

## Year 12 A1A Computing - Text and Images 2017

### Year 1/2 Key Skills to be covered, taken from Lancashire Key Learning Document – pitching at the correct year group and differentiation within plan for different groups

**Be specific in the key skills, and make them more understandable for children. Consider what it is YOU feel the children should learn as well as the National Curriculum:**

On a range of devices we will:

- Develop correct use of the keyboard (e.g. spacebar, backspace, delete, shift (not caps lock) and enter keys)
- Select appropriate images to add to work and add captions to photos and graphics
- Select text appropriately e.g. highlighting or clicking text to select and make simple changes to text e.g. colour, style and size
- Select text from word lists (if necessary)
- Word process short texts directly onto the computer (i.e. do not just copy up handwritten work)
- Navigate round text in a variety of ways e.g. mouse, arrow keys, touch, when editing work
- Save and store work in an appropriate area, and be able to print, retrieve and amend it
- Use a range of digital devices to capture and save both still and moving images. These could include digital cameras, video cameras, tablets
- Refine the use of shape, line and colour to communicate a specific idea or artistic style/effect through various tools including brushes, pens, lines, flood fill, spray and stamps
- Talk about their use of graphics package and their choice of tools
- Begin to make changes to images e.g. cropping using basic tools in image manipulation software
- Upload images or video from cameras and other digital devices to a computer, or into a document, with support if needed
- Create a sequence of images to form a short animation
- Change the content of a project for a specific audience
- Begin to add different forms of media together e.g. text and images in blogs or word processing documents
- Organise and name files appropriately and accurately

### Possible Cross-curricular links, especially opportunities for English, Mathematics and Computing within teaching:

English links	•
Mathematics links	• Shape, mathematical vocab when resizing shapes etc
Computing links	•
Other links	• History – Furness Railway Geography - the local area (Children take pictures of landmarks)

### Possible Experiences including visits/visitors/other:

**Consider what could augment your planning to really enthuse the children in your class:**

- History – children to visit the doc museum and then use IT to further develop their knowledge of the local area.
- Geography – Walk around the local area to identify local landmarks. Research areas using IT

### Display/Resources ideas:

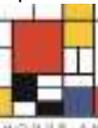
**Consider what resources could be brought into the classroom and what display work could be completed either before/during or after topic is taught:**

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<b>Sessi on</b>	<b>Key Objective from skills listed above (What is it that you want the children to learn?)</b>	<b>Possible Activities including use of Computing and other technologies, and showing at least 3 differentiations</b>	<b>Outcomes/Evidence of what they have learnt (Where will this be found? Will it be in a book? Topic book? Display? Photographic evidence?)</b>	<b>Possible extension into homework if appropriate to enhance and deepen learning</b>
1	<ul style="list-style-type: none"> <li>Develop correct use of the keyboard (e.g. spacebar, backspace, delete, shift (not caps lock) and enter keys)</li> <li>Select text appropriately e.g. highlighting or clicking text to select and make simple changes to text e.g. colour, style and size</li> <li>Word process short texts directly onto the computer (i.e. do not just copy up handwritten work)</li> <li>Navigate round text in a variety of ways e.g. mouse, arrow keys, touch, when editing work</li> <li>Save and store work in an appropriate area, and be able to print, retrieve and amend it</li> </ul>	<p>Teach the children to turn on and log on to their own computer. Open Microsoft word.</p> <p>Children type in a word (Barrow / Walney / dog / cat / fish etc) or short sentence to familiarise themselves with the keyboard keys. Practise deleting, adding spaces, making capital letters, changing font, enter key to move down the page etc.</p> <p>Show the children how to use the mouse and arrow keys to edit and highlight work.</p> <p>LA-Children open a document with words in eg 'green', 'big', 'small' and alter the text colour / font / size accordingly.</p> <p>MA-Children type in a list of words such as 'green', 'big', 'small', 'grow', shrink' etc and alter the text accordingly.</p> <p>HA-Children practise changing the text of a few initial words – eg. 'green', 'big', 'small' then add a few of their own choice -eg. Ghost (using an appropriate font) or 'round' (changing the shape of the text) etc.</p> <p>Save work on the server.</p>	<p>Children will be able to insert and edit / manipulate text. Evidence will be in folders on the server.</p>	<p>Create a Word document at home on a topic of their own choice.</p>
2	<ul style="list-style-type: none"> <li>Refine the use of shape, line and colour to communicate a specific idea or artistic style/effect through various tools including brushes, pens, lines, flood fill, spray and stamps</li> <li>Talk about their use of graphics package and their choice of tools</li> </ul>	<p>Recap on last week's lesson and skills learned.</p> <p>Use graphics package like 2Paint or Dazzle or Paint (or all 3) on the computer (no save option on 2Paint).</p> <p>Demonstrate to the children how to use various tools and the different effects we can create eg drawing shapes, changing line thickness, changing colour, fill a shape with colour, spray, use stamps etc.</p> <p>HA, MA, LA -Set the children a challenge to make a picture of linked to one of this half term topics (eg Railway, local landmarks, stories with familiar settings) using as many of the tools as they can. (Differentiation by outcome).</p> <p>Save your work to the server.</p>	<p>Children will have learned how to use the tools in a graphics package to create a picture.</p> <p>Evidence will be in folders on the server.</p>	<p>Create a picture at home on a topic of their own choice.</p>

