

# ICT: Combining Words and Graphics

School -

Class: Year 3	Year:	Term: Autumn 1	Teacher:
---------------	-------	----------------	----------

<p><b>Differentiation</b></p> <p>SEN: TA to support typing in tasks and text amendment. Mixed ability sit next to each other so higher ability can help lower ability</p> <p>GT: use shortcuts and menus to extend knowledge of package.</p>	<p><b>Key vocab</b></p> <p>font paste layout delete search browse text</p>	<p><b>Cross curricular links</b></p> <p>Literacy : non-chronological reports, dictionaries and thesauruses, matching images Geography: weather around the world Numeracy: using graphs and charts</p>
--	--	---

Throughout all lesson get children to save their work every 10 minutes.

Wk	Learning Objective	Skills/knowledge/activities	Resources	Success criteria	Evaluation
1	<p>Self-assess skills in using text and images (15 mins)</p> <p>Edit images (45 mins)</p>	<p>Children complete a tick list to self-assess their skills in using text and images. Do this as a class, in case there are words that children cannot read.</p> <p>Intro: Model how to do the following:</p> <ul style="list-style-type: none"> <li>• Copy and paste images</li> <li>• Wrap images in different ways</li> <li>• Crop images</li> <li>• Re-size images</li> <li>• Add captions in text boxes</li> </ul> <p>Main: Children complete worksheet, that requires them to do these various things</p> <p>Extension: More able children to help less able, but NOT to do things for them</p> <p>Children print off work, with names at top.</p> <p>Plenary: Go over any skills that children found particularly hard to remember how to do</p>	Worksheet	<p>MUST: know how to edit images in basic ways</p> <p>SHOULD: know how to edit images in a wider variety of ways</p> <p>COULD: explain to other children how to edit images</p>	
2	Use the dictionary and thesaurus in word	<p>Intro: Explain that we will be using the dictionary and thesaurus in word.</p> <p>Discuss the advantages of doing this on the computer compared to using paper-based dictionaries and thesauruses.</p> <p>Model how to do the following tasks.</p> <p>Main: Children need to using the dictionary and thesaurus in word, to do each of the</p>	Worksheet	<p>MUST: use the dictionary and thesaurus to replace words</p> <p>SHOULD: use the dictionary to look up definitions</p> <p>COULD: understand</p>	

		<p>following with five words:  a) correct spellings  b) choose a synonym  c) find the definition</p> <p>Children print off work, with names at top.</p> <p>Plenary:  Children show the person sitting next to them how to do each of the skills, verbally explaining what they are doing as they do it.</p>		<p>the advantages of using ICT-based dictionaries and thesauruses</p>	
3	<p>Edit text</p>	<p>Intro:  Explain that we will be learning how to edit text. Explain what editing means.</p> <p>Model how to do the following:  Use shortcuts to do these things:  1) Make text bold  2) Underline text  3) Change text to italics  (All using shortcuts)  4) Change text size  5) Change text font  6) Use the spell checker to spell  7) Use the thesaurus  8) Use shift to type a capital letter  Use shift to type a:  9) Full stop  10) Question mark  11) Exclamation mark  12) Comma  13) Brackets, both open and closed  14) Speech marks, both open and closed  15) Semi-colon  16) Colon</p> <p>17) Double line spacing instead of single line spacing  18) Use bullet points  Indent, text as you would for a new paragraph</p> <p>Main:  Children complete worksheet, that requires them to do these various things</p> <p>Extension: More able children to help less able, but NOT to do things for them</p> <p>Children print off work, with names at top.</p> <p>Plenary:  Go over any skills that children found particularly hard to remember how to do</p>	<p>Worksheet</p>	<p>MUST: know how to edit text in basic ways</p> <p>SHOULD: know how to edit text in a wider variety of ways</p> <p>COULD: explain to other children how to edit text</p>	

4 + 5	<p>Combine graphics with text</p> <p>Use appropriate effects and re-size graphics</p> <p>Create a draft version of a report</p>	<p>This lesson needs 2 lessons due to slow typing pace of children.</p> <p>Intro: Look at one of the reports I created from the point of view of presentation:</p> <ul style="list-style-type: none"> <li>• Title at top underlined, centred large letters, and bold</li> <li>• How to change fonts and what makes a good font for different purposes</li> <li>• Photos beside the title to give the reader an image in their head (show how to copy and paste, resize and move images)</li> <li>• Discuss how we should not use too many images and why</li> <li>• Discuss how images need to be placed with relevant text and labelled to say what they show</li> <li>• Importance of referring to images in the text, not just plonking them in</li> <li>• Need to make images the right size</li> <li>• Subtitle: normal size letters but bold with question marks at the end</li> <li>• HOW AND WHERE TO SAVE WORK</li> </ul> <p>Main: Give children list of success criteria to stick in their ICT books to self-assess their work against.</p> <p>Children use the reports they have written and a bank of images I have created to create their own reports, with combined text and graphics</p> <p>Children need to make improvements I suggested in marking, not just type up exactly what they have already written</p> <p>Plenary: Children self assess their work against success criteria at the end of both lessons</p> <p>Print out work so far and stick in ICT books so that I can mark it (with ICT criteria in mind)</p>	<p>Literacy books with reports</p> <p>Bank of images</p> <p>Laptops</p>	<p>MUST: combine graphics with text</p> <p>SHOULD: use appropriate effects and re-size graphics</p> <p>COULD: choose effects that match their purposes so that the graphics and text complement each other</p>	
6	<p>Combine graphics with text</p> <p>Use appropriate effects and re-size graphics</p> <p>Create a final version of a report</p>	<p>Children continue working on their reports, after reading my comments on their draft version.</p> <p>Model how to include name and page numbers in header and footer. Explain how this is useful because it will automatically come up on every page, so that you don't need to re-type it.</p> <p>Children print out final version of reports.</p> <p>Children self assess their work against success criteria at the end of the lesson</p>		<p>MUST: combine graphics with text</p> <p>SHOULD: use appropriate effects and re-size graphics</p> <p>COULD: choose effects that match their purposes so that the graphics and text complement each other</p>	
7	<p>Self-assess skills in using text</p>	<p>Children self-assess their ICT skills on the same sheet that they did this at the start of the unit, which should show them and me what skills they have learnt.</p>			

	and images (15 mins)				
--	-------------------------	--	--	--	--

**Assessment**

Some children will not have made so much progress and will:  L2	Most children will  L2+	Some children will progress further and will  L3
<ul style="list-style-type: none"> <li>combine graphics with text</li> </ul>	<ul style="list-style-type: none"> <li>combine graphics with text;</li> <li>use appropriate effects and re-size graphics</li> </ul>	<ul style="list-style-type: none"> <li>combine graphics with text;</li> <li>choose effects that match their purposes so that the graphics and text complement each other</li> </ul>