letting things like goods and animals in and out of a country. Ask the children, "Why do you think we can't understand this sign?" Discuss that although text has been added, because the sign is in other languages (French <i>Douane</i> and German <i>Zoll</i>, meaning 'customs'), we cannot understand it if we don't speak French or German. Summarise that although text can be helpful, this is not always the case.</p> <p>Show the next slide. Tell the children that you are going to give them a worksheet that contains some different signs. Show the learners the sheet on the whiteboard and discuss how they should complete it: write in the answer, then circle the smiley, straight, or sad face to show how hard it was to work out. Allow time for the children to complete the sheet.</p> <p><b>Note:</b> The purpose of this activity is not to assess children's understanding of the signs, some of which they may never have seen before. Instead, we want them to be able to discuss how text and images can make it easier or harder to guess what a sign means.</p> <p>When the children are ready, discuss each sign and whether they found it easy, medium, or difficult to tell what it meant. Encourage them to describe what made it easy or difficult, linking back to the theme of images and text. There is an answer sheet so you can tell the children what the signs actually mean, but this is not about them being right or wrong, as it's their understanding of text and images that is most important.</p> <p>Tell the children that they are going to think about the advantages and disadvantages of using text, images, or both text and images. Show them the advantages table. Click through the presentation until all the answers are shown. Ask them if anyone has any other suggestions and discuss. Show the disadvantages table. Again, reveal the answers click by click and discuss.</p> <p>Show the next slide. Ask the children, "Which of these signs do you find most helpful and why?" Allow time for discussion. Ask them to give you one advantage or disadvantage of using a picture to communicate a message.</p> <p><b>Advantages (discussed previously):</b></p> <ul style="list-style-type: none"> <li>● You don't need to be able to read</li> <li>● They can be quick to understand</li> <li>● You can see them from a distance</li> </ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>● Some images can be hard to understand</li> </ul>			
2	<p>- I can recognise that text and layouts can be edited</p>	<p><b>Computing is the use of devices to create, store and manipulate data</b></p> <p>In this lesson we are going to look at desktop publishing. We will think about how to make careful choices regarding font size, colour and type in an invitation. The use of the Return, Backspace and Shift keys will be explored and children will be taught how to type age-appropriate punctuation marks.</p> <p>Show the class the first slide on the PowerPoint. Explain that in this unit we are going to be learning about desktop publishing. Ask the children if they have heard this term before and briefly allow time for them to think, pair, and share their ideas.</p> <p>Show the next slide. Remind the children of their work last lesson on using text and images to communicate a message. Inform them that desktop publishing is a method of using page layout software to create documents that include both text and images and communicate messages or information, such as invitations, magazines, or newsletters. Touch on the history of desktop publishing by telling the learners that it was so called because people used desktop computers like the one shown on the slide.</p>	<p>Lesson Powerpoint Class set of ipads Access to Adobe Spark</p>	<p>Font Font Style Communicate Template</p>	

Display the next slide and discuss that as technology has improved, we can now create desktop publishing resources on a range of devices.

Use the next slide to tell the class that desktop publishing isn't limited to printed media, as it once was, but that this page layout software is now also used to make graphics for social media posts and other online content.

Show the next slide. Tell the children that we are going to start the lesson by using a piece of desktop publishing software to change the size, colour, and style of fonts in a ready-made document known as a template. Go through what this means using the visuals on the slide:

**Font size:** We will resize some of the text to make it bigger or smaller.

**Font colour:** Text can be different colours and we will be learning how we can change the colours in the desktop publishing package.

**Font style:** There are different font styles within desktop publishing packages and we will be changing these to suit the purpose of our invitation and our own preferences.

Show the next slide. Tell children that in desktop publishing packages, the tools are often either similar to ones we have seen in other packages, or they are easy to guess. Can the children sort the tools into those that change the font size, colour, or style. (work in pairs)

**Note:** Teachers will need to be aware of each of these tools work in the desktop publishing software that is being used.

