

Year 3E ICT: Email

Medium Term Planning – Half Termly Planner

Differentiation (Detailed differentiation in weekly plans.)	Key vocab	Cross curricular links
SEN: Support from teaching assistant during lessons as well as mixed ability partners. GT: provide support to less able students. Help children who are finding tasks more difficult. Move on to applying email skills.	e-mail, attachment, address, address book, email pal	Literacy: formal and informal letter writing Science: history of technology Numeracy: classifying emails by category PSHCE: communicating, sending cards History: organising forms of communication by date of invention
ECM <ol style="list-style-type: none">1) Stay safe – Knowing how to respond to emails from unknown sources2) Healthy – N/A3) Economic contribution – Difference between writing formal and informal emails4) Enjoy and achieve – Sending e-Christmas cards should be enjoyable. Achievement by learning and applying new skills5) Positive contribution – Teaching crucial skills for later life		

Throughout unit ask children to save work every 10 minutes.

Before start of unit create information files in each child's folder containing:

- Instructions, including hyperlinks, on how to access their email accounts, including their username, password and email address

W	Learning Objective	Skills/knowledge/activities	Resources	Assessment: Success criteria	Evaluation
1	Research historical methods of communication	<p>Intro: Explain that we will be researching the history of ICT. Check that children actually know what ICT stands for.</p> <p>Explain how ICT has changed and developed throughout history. Explain what a method of communication is and give a couple of examples. Think, pair, share examples of types of communication that children can think of.</p> <p>Explain BC/AD with aid of a timeline.</p> <p>Explain task – children given a list of the following forms of ICT: Post / mail (before 500BC), radio (1895), telephone (1876), telegram (1839), electronic fax (1970s), semaphore flags (early 1800s), smoke signals (before 600BC), Morse code (1835), mobile phones (1983), homing pigeons (before 400BC), television (1927) and internet (1983). They will use Google images to find an image of each type of communication, and try to arrange them in chronological order on a PP slide, with 2 examples on it already.</p> <p>Revise how to crop / re-size images.</p> <p>Main: Children find images of each type of communication, and if they can, arrange them in chronological order.</p> <p>Plenary: Use someone's work that has finished, and explain briefly how the various types of communication technology work.</p> <p>Discuss in what ways technology has improved over time e.g. speed.</p> <p>Children print work to stick in ICT books.</p>	Worksheet Computers	<p>MUST: find images of different forms of ICT</p> <p>SHOULD: arrange the images in chronological order</p> <p>COULD: help someone in the class who is finding the task more difficult</p>	

2	<p>Self-assess skills in using email (15 mins)</p> <p>Compare letters with emails (45 mins)</p>	<p>Children complete a tick list to self-assess their skills in using email. Do this as a class, in case there are words that children cannot read.</p> <p>Intro: Ask children if they know what letters and email are. I expect they all will; if not then explain what they are and show examples. Ask children to think, pair share as many differences between email and letters as they can. Take suggestions as a class.</p> <p>Main: Children have to sort features of letters and emails under the correct heading: 'Letters' or 'Emails'. Extension: decide if the different features of email and letters are advantages, disadvantages or neither, by putting (A), (D) or (N) after each feature</p> <p>Plenary: On IWB children come up and drag each feature to be under the correct heading.</p> <p>Children print work to stick in ICT books.</p>	<p>Worksheets</p> <p>Computers</p>	<p>MUST: know some of the differences between emails and letters</p> <p>SHOULD: know all of the differences between emails and letters</p> <p>COULD: decide if the different features of email and letters are advantages, disadvantages or neither</p>	
3	<p>Know terminology related to email addresses</p>	<p>Intro: Explain that we will be learning the main terms relating to email.</p> <p>Explain each of the following terms, by looking at my school email account: attachment, email, folder, draft, contact, subject, inbox, junk and sent folder.</p> <p>Explain task: children need to match the term to its definition, from a choice of definitions. If children think they will find this easy, they can come up with their own definitions for the terms.</p> <p>Main: Children match terms to their definitions or create definitions for terms (depending on which task they choose).</p> <p>Plenary: On IWB children come up and drag definition to match term.</p> <p>Children print work to stick in ICT books.</p>	<p>Worksheets</p> <p>Computers</p>	<p>MUST: match a term with its definition, being given a choice of definitions and with adult support</p> <p>SHOULD: match a term with its definition, being given a choice of definitions and without adult support</p> <p>COULD: create definitions for terms independently, without a choice of definitions</p>	

