

Creating Media	Vocabulary	Key driver: Communication Key skills: I can use a computer purposefully to present information. Year Enquiry: How can I use technology purposefully? Topics: Creating Media High-Quality Outcome: Write up a piece of work	Question How can I use a keyboard to present information?	
Computers	Word processor, keyboard, keys, letters, Microsoft Word, Google Docs, keys, letters, numbers, space, backspace, text cursor			
Lesson 1 WALT: Exploring the keyboard Outcome: learners will experience using a computer to create and manipulate text.	Lesson 2 WALT: Add and remove text Outcome: learners will continue to familiarise themselves with word processors and how they can interact with the computer using a keyboard	Lesson 3 WALT: Explore the toolbar Outcome: learners will begin to explore the different tools that can be used in word processors to change the look of the text	Lesson 4 WALT: Make changes to text Outcome: learners will begin to understand when it is best to change the look of their text and which tool will achieve the most appropriate outcome.	Lesson 5 WALT: Explain my choices Outcome: learners will begin to justify their use of certain tools when changing text. Lesson 6 WALT: Choose the best tool Outcome: learners will make comparisons between using a computer for writing and writing on paper
Content	Coherence	Creativity	Compassion	Community
Children will be taught to use a range of skills allowing them to type on a keyboard and use tools in MS Word to augment text.	Children will have had experience typing whilst in EYFS. This is the first time they will use a programme for a purpose.	Children will explore different sizes and colours of text.	Children will support one another. Children can write messages to each other.	Children can compare texts they see around Blackbird Leys.

Unit introduction

During this unit, learners will develop their understanding of the various aspects of using a computer to create and manipulate text. Learners will become more familiar with using a keyboard and mouse to enter and remove text. Learners will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, learners will consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.

Note: Throughout this unit, learners will be logging in to the computers, opening their documents, and saving their documents. Additional support/time may be required to facilitate these steps and consideration should be given as to how this will impact the time spent in each lesson.

In addition, in order to ensure that learners can learn key computing skills, it is recommended that auto-capitalisation and spelling and grammar suggestions are turned off before the learners begin this unit. These settings can be found under 'Tools' > 'Spelling and grammar'.

Overview of lessons

Lesson	Brief overview	Learning objectives
1 Exploring the keyboard	This is the first lesson in which Year 1 learners will experience using a computer to create and manipulate text. It is important that they know how to log on and follow the rules that keep them safe.	To use a computer to write <ul style="list-style-type: none"> I can open a word processor I can recognise keys on a keyboard

	<p>In this lesson, the learners will familiarise themselves with a word processor and think about how they might use this application in the future. The learners will also be identifying and finding keys, before adding text to their page by pressing keys on a keyboard.</p> <p>Note: If this lesson is the first time that the learners will be logging in to the computer, additional support/time may be required to facilitate this step.</p>	<ul style="list-style-type: none"> • I can identify and find keys on a keyboard
<p>2 Adding and removing text</p>	<p>In this lesson, learners will continue to familiarise themselves with word processors and how they can interact with the computer using a keyboard. The learners will focus on adding text and will explore more of the keys found on a keyboard. Finally, they will begin to use the backspace button to remove text from the computer.</p> <p>Note: This lesson and subsequent lessons could be linked to a topic that the learners are currently learning about other curriculum areas. The 'lost toy' could be replaced with a character from their current topic of work.</p>	<p>To add and remove text on a computer</p> <ul style="list-style-type: none"> • I can enter text into a computer • I can use letter, number, and space keys • I can use backspace to remove text
<p>3 Exploring the toolbar</p>	<p>In this lesson, learners will begin to explore the different tools that can be used in word processors to change the look of the text. Learners will use the Caps Lock key to add capital letters to their writing and will begin thinking about how to use this successfully. The learners will match simple descriptions with the key that they</p>	<p>To identify that the look of text can be changed on a computer</p> <ul style="list-style-type: none"> • I can type capital letters

	relate to. Finally, learners will begin exploring the different buttons available on the toolbar in more detail, and use these to change their own text.	<ul style="list-style-type: none"> • I can explain what the keys that I have learnt about already do • I can identify the toolbar and use bold, italic, and underline
4 Making changes to text	In this lesson, learners will begin to understand when it is best to change the look of their text and which tool will achieve the most appropriate outcome. The learners will begin to use their mouse cursor to select text to enable them to make more efficient changes. They will explore the different fonts available to them and change the font for their lost toy poster.	<p>To make careful choices when changing text</p> <ul style="list-style-type: none"> • I can select a word by double-clicking • I can select all of the text by clicking and dragging • I can change the font
5 Explaining my choices	In this lesson, learners will begin to justify their use of certain tools when changing text. The learners will decide whether the changes that they have made have improved their writing and will begin to use 'undo' to remove changes. They will begin to consolidate their ability to select text using the cursor, through double-clicking and clicking and dragging. The learners will be able to explain what tool from the toolbar they have used to change their writing.	<p>To explain why I used the tools that I chose</p> <ul style="list-style-type: none"> • I can say what tool I used to change the text • I can decide if my changes have improved my writing • I can use 'undo' to remove changes
6 Pencil or keyboard?	In this lesson, learners will make comparisons between using a computer for writing and writing on paper. The learners will discuss how the two methods are the same and different, and think of examples to explain this. They will demonstrate making changes to writing using a computer to compare the two	<p>To compare writing on a computer with writing on paper</p> <ul style="list-style-type: none"> • I can write a message on a computer and on paper

	methods. Finally, the learners will begin to explain which they liked best, and think about which method would be the best method to use in different situations.	<ul style="list-style-type: none">● I can compare using a computer with using a pencil and paper● I can say which method I like best
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Progression

This unit progresses students' knowledge and understanding of using computers to create and manipulate digital content, focussing on using a word processor. The learners will develop their ability to find and use the keys on a keyboard in order to create digital content. The learners are then introduced to manipulating the resulting text, making cosmetic changes, and justifying their reason for making these changes.

Please see the learning graph for this unit for more information about progression.

Curriculum links

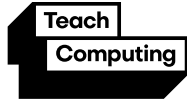
National curriculum links

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Use technology safely and respectfully, keeping personal information private

Education for a Connected World links

Privacy and security

- I can give reasons why I should only share information with people I choose to and can trust. (Y1)



Assessment

Formative assessment

Assessment opportunities are detailed in each lesson plan. The learning objective and success criteria are introduced in the slide deck at the beginning of each lesson and then reviewed at the end. Learners are invited to assess how well they feel they have met the learning objective using thumbs up, thumbs sideways, or thumbs down.

Subject knowledge

All lessons: You will need to be familiar with the word processing software used in your school (Google Docs, Microsoft Word, or other) and the layout of the computer keyboard.

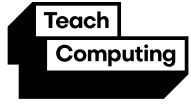
Lesson 2: You will also need to be familiar with the vocabulary used when talking about adding and removing text, including discussing the text cursor.

Lesson 3: You will also need to be familiar with what a number of the keys on a computer keyboard do. You will also need to be familiar with using the bold, italic, and underline toolbar buttons to format text on a computer.

Lesson 4: You will also need to be familiar with how to use the 'click and drag' method to select text. You will also need to be familiar with changing the font.

Lesson 5: You will also need to be familiar with what each toolbar button changes in the text.

Enhance your subject knowledge to teach this unit through the following training opportunities:



Online training courses

- [Raspberry Pi Foundation online training courses](#)

Face-to-face courses

- [National Centre for Computing Education face-to-face training courses](#)