Bring the learners back together and click through the animated slide to reveal the answers, discussing them as you go from left to right:

**Paint palette:** The paint palette allows us to change the colour of text.

**A↓:** This changes colour, too: usually, users click on the **Down arrow** to reveal a list of colours.

**Comic Sans:** This allows you to choose a font style from a drop-down list.

**A↓:** Every time you click on this, the font gets smaller.

**20.8↓:** This allows you to choose the font size from a drop-down list.

**A↑:** Every time you click on this, the font gets bigger.

**Size:** This is a slider that lets you drag the text to make it bigger or smaller.

**T:** This allows users to change the style of the text. (Tell the children that in some pieces of software the 'T' symbolises the main text editing menu.)

On the next slide, show the children the invitation example and talk about the most interesting pieces of information. Discuss that because it is an invitation for a child's party, the first thing the person reading it would want to know is whose party it is. Then they would want to know where it was being held, and then information such as timings, which would be more beneficial for parents. Click the slide to show the edited version.

On the next slide, click the slide twice to show the different invitations. Discuss the use of colour on the invitations and how the learners should ensure that the text can be easily read against the background colours. Ask learners to show their answer by holding up the relevant number of fingers.

On the next slide, click the slide twice to show the different text types. Discuss the use of font type; some are hard to read, especially for young children.

Display the next slide. Show the learners how to access Adobe Spark and how to open up a template document of a child's party invitation, click **Add** and search for the word 'invite'. Choose a child-friendly invitation and click **Create from**.

Show the next slide. Show the children the appropriate tools in the chosen software for resizing, changing the colour, and changing the font type. Point out the **Undo** button at the top of the page. Tell the children that if they make a change that they are not happy with, they can use this button to change it back. Allow children time to change the text sizes, colours, and styles. Leave the current PowerPoint slide on the board as a reminder while the children make their changes.

**Note:** Some classes may already be proficient in using capital letters, backspaces, and punctuation when typing and may need to spend less time on this activity. Children should already be aware of the space bar.

Tell the class that we are going to change the text on the invitation to create a party invite. First, we will look at the different keys on the keyboard that we will need to use.

Work through the next 7 slides using the notes below:

		<p><b>Capital letters:</b> Ask the children if they know how to type a capital letter. (Answer: Press Shift and tap the letter you want to capitalise.) Click the slide to highlight the two Shift buttons.</p> <p><b>Note:</b> Tell the class that Caps lock should only be used if you are typing a full sentence in capital letters. Shift should be used for single letters, as this is more efficient and uses fewer key presses.</p> <p><b>Backspace:</b> Ask the children if they know how to delete a character that they have just typed. Tell them that the flashing cursor/line shows where they are on the page. You need to make sure the cursor is in the correct place before tapping Backspace. Click the slide to highlight the Backspace key. This may lead to some discussion about the Delete key. The Backspace key deletes to the left of the cursor, and the Delete key deletes to the right.</p> <p><b>Full stops:</b> Ask the children if they know how to type a full stop on the keyboard. Click the slide to highlight the key on the keyboard. Discuss that there is a full stop and a chevron (triangular bracket) on this key. Explain that because the full stop is the lowest character on the key, this would appear when we press the button. To get the chevron, the top character on the key, we would need to hold down the Shift key and then press the key.</p> <p><b>Exclamation marks and question marks:</b> Ask the class if anyone knows how to type in an exclamation mark. Click the slide to show that the exclamation mark is on the same key as the number 1. Ask if there is anything else we would need to press, and click the slide to highlight the Shift key. Because the exclamation mark is the top character on this key, we have to press Shift too.</p> <p><b>A new line:</b> Ask if they know how to get on to a new line. Click on the slide to show the Return key. Discuss that text will automatically jump on to a new line if, for example, your sentence is longer than the line.</p> <p>Tell the children that you would now like them to make changes to the invitation. Briefly open up the desktop publishing software and model that they can rearrange the text and images by clicking and dragging to change the layout of the page.</p>			
3	<p>- I can create a template for a particular purpose</p>	<p><b>Computing is the use of devices to create, store and manipulate data</b></p> <p>In this lesson we are going to introduce the children to layouts, templates and orientation. We will also use placeholders to help create our own templates which we will add content to.</p> <p>Give each of the children an A4 piece of paper to use in Activity 1.</p> <p>Show the first slide and ask the children, "What is a template?". Allow them to think, pair, share briefly and then feed back to the class. Use the next slide to explain to the children that a template is a document that has been laid out in a certain way. It might have columns for text, or spaces for pictures or text. Tell the children that templates are helpful as they mean you don't have to start from a blank page. Some pieces of software have templates that we can use (like the party invite last week), or we can choose to make our own template. Today, we will be making our own templates for a magazine.</p> <p>Show the next slide and explain to the children that when you create a document on a computer, you can sometimes choose which way around you would like the page to be read. Discuss that this is called 'page orientation' and that there are two ways that we can orient the page: portrait or landscape. Model this with an A4 sheet of paper and play a quick game of 'Simon Says' to embed the words and the orientation of the page to the learners' memory.</p> <p>Display the next slide and Tell children that we are now going to look at some different documents and decide whether we usually see them in portrait or landscape orientation. Tell the class that they should hold up the paper in the correct way, or, if they think it could be either way, don't hold it up. Click through the next six slides to show the pupils the different documents and discuss answers and any differences in opinion.</p> <p><b>Newspaper (slide 7):</b> Usually portrait  <b>Postcard (slide 8):</b> Usually landscape (could be either)  <b>Birthday card (slide 9):</b> Either  <b>Certificate (slide 10):</b> Either  <b>Leaflet (slide 11):</b> Landscape, folded into sections  <b>Magazine (slide 12):</b> Portrait</p>	<p>Black set of ipads  Adobe Spark  A4 paper  Lesson powerpoint  Selection of magazine covers</p>	<p>Landscape  Portrait  Orientation  Placeholder  Template  Layout  Content</p>	

