Year 3/4 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:

- Use different font sizes, colours and effects to communicate meaning for a given audience.
- Use various layouts, formatting, graphics and illustrations for different purposes or audiences.
- Use various software tools to complete a project, problem or task.
- Use page setup to select different page sizes and orientations.
- Use cut, copy and paste to refine and re-order content.
- Combine and use various software tools to complete a project, problem or task.
- Use appropriate editing tools to ensure their work is clear and error free, e.g. spell checker, thesaurus, find and replace.
- Select and import sounds from other sources, e.g. own recordings, sound effects and music.
- Select and import graphics from digital cameras, graphics packages and other sources and prepare for use, e.g. cropping, resizing and editing.
- Use and combine internet services such as those that provide images, sounds, 3D representations and graphic software.
- Recognise and use key layout and design features, e.g., text boxes, columns and borders.
- Insert and edit simple tables.
- Create a range of hyperlinks and produce a non-linear, interactive presentation.
- Recognise intended audience and suggest improvements to make their work more relevant to that audience.
- Through self and peer assessment, analyse and evaluate presentations and projects so that suitable

(Taken from the updated Key Learning Skills)

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

English links	• Information Pages. Newspaper Reports
Mathematics links	• Handling Data, Graphs
Computing links	•
Other links	RE and History

Possible Experiences including visits/visitors/other:

Consider what could augment your planning to really enthuse the children in your class:
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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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Session	Key Objective from skills listed above (What is it that you want the children to learn?)	Possible Activities including use of Computing and other technologies, and showing at least 3 differentiations			Outcomes/Evidence of what they have learnt (Where will this be found? Will it be in a book? Topic book? Display? Photographic evidence?	Possible extension into homework if appropriate to enhance and deepen learning
1	WALT: manipulate font (size, colours and effect) for audience and purpose	Ask the children to load up their computers and access Microsoft Word. Give the children time to explore the program. Ask the children: Have they used this program before and what they have used it for? Explain to the children that they are going to write an informative paragraph about themselves. Show the children this process either yourself or ask a child to talk them through the process. https://www.youtube.com/watch?v=ybNTUwjFLA0 https://www.youtube.com/watch?v=GXdkD6mhh1A https://www.youtube.com/watch?v=2aXuRyxzgKM Give the children time to complete the activity and then allow the children to save print the document off.			Children to print off work and also save in folders on server	Children could research a given topic. After there is a little information the children manipulate and change the text font in any way they see fit.
		L.A: The children will type up their paragraph and then change the colour and type of the font.	M.A: As LA then manipulate the font by changing colour, size, effect and types.	H.A: The children do as the MA children but will also have the chance of manipulating the text further by adding shadows, word art, and word effects.		
2	WALT: use 'page set up' to select page size and orientation	Remind the children how to copy and paste text or pictures. Allow them time to have a go at doing this and show them how to move the pictures around if needed using the wrap text function Ask the children: Is there another way of having your paper or page set up when doing a task? Show the children that they can change the layout of their page by going to the Layout section on the toolbar at the top. e.g. File Home Insert Design Layout References Mailings Review View Show the children how to change their page using the Orientation icon and see how the page moves from portrait to landscape. Ask the children to create a page of different pictures about their chosen topic for their information page. The children will need to use the copy and paste technique for pictures and also use the layout and orientation for			The HA children will alter the premade copy into landscape and then edit the document so that the pictures and text fit on to the document correctly. These will also be printed off altered and edited versions will be saved on the school network.	
		L.A: With help from an adult or friend the children are able to change the orientation of a document.	M.A: Children change the orientation of a document and copy and paste pictures	H.A: The children are given a premade document that has pictures already on it. They are asked to change the document to landscape and alter the pictures accordingly.		
3	WALT: use layout features (text boxes,	As before the children log on and load up Microsoft word. Ask them to recap on all the different things that can do in a word document and how they can change elements of a document.			Pictures will be taken of the children working and some examples of the children's	

