

ICT SCHEME OF WORK



<p>Planning Stories PoS: KS 1 2a 3a 4a</p>	<p>Yr 2: Unit 2a Writing Stories: Communicating information using text</p>	<p>Class: Date:</p>
<p>Theme: Children learn to use words to communicate messages and recognise that ICT lets them correct and improve their work, as they are working or at a later date. Children will be able to apply what they have learnt in these units when: writing stories with a clear sequence of events in a sustained style; using and punctuating a range of sentence types; commenting on the features which distinguish texts such as narrative, information and poetry. They will also be able to use these skills when: producing creative writing in English; producing accounts of their work in Science and Geography; describing sequences of events in History.</p>		
<p>Where the unit fits in: This unit assumes that children:</p> <ul style="list-style-type: none"> • can enter text using a word bank or Concept keyboard • can use the correct mouse buttons • can write simple sentences • can spell their own frequently used words • can use full stops and capital letters • can understand common rhyming phonic blends 		
<p>Vocabulary: cursor shift spacebar return/enter insert backspace delete</p>		
<p>More obvious curriculum areas</p> <ul style="list-style-type: none"> • Science – accounts of their work • English – Creative writing • Geography – accounts of their work • History – describing sequences of events x 		
<p>Resources</p> <ul style="list-style-type: none"> • Word processor • Other children’s work as examples • Published children’s books • Resource Sheet: Sing a Rainbow • Resource Sheet: Humpty Dumpty • Resource Sheet: Little Miss Muffet • Resource Sheet: The 5 Golden Rules of Word-Processing 		
<p>Expectations At the end of this unit:</p> <p>Most children will: use a word processor to produce sentences that communicate meaning</p> <p>Some children will not have made so much progress and will: enter words into a word processor</p> <p>Some children will have progressed further and will: refine sentences by adding words and making corrections; alter sentences in the light of comments</p>		

YR2: Unit 2a – Writing Stories: communicating information using text

Key Understanding	Key Techniques	Activity
<p>There are differences between handwritten and word-processed text</p> <p>Text can be entered and corrected there is a difference between running text and text with line breaks</p> <p>ICT can be used to rearrange text to make it easier to read</p> <p>ICT can be used to improve text and make a message clearer</p>	<ul style="list-style-type: none"> • Saving a document with an appropriate filename • Using the backspace key 	<p>1 Lesson</p> <ul style="list-style-type: none"> • Show children a piece of work done with pen or pencil and a piece of word-processed work. Ask, with appropriate questioning, for the children to point out differences between the two. <ul style="list-style-type: none"> ➤ <i>WP work is neater and all the letters look the same</i> ➤ <i>You can tell who wrote a handwritten piece of work by the style of handwriting</i> ➤ <i>Mistakes are easy to correct in WP work</i> ➤ <i>You can produce many copies of the same piece of WP work</i> • Explain that we are going to learn how to use a word processor during this topic. A word-processor is used to create written documents. Demonstrate launching <i>Word</i>. • Show the children the <i>5 Golden Rules of Word-Processing</i>. Read rules 1 and 2. • Write two sentences about yourself (do not incorporate capitals.) Make a few mistakes and demonstrate how to use the backspace key to correct them. Demonstrate also how to enter a full stop and how to tap the spacebar ONCE in between words. Highlight also that the text automatically starts a new line when the edge of the page is reached. • Ask children to write two or three sentences about themselves. • Ask the children what would happen if we turned off the computer – would we be able to get our sentences back on the word-processor? Explain that we must save our work in order to come back to it. Explain how to come up with a sensible name (numbers and letters only, keep it short, ensure that they can identify it). Demonstrate saving. • Children save their work.
	<ul style="list-style-type: none"> • Positioning the cursor • Correcting mistakes 	<p>1 Lesson</p> <ul style="list-style-type: none"> • Using a WP is very useful for correcting mistakes. Remind children of Golden Rule 1 – that there must be one space between each word. Show children the Humpty Dumpty text. What is wrong? What would happen if we used the backspace key to remove our mistake – <i>we would have to type out the whole thing again!</i> • Identify the cursor to the children. Explain that this tells us where writing will appear if we start typing and is where we can delete text too. Writing appears to the right of the cursor; backspace removes the text to the left of the cursor. We can position the cursor wherever we need to insert or remove text. Demonstrate insertion of spaces in text. • Children open document and do the same.