	<p><b>What does a good front cover look like?</b></p> <p>Show slide 9 and tell the class that we will be deciding on our own magazine front cover layout this week. Discuss that we will need to look at some examples of front covers to understand what a good one looks like. Ask the learners what each of the magazine front covers have in common, e.g. titles and images. If possible, distribute some examples of magazine front covers. You could use examples from: <a href="http://helloworld.raspberrypi.org">http://helloworld.raspberrypi.org</a>. Allow the learners a short amount of time to label the cover of a magazine, either using sticky notes or by sticking the cover to an A3 piece of paper and adding labels around the edge. Encourage them to add information, e.g. size/colour/placement of content, to their labels. Briefly discuss what the learners found out.</p> <p><b>Placeholders</b></p> <p>Show slide 10. Tell the class that placeholders are boxes that hold the place of text or images that you are going to add to your document. Discuss that placeholders allow you to design the layout of your page before thinking carefully about the content (text and images) that you want to add. Show the next slide and inform the children that we are going to do our own placeholder magazine jigsaw. Ask them to imagine that the pieces of paper they have been given are placeholders and that they are going to piece them together like a jigsaw to make a magazine front cover. The pieces of paper could be stuck onto a piece of coloured A4 paper to show the layout clearly. (Learners could be given some examples of magazines to look at at this point, if available.)</p> <p>Show the next slide. Once the learners have completed the task, share some of their layouts and discuss why they chose to lay their page out in that way.</p> <p><b>Create your own template</b></p> <p>Tell the class that we are going to create our own magazine template this week, and that we will add the text and pictures next week. Inform them that we will be creating the front cover for a technology magazine.</p> <p>Show the next slide and remind the children how to access Adobe Spark. Model that they can click on the blue + <b>button</b> at the top centre to create a new document. Use the next slide to show how to choose <b>Start from Scratch</b> from the top right of the page and Select <b>Graphic</b>.</p> <p>Show next slide and encourage the children to choose <b>Poster</b> or <b>Landscape</b>. Discuss the usual orientation of magazines (portrait) as discussed previously, if needed.</p> <p>Show the next slide and show how to <b>Skip</b> adding photos at this point.</p> <p>Use the next slide and tell the children they should go to <b>Layout</b> and choose a layout for their magazine. (The 2x4 grid would support learners in creating their magazine based on their jigsaw templates.)</p> <p>Show the next slide which has a video to demonstrate how placeholders can be deleted (click, and then click on the bin) or resized (click and then use the handles to drag the box to the required size).</p> <p>Ask learners, “Why do we use placeholders?”. Allow time for learners to share their ideas. Their ideas might include:</p> <ul style="list-style-type: none"> <li>● So that page layout can be considered separately to the page content</li> <li>● So that pages look similar when different people make them</li> </ul> <p>Ask the children to write a sentence in their books explaining what a template is and why we use placeholders.</p>			
4	<p>- I can choose the best locations for my content</p> <p><b>Computing is the use of devices to create, store and manipulate data</b></p> <p>In this lesson we are going to add our own content (text and images) to the magazine templates we created in Lesson 3.</p> <p>Remind the children of their work last week when they created a template for a magazine. Ask the class, “Will this help us when we come to create our own magazines this week?”. Allow the learners to think, pair, share their ideas. Discuss answers and possible reasons why the template might be helpful this week.</p> <ul style="list-style-type: none"> <li>● You don’t need to start from a blank page</li> <li>● You don’t need to think about how the page will be laid out</li> <li>● You can save time</li> </ul> <p>Tell the class that the first thing that we need to do this week is to find and open the templates we made last week. Remind them of how to access the desktop publishing application – Adobe Spark. Click on the slide twice to show that the children should click on <b>Projects</b> at the top left, and then find and click on their named project from last week. Allow the children time to find their work.</p> <p><b>What’s it all about?</b></p>	Class set of black ipads Lesson Powerpoint Content File (Saved in Google Drive)	Desktop Publishing Copy Paste	

