

**Prior learning**

It is helpful if students have:

∙Used computers/technology, programs before

Have basic maths skills.

∙ Can give examples of their experiences of using the internet.

**Language for learning**

Through the activities in this unit, students will be able to understand, use and spell correctly words relating to:

∙ Different technology - Learn new programs – Virus Protection, Firewall, Hacking

∙ Their progress i.e. strengths, previous, future

Speaking and listening – through the activities students could:

∙ Relay information and discuss ideas in groups with peers, and solve problems,

Writing – through the activities students could:

∙ Write an organised, continuous text descriptive or explanatory writing appropriate for the student’s ability

∙ Plan and develop ideas and lines of thinking

∙ Make notes, summaries etc to clarify thinking

**Resources**

Resources include:

∙ Interactive board,

∙ Computers, software - PhotoScape, PowerPoint, Word, internet, PowerPoint presentation, whiteboard

∙ Electronic images, worksheets, evaluation sheet, assessment sheet

∙ Pens and pencils, erasers, rulers

∙ Folders, photographs/screen shots of work

∙ Useful websites, e.g. www.youtube.com

**Future learning**

This unit leads on to using more computer software to introduce and reinforce skills acquired through future units of work.

**Out-of-school activities and homework**

Students could:

∙ Find a set of data to create their own spreadsheet.

∙ Practice entering data without using a mouse

Practice using keyboard shortcuts

**Links with other subjects**

∙ English: Spelling key words

|  |
| --- |
| **FOCUSED TASKS** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Leaflets**  Activity 1 | Show students the leaflet examples and discuss what they like or don’t like about it.  Explain to students they will be creating a leaflet about the school for new y6 students.  Mind map what information needs to be in it.   * How many students * How the day routine is * What a typical day is like for a y7 pupil * School uniform * Lunchtimes | | *Know:* A few key layout features which can be used to create a professional looking leaflet.  *Understand:* Why it is important to include design features which add visual impact  *Be able to:* Identify the content that will go into their leaflet and design the layout of their front page | [**http://www.teach-ict.com/ks3/year7/dtp\_leaflets/dtp\_leaflets.htm**](http://www.teach-ict.com/ks3/year7/dtp_leaflets/dtp_leaflets.htm)  **lesson 1**  **What is wrong with this leaflet.ppt**  **Bad leaflet.pub** |
| Activity 2 | Recap the aim of this terms project.  Get students to create a plan of their leaflet using plain paper  Show students some examples of leaflets and explain how it will be laid out.  Students should begin collecting the information they would like to display in the leaflet. | |  |  |
| Activity 3 | Show students how to separate a page into 3 in order to make a leaflet and demonstrate how it will fold.  If it helps the students you can colour code each area or give it a title.  Help the students to insert images and text boxes into the appropriate areas and recap how to change fonts to an appropriate size. | |  | Use Word, Power-point or Publisher – at your discretion as to how able the students are. The main focus of the topic is that students understand how to display information appropriately and how to use computer in order to produce professional work. |
| Activity 4 | Show the students the bad leaflet again, to see if they can point out where their own leaflets can be improved.  Students to continue finishing their leaflets. | |  | [**http://www.teach-ict.com/ks3/year7/dtp\_leaflets/dtp\_leaflets.htm**](http://www.teach-ict.com/ks3/year7/dtp_leaflets/dtp_leaflets.htm)  **lesson 1**  **What is wrong with this leaflet.ppt**  Bad leaflet.pub |
| Activity 5 | Peer review session.  Lay the leaflets out on the desk. Discuss each one in turn as a group what’s great about it? What could be improved upon? |  | |  |
|  |  |  | |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Using Powerpoint –**  **Loch-Ness Monster**  <http://teach-ict.com/2016/ks3/ks3_home_legacy.html>  Activity 1 | Ask students who has heard of the ‘Loch-Ness Monster’.  Do they think it is real?  Do they think it is dangerous?  Explain this term students will be creating a presentation on the Loch Ness monster.  Explain the terms ‘purpose’ and ‘audience’ and explain that their audience will be their fellow year 7 students.  Discuss software to be used and find out who has prior experience with it.  Introduce students to Power-point and how to insert a new slide.#  Extension: Adding a theme | All: Open power point and select a template for the first slide.  Most: Add new slides independently.  Some: Set a theme for all slides. | **Language for learning:**  Teacher to demonstrate where to find personal files and load into program.    Communicate each area covered so that students understand.  Teacher will answer questions as well for students to use as a guide to aid them.  Teacher will demonstrate how to log onto the computers, use the email system and the school network.  Show how to create an effective folder structure in order to store and source work sensibly and effectively. |
| Activity 2 | Recap the terms ‘audience’ and ‘purpose’  Students should mindmap some ideas about what they might include in their presentation.  Explain to students why it is essential that they plan their presentation before starting to create it.  Explain that each rectangle on the sheet represents one of the slides in their presentation. They should only be aiming for around 6 slides initially, but they can add more later on if they feel they are getting through the work too quickly.  Explain that the rectangles are not for them to write the text which will appear on their presentations. Rather, they should use it to answer these sorts of questions:   * What will this slide be about? * How many bullet points will it contain? * How many images will it contain? * What will the image be about? * Will the slide contain any animation? * Will the slide contain any sounds? | *Know:* What the terms ‘purpose’ and ‘audience’ mean  *Understand:* How to plan a presentation before beginning to create it.  *Be able to:* Identify the key content in a presentation and consider it critically. | Students repeat topic again in much more detail as they progress through the school. |
| Activity 3 | This lesson is focusing on getting images and writing text about the Loch Ness.  Show students how to:   * Insert a slide * Change the theme * Insert a text box * Insert an image |  |  |
| Activity 4 | This lesson will focus on making the presentation look visually appealing  Show the students this ppt. and ask them what they think:  <https://teach-ict.com/ks3/year7/presentations%20nessy/presentations_nessy_sow.htm>  Awful presentation  Mind map why a good power point is important to capture the audiences attention in order to achieve its purpose. | All students will: Identify one way to make a presentation look good or bad.  Most students will: Be able to give one way to make a presentation good, and one way to make it look bad.  Some students will: Be able to create a presentation with at least 3 slides that demonstrate good understanding of how to create a good looking presentation. | Students repeat topic again in much more detail as they progress through the school. |
| Activity 5 | Continuing with the presentation.  Recap with students how to:   * Insert a slide * Change the theme * Insert a text box * Insert an image   Demonstrate how to:  Add animation and transitions  Students should aim to have  A title slide, a minimum of three information slides, and an ‘end’ slide. The slides may contain (for extended learning):   * Information clearly written * Pictures placed appropriately * A theme or background * At least one animation * At least one transition | All students will: Know how to insert a slide and add images and text.  Most students will: Know how to add a theme and a transition.  Some students will: Have a presentations with animations. |  |
| Activity 6 | Completing the presentation. Students should aim to have  A title slide, a minimum of three information slides, and an ‘end’ slide. The slides should contain:   * Information clearly written * Pictures placed appropriately * A theme or background * At least one animation * At least one transition | All students will: Know how to insert a slide and add images and text.  Most students will: Know how to add a theme and a transition.  Some students will: Have a presentations with animations. |  |