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		<p>Together look at each other's pictures on the IWB and discuss how the children created certain effects. Discuss each picture, what we like about it and how it could be changed / improved.</p> <p>Give the children time to experiment further with the graphics program and try out any skills. techniques / tools they have not used yet.</p>		
<p>3</p>	<ul style="list-style-type: none"> <li>Refine the use of shape, line and colour to communicate a specific idea or artistic style/effect through various tools including brushes, pens, lines, flood fill, spray and stamps</li> <li>Talk about their use of graphics package and their choice of tools</li> </ul>	<p>Use Microsoft word.</p> <p>Recap on the word processing skills we learned in lesson 1.</p> <p>All children practise typing their name and copy it then paste it 3 times below and alter each one using the skills we learned previously (eg font / colour / size / capital letters etc. Explain to your partner how you changed each one using appropriate computer language and terminology.</p> <p>Demonstrate how to insert shapes and lines etc, change their colour, fill them with colour, rotate them, copy and paste, delete etc and allow the children time to experiment freely. Show the children how to add text to a shape and drag and drop to move a shape around.</p> <p>Look at pictures such as 'The Snail' by Henri Matisse</p>  <p>A picture by Mondrain</p>  <p>LA &amp; MA &amp; HA- use word and shapes to recreate your chosen picture / make a similar picture in the style of the artist. (Differentiation by outcome).</p> <p>Save your work on the server.</p> <p>Together look at each other's pictures on the IWB and discuss how the children created certain effects. Discuss each picture, what we like about it and how it could be changed / improved.</p> <p>LA &amp; MA &amp; HA -Give the children time to experiment and make their own pictures using shapes (eg a train / person / tree etc using the techniques they have learned).</p>	<p>Children will have learned how to make a picture using Microsoft Word.</p> <p>Evidence will be in folders on the server.</p>	<p>Create a Word document at home on a topic of their own choice.</p>

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<p>4</p>	<ul style="list-style-type: none"> <li>• Save and store work in an appropriate area, and be able to print, retrieve and amend it</li> <li>• Refine the use of shape, line and colour to communicate a specific idea or artistic style/effect through various tools including brushes, pens, lines, flood fill, spray and stamps</li> <li>• Talk about their use of graphics package and their choice of tool</li> </ul>	<p>Look at Chas Jacob's picture of Heysham Village (Seaside town)</p>  <p>LA &amp; MA &amp; HA-Try to recreate it / make a similar picture of Walney Channel in Chas' style using both a graphics package (eg Paint or Dazzle) and then with shapes etc using Word. (Differentiation by outcome).</p> <p>Discuss the pros and cons of each type of package Which do you prefer / is easiest to use? Which gives the best result?</p>	<p>Children will have compared creating a picture using both Microsoft Word and a graphics package to see which is easier / more appropriate.</p> <p>Evidence will be in folders on the server.</p>	<p>Create a picture at home on a topic of their own choice.</p>
<p>5</p>	<ul style="list-style-type: none"> <li>• Develop correct use of the keyboard (e.g. spacebar, backspace, delete, shift (not caps lock) and enter keys)</li> <li>• Select appropriate images to add to work and add captions to photos and graphics</li> <li>• Select text appropriately e.g. highlighting or clicking text to select and make simple changes to text e.g. colour, style and size</li> <li>• Word process short texts directly onto the computer (i.e. do not just copy up handwritten work)</li> <li>• Navigate round text in a variety of ways e.g. mouse, arrow keys, touch, when editing work</li> <li>• Save and store work in an appropriate area, and be able to print, retrieve and amend it</li> <li>• Upload images or video from cameras and other digital devices to a computer, or into a document, with support if needed</li> </ul>	<p>Children upload the photos they took from the field trip around Walney and use them to create an informative text.</p> <p>LA-Create a document using 1 + photo from the field trip and a text explanation. Alter the text according to taste (font / colour / size etc).</p> <p>MA -Create a document using 2 + photos from the field trip and a text explanation. Alter the text according to taste (font / colour / size etc).</p> <p>HA- Create a document using 3+ photos from the field trip and a text explanations ad descriptions. Alter the text according to taste (font / colour / size etc).</p> <p>Save your work on the server.</p> <p>Together look at each other's work on the IWB and discuss what we like about it and how it could be changed / improved.</p>	<p>Children will have learned how to begin to make a document about their experience on a field trip around Heysham incorporating both text and photos.</p> <p>Evidence will be on the server in folders.</p>	<p>Create a Word document at home on a topic of their own choice.</p>