	<p>Show slide 3. Tell the children that they are not going to write out the content for their magazine; instead, you will give them the content that they are going to put into it. Click the slide three times to show them the process.</p> <p>Show slide 4. Click four times to move through the slide while discussing that this process is similar to the way desktop publishing is used in business. For example, in order to create a magazine or newspaper, a reporter will go to find out about the story and then write it. A photographer will take photos, and then the editor will present the information in the newspaper.</p> <p>Show slide 5 and show the class how to access the 'Magazine content file' that they are going to use from Google Drive.</p> <p>Discuss the word 'byte' with learners, as it appears in the magazine's title. It is a computing term describing a unit of digital information; the magazine is all about digital information and technology.</p> <p>Read the 'Magazine content file' to the class. Tell them that they are going to open this file and Adobe Spark, and copy the information across to make their magazine front cover.</p> <p>Play the video (slide 6) to show the children how to copy and paste the information; let them know that they will also find out how to delete content. Tell them that now they have seen how to copy and paste, they should choose where they would like each of the pieces of text to go on their template and copy and paste these onto their design. Model for the class how to copy and paste in the desktop publishing application.</p> <p>Show slide 7. Allow time for the children to create their magazine front cover. See the 'Teacher example sheet' to see the intended outcome for this activity.</p> <p><b>Adding images</b> Some children may have already learnt how to add images in Adobe Spark in previous exploratory tasks. These children could model the process to the class, or act as experts during this lesson.</p> <p>Tell the class that Adobe Spark allows us to search for copyright-free images to use in our designs. Remind them about internet safety and how to report any concerns they may have while searching for images. Show the class the video (slide 8) demonstrating how to add images and how to delete them if they need to.</p> <p>Show slide 9. Tell the class that they need to take care when choosing images. Discuss that you have searched for 'computers' and the following images have been returned. Ask them which one of the pictures on the slide would be better to include on the magazine's front cover. Discuss that the first image isn't relevant and doesn't support the messages you are trying to communicate in the technology magazine. Tell the learners that the images they choose should communicate messages clearly, or support the text on the page. Allow them time to choose pictures and add them to their pages.</p> <p>Ask the children to talk to a partner about the cover they've created during the lesson. They should talk about the images and text they have used and whether it's suitable for a magazine cover. In their books, children should write a short paragraph to explain what they feel has worked well, what they don't like and they should also talk about anything they'd like to change in their work.</p>			
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