	columns, borders and tables (insert and edit tables).	Explain that to day they are going to be using the 'Layout' section of the program. Allow the children time to explore and experiment with this section. What did they manage to do? What would they like to know more about? Model to the children how to add a border, insert text boxes and include tables on Word. https://www.youtube.com/watch?v=fvfgRmEkzqA https://www.youtube.com/watch?v=OlYZ6sJ2elE https://www.youtube.com/watch?v=lzB-GDeROXA Some of these are good others… well not-so-much Ask the children to use what they have learnt to create a certificate for an amazing friend. Explain that you want to see a boarder, text boxes pictures and the children to change the font.	work will be printed off and stuck in the big Computing book. Those children who have been able to create a boarder of their own choice will be asked to write a brief explanation of how to insert and create a boarder of their own choice.	Children write a set of instructions or an explanation of how to insert boarders, tables and text boxes into a word document.
		L.A: The children are able to create a very simple certificate that has a boarder, a text box and also uses a picture.	M.A: The children create a certificate for a friend that uses a combination of effects and styles that the children have learnt in the session	H.A: The children create a boarder of their own design using the techniques that were shown in the Youtube video allowing them to paste a picture of their own choosing.	
4	WALT: We will use spell check, thesaurus and find and replace.	Ask the children to turn on the computer and load a new document on Microsoft word. From memory or from the teacher's dictation ask the children to spell the spellings for this week. How do we know if we have spelt any of these words incorrectly? Notice that if a word is spelt wrong, there will be a red wiggly line underneath the word. How do we change the spelling using the spell checker? Model the two different ways of doing this. E.g right click on the word and choose appropriate spelling or highlight, go to review and click spell check. Ask the children to ensure that the words are all spelt correctly. What is a Thesuarus? Remind the children that a thesaurus is a book that gives you better or alternative words to a word that has been given. On the board type the word nice. Then highlight and show the children how to use the electronic thesaurus. E.g. This will allow the children to ensure that better words are being used in stories and in their typed work.	Pictures will be taken of the children working and some examples of the children's work will be printed off and stuck in the big Computing book. HA original story will be printed off and then the children's edited versions of the story stuck in afterwards.	
		L.A: The children type up the 10 spellings for this week. Using the spellchecker they	M.A: As the LA but the children will then copy and paste these words. Using the	H.A: The children are given a simple and boring story (possible already typed) The	

		ensure that all the words are spelt correctly.	electronic thesaurus, the children will then select a better or alternative word to replace the original.	children will need to edit the document by changing the spellings of some of the word and then using the thesaurus to improve the story.		
5	WALT: plan and create projects using various layouts, graphics and illustrations, for different purposes and audiences. (2 lessons – children to decide on a topic before the session)	Show the children a range of different information pages on the IWB. Explain to the children that they are going to be creating their own information page on a topic that they know well. The Children will be allowed to use the internet for parts of their information but they must write/type the information up themselves as copying and pasting large sections of text can be seen as plagiarism. Before the children begin, give them time to design their information pages in rough on scrap paper. These plans will be annotated to give more detail allowing the children to create something of good quality. Once these plans are done the children will be allowed to work on a computer to start putting their page together. Remind the children of all the different techniques they have learnt and how to create certain features in a word document.			The children's rough plans will be kept in their trays until the following lesson as at when the information page is finished they will have the rough plan and finished copy stuck side by side to show how they relate to each other.	Some children may wish to do further research at home to help their information pages and so they have more lesson time to edit and improve their pages later.
		L.A: The children work in pairs to plan an information page about their chosen topic.	M.A: Children work on their own and aim to include as many of the different features that they have covered over the unit. E.g. word art, text boxes.	H.A: The HA children should be able to include all the elements that they have learnt over the entire unit as well as continue to manipulate text and improve their overall products by further experimenting with background, boarders and shadows.		
6	WALT: Use self and peer evaluation to edit and improve	The children will continue with their own information pages for the first part of the lesson. After an allotted time tell the children that they are going to look around the room and evaluate each other's information pages. What does evaluate mean? Explain that the children will have the change to look at someone else's work and make positive criticism. This means they will be able to say what they feel about someone else's work in a positive way and help them to make further improvements to the work. After an allotted time the children will return to their own work and look at the comments that have been made by the rest of the class. They will have one final chance to change their work and make final improvements			The evaluation forms will be stuck in as evidence and if time those pages that have been altered and edited to see what changes have been made.	
		Mixed ability setting: The children will move around the classroom comparing each others work. They will be given the opportunity to say what they like about it and what they feel needs improving on and changing. Each person after this evaluation from their peers will be able to go back to their information pages on the computers and make some last final changes.				