

Year 3. Microsoft Word Project

The purpose of this unit is to develop the children's use of formal Word Processing software and build their familiarity with skills that will be consistently employed to enhance the broader curriculum throughout KS2 and beyond. This unit builds upon pupils' familiarity with using computer input hardware from their experiences in KS1 and builds upon their experience of having used Word offline to enter text (Year 1 Introduction Unit; Year 2 Information Technology Unit) where pupils focused on using the keyboard to type letters into Word, making use of the space bar, backspace and caps lock keys. Through this unit, pupils will revisit Word offline before making comparisons between Word online and will explore more advanced features of word processing software such as formatting text and inserting images. This is also a time when the children will need to gain experience in other key skills required throughout KS2, such as logging in to multiple systems, using an Internet browser to navigate and search, using bookmarks/favourites to save useful websites, saving/retrieving work and communicating effectively on both the school network and cloud storage systems. As such, these core skills will need to be addressed first. As with all Computing lessons, the children will need good digital practices outlining to them throughout the unit. This includes using safe search terms (such as *KS2* or *for kids* along with their search terms, as well as the need to be specific. It also includes encouraging them to use images in the public domain or with Creative Commons licences as often as possible, in order to help negate the possibility of Copyright violations (such as using Microsoft Bing's licence filter when image searching), and evaluating the reliability of different websites.

Adaptive teaching – Recommended tried and tested practise in these lessons:

Due to the nature of Computing lessons and the common 'firefighting' required in lessons with technical issues or children who are individually confused over what may be considered small stumbling blocks, it is recommended that teachers put time and effort into reinforcing the use of school-wide learning ethos and systems (for example, the use of the 4B's – brain, board, buddy, boss) to encourage children to try to solve their problems in the right way rather than going straight to the teacher, or lessons will quickly become unmanageable. It is also recommended to follow our school's use of the Rosenshine model of mastery teaching strategy and teach lessons in a series of stages, with short, simple tasks being set, and children who finish early can be given encouragement to support and 'lifeguard' other students. This has twofold benefits; the process of teaching others cements and secures pupils' own mastery as well as ensuring the teacher isn't overwhelmed with personal requests for help. If one-to-one support is unavailable for high need children, it is a good idea to make sure these children are sat next to or near a higher ability student who may act as peer support for them, and these children are monitored carefully throughout lessons to ensure they stay on task and understand each objective given. Ensure that any hardware support that is required for individual's SEND requirements are adjusted appropriately and are tied to those students' individual log ins (e.g. Zoom tools or screen tints for students with visual impairments etc). Teachers should have a knowledge of Pupil Premium children, particularly those who have been seen to struggle in Computing lessons, and these children should be monitored alongside those with SEND during lesson time to help ensure they access lessons along with the rest of the class.

Knowledge covered:

NC	Ladders Objectives
(2.1) Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	
(2.2) Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	
(2.3) Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	
(2.4) Understand computer networks including the Internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.	
(2.5) Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Y3 - IT3 - I can use an appropriate search engine effectively.
(2.6) Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Y3 - IT1 (KPI) - I can communicate my ideas well using the right software and formats. Y3 - IT4 - I can use software to collect and present data in a way that is easy to understand. Y3 - IT5 - I can create a presentation that is easy to understand and that is interesting.

Year 3 Microsoft Word Project

(2.7) Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Y3 - IT2 - I understand that appropriate messages can be sent digitally (via e-mail).
--	---

Medium Term Lesson Plan:

Lesson 1	Becoming familiar with the school's systems and software L.I I can use usernames and passwords to log into and navigate around multiple systems Y3 - IT1 (KPI) Y3 – IT2 Y3 - IT3 Y3 – IT4 Y3 - IT5	S.C: I can type in usernames and passwords accurately, paying careful attention to symbols and case I can find my way to online and offline systems which are frequently used in school	<u>Key Questions</u> *Prior knowledge* How did we log on when we were in KS1? What do 'online' and 'offline' mean? Which systems have we used before? How did you use them? What mistakes could we make when typing our usernames and passwords?	Discuss how our Computing books will be used this year for storing our logon details, as well as including our knowledge organisers Reminders about keyboard layout –SHIFT vs CAPS LOCK for capital letters Children log themselves into their computers, welearn365.com and Seesaw. Explore if time.
Lesson 2	Using Internet Browsers effectively L.I I can navigate around a range of software systems Y3 - IT1 (KPI) Y3 – IT2 Y3 - IT3 Y3 – IT4 Y3 - IT5	S.C: I can usefully manipulate windows and tabs on an Internet Browser I know how to find work and software on both welearn365 and Seesaw	<u>Key Questions</u> *Prior knowledge* What is an Internet Browser? Do you know the name of any? What parts of an Internet Browser have we used in the past? Which areas of Seesaw/welearn365 are we familiar with?	Navigate around welearn365/Microsoft Windows Internet Browsers – favourites/bookmarks, search bars, minimising/maximising windows, manipulating tabs, back/forward buttons, STOP and REFRESH functions.
Lesson 3	Introduction to using Microsoft Word online and offline L.I I can use word processing software to communicate ideas Y3 - IT1 (KPI) Y3 – IT2 Y3 - IT3 Y3 – IT4 Y3 - IT5	S.C: I know some key differences between the way online and offline software can function I can save and retrieve my work	<u>Key Questions</u> *Prior knowledge* What do 'online' and 'offline' mean? What is a word processor? What rules do we need for the Computer Suite in order to keep it as a safe, useful space for Computing work?	Explain the differences between Word online and offline. Begin creating a poster listing 'Rules for the Computer Suite' Discuss rules – teacher to record
Lesson 4 & Lesson 5	Formatting work L.I I can format my work for presentation purposes Y3 - IT1 (KPI) Y3 – IT2 Y3 - IT3 Y3 – IT4 Y3 - IT5	S.C: I can type accurately, paying careful attention to my spelling and use of spaces I know how to change the appearance of text	<u>Key Questions</u> *Prior knowledge* Which keys on the keyboard haven't we used before? What do you think red and blue underlining mean in Word?	Finish typing all rules Model use of backspace/delete keys, Enter, SHIFT, undo/redo, selecting text, moving, copying and pasting text. Explain red underlining (spell checker) and blue underlining (grammar checker) in Microsoft Word Model and children follow along formatting in stages – underlining, bold, italics, fonts.
Lesson 6	Designing and presenting my work L.I I can present and organise my work in a visually appealing way Y3 - IT1 Y3 - IT2	S.C: I understand what copyright is and how to respect it in my work I know how to add images and borders to my work, and how to arrange/re-size items	<u>Key Questions</u> *Prior knowledge* Why is it important that work is presented clearly? What makes work visually appealing and why is this important?	Inserting pictures (Bing Creative Commons search – discussion of copyright infringement), adding borders, moving/resizing/rotating images or text boxes, adding WordArt.

Year 3 Microsoft Word Project

	Y3 - IT3 Y3 - IT4 Y3 - IT5			
Lesson 7	Evaluating my work L.I I can evaluate my digital work Y3 - IT1 (KPI) Y3 – IT2 Y3 - IT3 Y3 – IT4 Y3 - IT5	S.C I can upload my work to Seesaw I can use Seesaw’s tools to comment and reflect upon my work.	<u>Key Questions</u> *Prior knowledge* How can we use Seesaw to reflect and comment upon our work? Which features of Seesaw have we used before?	Finalising and uploading work to Seesaw. Reflect and comment.