4	Send and receive emails, with attachments	<p>Intro: Explain how you should tell an adult and never reply if you get an email from someone you don't know</p> <p>Explain how an email address is constructed name @ email provider country lower case Explain that addresses make sure that e-mails are received by the correct person.</p> <p>Go through the address, subject and message windows</p> <p>Discuss the importance of putting in a subject of an email</p> <p>Model how to do the following:</p> <ul style="list-style-type: none"> • log-in to school email account • open an email • reply to an email • send a new email • open an attachment • create an attachment <p>In the Year 3 folder I will have a set of instructions on how to do access their email accounts and on how to do these various things.</p> <p>Main: I will have sent children an email that asks them to:</p> <ol style="list-style-type: none"> 1. Open and read the email I have sent you. 2. Open the attachment I sent you. 3. Reply to my email. In your reply: <ul style="list-style-type: none"> • answer the question I asked in my email • tell me what the picture I attached was • explain what you should do if you receive an email from someone you don't know 4. Create a completely new email 5. In this new email write: <ul style="list-style-type: none"> • a made up email address that fits the format / structure for all email addresses • 2 GOOD things about email compared to other methods of communication such as post or the telephone • 2 BAD things about email compared to other methods of communication such as post or the telephone • Attach an attachment to your email (it does not matter what you attach, anything will do) 6. Send the email to my email address <p>Plenary: Show children how to use 'Sent' folder to find emails that they have sent and print them.</p>	<p>Instructions on how to access email account</p> <p>Instructions on how to do various tasks</p> <p>Email sent to children's email addresses</p>	<p>MUST: open and read an email and an attachment</p> <p>SHOULD: reply to an email</p> <p>COULD: reply to an email with an attachment</p>	
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5	<p>Send and receive emails, with attachments (LA)</p> <p>Create a 'Contact' and 'Organise emails into folders (HA)</p>	<p>Intro: Children who did not complete task last week go with teaching assistant to repeat last week's lesson.</p> <p>For children who did manage last week's task, model how to:</p> <ul style="list-style-type: none"> • explain how carbon copy (CC) is often used when people need to see an email, but they do not need to reply to it • explain how Blind Carbon Copy (BCC) is used • create a 'Contact' • organise emails into folders • take a screen shot (press the PrintScr key and paste) <p>Discuss why doing these things is useful.</p> <p>Main: Task 1 – Create a contact (children need to make up details for an imaginary contact) Task 2 – Organise folders (I will have sent children a number of emails, with various subjects e.g. Romans, Egyptians, Times tables, adding etc, they will need to create folders to organise these in to</p> <p>After each task they need to do a 'screen dump' so that they can print this out as evidence of their work.</p> <p>Plenary: Revise why doing these things is useful and print work</p>	<p>Various emails sent to children</p> <p>Worksheet</p>	<p>MUST: reply to an email with an attachment</p> <p>SHOULD: create a 'Contact'</p> <p>COULD: organise emails into folders</p>	
6	<p>Create a 'Contact' and 'Organise emails into folders (LA)</p> <p>Write emails in a formal and informal style (HA)</p>	<p>Intro: Children who did not get on to creating a contact and organising emails into folders work with a teaching assistant to do these things.</p> <p>For children who did manage last week's task, they need to:</p> <p>Task 1 – Write an informal email You are going to write an informal email to a friend, explaining what you are going to be doing over Christmas. You need to:</p> <ul style="list-style-type: none"> • begin your email with 'Hi' • use slang e.g. cool, wicked • use contractions e.g. I'm, we're • use 'emoticons' e.g. ☺ • include spelling mistakes and 'text-speak' <p>Task 2 - Write a formal email You are going to write a formal email to the local MP, arguing that there should no cuts in the money given to our school by the government. You need to include:</p> <ul style="list-style-type: none"> • begin your email with 'Dear (MP's name) • introduce yourself in the first paragraph (say who you are 	<p>Prompt sheet</p> <p>Success criteria</p>	<p>MUST: create a 'Contact'</p> <p>SHOULD: organise emails into folders</p> <p>COULD: write emails in a formal and an informal style</p>	

		<p>and why you are writing the email)</p> <ul style="list-style-type: none"> • use formal language e.g. connectives for reasons, such as 'hence', 'therefore' and comparing 'whereas', 'in fact'. • NOT include slang, emoticons, spelling mistakes or 'text-speak' <p>Plenary: Children print their emails and assess them against the success criteria for each style of email (based on features listed above)</p>			
7	<p>Send an e-christmas card</p> <p>Self-assess skills in using email (15 mins)</p>	<p>Intro: Ask children if they have heard of 'e-cards' before or ever sent an e-card.</p> <p>Model how to send an e-christmas card on http://www.animatedcards.org/</p> <p>Main: Children send e-christmas cards to each other and to me</p> <p>Plenary: When else might we send an e-card (same as a normal card – religious festivals, birthdays, anniversaries, weddings etc)</p> <p>Children return to the tick list to self-assess their skills in using email that they completed in week 2. Do this as a class, in case there are words that children cannot read.</p> <p>This should show both themselves and me what they have learnt</p>	Hyperlink for website	<p>MUST: send one e-Christmas card</p> <p>SHOULD: send more than one e-Christmas card</p> <p>COULD: help other children that are finding it difficult to send an e-Christmas card</p>	

Assessment

Some children will note have made so much progress and will achieve Level 2c – 2b	Most will achieve Level 2a – 3c	Some will progress further and achieve Level 3b – 4c
<ul style="list-style-type: none"> • receive and reply to e-mails 	<ul style="list-style-type: none"> • compose, send, receive and reply to e-mails • attach documents and images to emails • open attachments 	<ul style="list-style-type: none"> • send text and images as attachments • recommend rules for email correspondence • describe how email addresses are structured • evaluate the strengths and limitations of email as a form of communication.