



# BILSTON CHURCH OF ENGLAND PRIMARY



## MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Computing	Publishing	Year 3	Spring 2	6 hours
 Software/App – laptops and i-pads – Microsoft word/publisher/canva				
 Vocabulary <ul style="list-style-type: none"> <li>• Text</li> <li>• Images</li> <li>• Advantages</li> <li>• Disadvantages</li> <li>• Communicate</li> <li>• Font</li> <li>• Font style</li> <li>• Template</li> <li>• Landscape</li> <li>• Portrait</li> <li>• Orientation</li> <li>• Placeholder</li> <li>• Layout</li> <li>• Content</li> </ul>		<ul style="list-style-type: none"> <li>• Copy</li> <li>• Paste</li> <li>• Desktop publishing</li> </ul>		

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities	Resources
Lesson 1	1 hour	WALT: recognise how text and image communicate different information	<p><b>Introduction:</b> To establish whether the learners understand the terms ‘text’ and ‘images’ and which they think would be best for communicating messages.</p> <p><b>Activity 1:</b> To assess learners’ understanding that text and images are used to communicate messages and that sometimes this is done more effectively than others.</p> <p><b>Activity 2:</b> To assess learners’ ability to understand different signs, assess which are easy or hard to understand, and consider why.</p> <p><b>Activity 3:</b> To assess learners’ understanding of the advantages and disadvantages of using text, images, or both text and images to convey messages clearly.</p> <p><b>Plenary:</b> To assess learners’ understanding that some signs are easier to understand than others due to the text or images used.</p> <p>To assess learners’ understanding of the advantages and disadvantages of using images to communicate messages.</p>	<p>Teach computing unit – desktop publishing</p> <p>Laptops/i-pads</p> <p>Different design apps (publisher/canva etc)</p>
Lesson 2	1 hour	WALT: recognise that text and layout can be edited	<p><b>Introduction:</b> To assess learners’ current awareness of the term ‘desktop publishing’ and what this means.</p> <p><b>Activity 1:</b> To assess learners’ understanding of the tools used for changing font size, colour, and type.</p> <p><b>Activity 2:</b> To assess learners’ ability to change font sizes, types, and colours.</p> <p><b>Activity 3:</b> To assess learners’ understanding of the Shift, Backspace, and Return keys and their ability to type age-appropriate punctuation, edit and rearrange content on the page.</p> <p><b>Plenary:</b> To assess learners’ understanding of the keyboard when adding text.</p>	<p>Teach computing unit – desktop publishing</p> <p>Laptops/i-pads</p> <p>Different design apps (publisher/canva etc)</p>

Lesson 3	1 hour	WALT: choose appropriate page settings	<p><b>Introduction:</b> To assess learners' understanding of the term 'template'.</p> <p><b>Activity 1:</b> To assess learners' understanding of the terms 'page orientation', 'landscape', and 'portrait'.</p> <p><b>Activity 2:</b> To assess learners' knowledge of magazine cover layouts.</p> <p><b>Activity 3:</b> To assess learners' understanding of placeholders.</p> <p><b>Activity 3:</b> To assess learners' ability to create their own template for a magazine using placeholders to create a template.</p> <p><b>Plenary:</b> To assess learners' understanding of placeholders.</p>	<p>Teach computing unit – desktop publishing</p> <p>Laptops/i-pads</p> <p>Different design apps (publisher/canva etc)</p>
Lesson 4	1 hour	WALT: add content to a desktop publishing document	<p><b>Introduction:</b> To assess learners' understanding of the benefits of creating templates using placeholders.</p> <p><b>Activity 1:</b> To assess learners' ability to find and open work created previously.</p> <p><b>Activity 2:</b> To assess learners' ability to copy and paste from one file to another and delete content when needed.</p> <p><b>Activity 3:</b> To assess learners' ability to add and delete images.</p> <p><b>Plenary:</b> To assess what learners have learnt independently during the lesson.</p>	<p>Teach computing unit – desktop publishing</p> <p>Laptops/i-pads</p> <p>Different design apps (publisher/canva etc)</p>
Lesson 5	1 hour	WALT: identify different layout	<p><b>Introduction:</b> To assess learners' ability to name the type of text based on the layout of the page.</p> <p><b>Activity 1:</b> To assess learners' ability to name different types of layout.</p> <p><b>Activity 2:</b> To assess learners' ability to match the layout of text to its purpose.</p>	<p>Teach computing unit – desktop publishing</p> <p>Laptops/i-pads</p>

			<p><b>Activity 3:</b> To assess learners' ability to choose a layout suitable for a given purpose and give reasons for their choices.</p> <p><b>Plenary:</b> To assess learners' ability to name the benefits of a certain type of layout.</p>	Different design apps (publisher/canva etc)
Lesson 6	1 hour	WALT: identify the uses of desktop publishing in the real world	<p><b>Introduction:</b> To assess learners' understanding of the term 'desktop publishing'.</p> <p><b>Activity 1:</b> To assess learners' understanding of the benefits of desktop publishing to people in a range of jobs.</p> <p><b>Activity 2:</b> To assess learners' understanding of how desktop publishing compares to handwritten methods.</p> <p><b>Plenary:</b> To assess learners' understanding of the advantages of producing content using desktop publishing, compared to a handwritten approach.</p>	<p>Teach computing unit – desktop publishing</p> <p>Laptops/i-pads</p> <p>Different design apps (publisher/canva etc)</p>