YR2: Unit 2a – Writing Stories: communicating information using text

Key Understanding	Key Techniques	Activity
	<ul style="list-style-type: none"> • Entering capitals • Using the enter key to make lists • Changing font style and size 	<p>1 Lesson</p> <ul style="list-style-type: none"> • Show children how to open a saved document. Open the document created in the first session. Highlight the fact that there are no capital letters. Ask children to tell you where capitals should be used. Show children how to write a capital letter using the caps-lock key. Demonstrate also using the arrow keys on the keyboard to fine-tune the position of the cursor. Delete and insert capitals where appropriate. • Ask the children to ensure that capitals are correctly inserted into their pieces of writing. More able children may like to extend their paragraph. • Highlight the fact that their text is in the form of a paragraph. Tell the children that we are going to add a list of some of our friends to go with the writing. Add a sentence saying something like <i>My best friends are:</i> Explain that sometimes we need to use the enter key to move the cursor to the next line. We NEVER use this when we are on the middle of a paragraph except when constructing things like lists. Demonstrate adding a list of five or so names. • Children do same and save. • The last thing we will do is change the look of our piece of writing. Explain that if we want to change how something looks within our document, we must first tell the WP which parts of the writing we wish to change. Demonstrate selecting the whole text with click and drag. Now show the children how to select a different font. Show them also how to change the size of the text. • Children do the same and save.
	<ul style="list-style-type: none"> • Changing font colour 	<p>1 Lesson</p> <ul style="list-style-type: none"> • Recap changing font from last session. Explain to children that we can also change the colour of the text. Show the children the <i>I can sing a rainbow</i> text. Demonstrate how to select and alter the colour of a word. (This is MUCH easier if the <i>text colour</i> button is used. If you cannot see this, go to <i>view</i> → <i>toolbars</i> → <i>formatting</i> to insert the appropriate toolbar). • Children open and apply colour formatting to the rainbow text. • As an extension, ask children to change the font style and size of the text in the song to their taste and to make the title larger than the text for effect. You may also ask them to produce a multicoloured ‘rainbow’ word in the title.

YR2: Unit 2a – Writing Stories: communicating information using text

Key Understanding	Key Techniques	Activity
	<ul style="list-style-type: none"> Using cut and paste 	<p>1 Lesson</p> <ul style="list-style-type: none"> During this session we will learn that a WP can also be used to move text around on a page. Print out a copy of the Little Miss Muffet text file and cut off the words on the right as follows: <div data-bbox="945 400 1193 600" data-label="Image"> </div> <ul style="list-style-type: none"> Now stick the left half on to a larger piece of paper such that there is room to glue on the right hand words. Demonstrate using scissors and glue, how to select, cut and paste words from the right hand list into the appropriate sentence on the left. Emphasise the words cut and paste as much as possible as you cut and glue. What would happen if we made a mistake? We would of course have to get some more words and start again. Explain that we can to exactly the same thing on the WP. Open the Miss Muffet file. Demonstrate selecting, cutting and pasting of words into their correct places. Children now open the document and correct it.
	<ul style="list-style-type: none"> Assessment opportunity 	<p>1 Lesson</p> <ul style="list-style-type: none"> Give the children a story starter with no formatting, capital letters or full stops. Ask them to correct the mistakes and then continue the story. They should then check, save and print. Humpty Dumpty resource sheet has been provided for this purpose.

RESOURCE SHEET

The 5 Golden Rules of Word-Processing



There are 5 easy to remember Rules that you must always remember when typing on a computer. If you keep to these rules, everything will be neat, well presented and impressive!

Rule 1

When typing, only leave one space between words.

Rule 2

If you use any punctuation, it must come straight after the word. Then you leave one space before you start the next word.

Rule 3

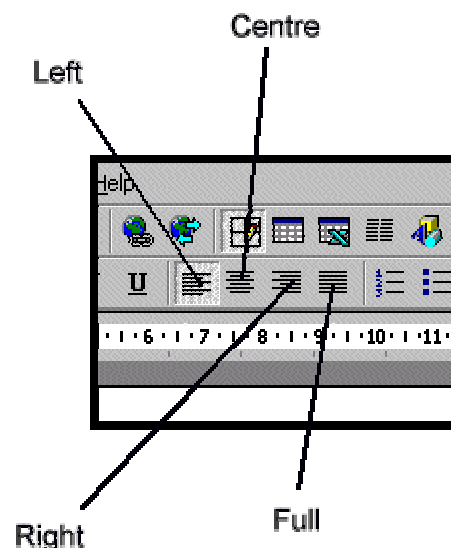
Do not press the big ENTER or RETURN key at the end of each line of a story. The computer automatically moves words to the next line.

You only need to use the ENTER or RETURN key if you want a new line for a poem or to make a new paragraph or a list.

Like this!

Rule 4

NEVER use the space bar to move writing to the middle of the page. Every program we use in school for writing has justification icons.



These icons lets you move the words you are working on to the:

MIDDLE

RIGHT

OR LEFT!

Also learn to use the TAB key when making lists!

Rule 5

Save your work regularly. Every 5 minutes is a good idea. Sometimes the program you are using will remind you. Do not ignore it. You may lose all your hard work!

When saving work, make sure the name you give it only uses letters and numbers.

Summarised from Ambleweb - <http://www.ambleside.schoolzone.co.uk>