

ICT SCHEME OF WORK



Combining Text & graphics PoS: KS 2 2a 3a 4b	Yr 3: Unit x3a Combining Text & graphics	Class: Date:
Theme: Children learn how to communicate messages by using a combination of graphics & text. They also learn the importance of saving their work.		
Where the unit fits in: This unit builds on Unit 2A 'Writing stories: communicating information using text' and Unit 2B 'Creating pictures'.		
Vocabulary: font size/type/colour highlight select all centre frame re-size copy re-scale paste align right/left graphics insert		
More obvious curriculum areas <ul style="list-style-type: none"> • This is a skill that might be used in the majority of curriculum areas: • Geography: Including graphics in support of text report on land use. • History: CD-ROM picture of 'Victorian home' to contrast modern changes. • Multi-media presentation: Using an image from a digital camera for a news report. 		
Resources <ul style="list-style-type: none"> • Graphics package • A range of commercially produced materials as examples (e.g. greeting cards) • A CD-ROM or clip-art file (such as is part of: Publisher 2000 - 98) 		
Expectations At the end of this unit: Most children will: combine a graphics image with text, use appropriate effects and re-size graphics; Some children will not have made so much progress and will: combine graphics with text; Some children will have progressed further and will: combine graphics with text; choose effects that match their purposes so that graphics and text complement each other.		

YR3: Unit 3a – Combining Text & graphics		
Key Understanding	Key Techniques	Activity
<p>Text and graphics can be combined to communicate information</p> <p>ICT can be used to improve text</p>	<ul style="list-style-type: none"> • start / save / print a document • format size / style / colour of font • insert clipart frame • insert text frame • organise text and graphics on a page • resize text / graphics frames 	<p>1 Lesson</p> <ul style="list-style-type: none"> • Tell children that we are going to produce classroom labels using ICT <i>equipment drawers or classroom areas / features</i>. Emphasise / ask of some of the reasons we might want to use ICT for this job – <i>neatness, creating an impression, ease of production, easy to correct mistakes</i> • We will need some text to show the equipment contained in the drawer. We normally use a word processor to produce documents with text in. Launch <i>WORD</i>. Remind children that <i>word</i> begins with a blank document. Ask children what is the first thing we do when beginning a new piece of work – save it! Remind children how to save and choose a sensible name that they will be able to identify as theirs if they come back to it. Demonstrate. • Ask a child to type in, in plain text, the equipment name for a drawer. Ask the class if it is suitable for a drawer label - <i>too small / boring, more suited to writing a story</i>. Remind children how to change the formatting of text by altering its colour, size and font style. As a class, decide on a font, colour and size (you may want to test the size on the longest equipment name to make sure it fits on the page). Allot an equipment name to children and ask them to produce, save, check and print their label. • Explain that we are now going to produce name labels for our drawers and that we can make them a little more interesting and personalised. Show an example that contains text, picture and border (example is supplied). Briefly discuss how it is different to our equipment labels. Explain also that when we are producing text <u>and</u> graphics it is easier to use a desktop publishing program such as <i>PUBLISHER</i>. DTP programs are used to produce things like newspapers as they make it easy to arrange pictures and text. • Launch Publisher (close down the wizard if it appears – to stop it appearing at program start, go to <i>tools</i> → <i>options</i> and click the <i>user assistance</i> tab. Uncheck <i>use wizard..</i> and <i>step through wizard questions</i>). Explain that EVERYTHING we insert into a document in Publisher must go in a frame. We do not just type onto the paper background. This is so we can move things around. Demonstrate by creating a text frame, type in your name. Ask a child to format it / resize it and then demonstrate dragging the box around by mousing over the text frame border and click and drag. Remind children that all text such as titles goes in a text frame. Show children the clip art frame button. Explain that this is for inserting pictures from the computer's library. Demonstrate how to drag out a frame and ask for what kind of picture we should insert. Show children how to search for an appropriate picture and then enter it. Drag it around, alter the dimensions of the clip art frame by dragging its ears (these are the black boxes that appear when you select the frame with a mouse click). • Children produce their name and picture label. • Stop and show the children the example label again. It has a border. Explain that borders can be a good way of drawing people's attention to what is contained in them. Show children how to select the rectangle tool. Drag out a rectangle that is too small and in the wrong place. Click somewhere else on the document to deselect it. Remind children that whenever we wish to alter something on a page, we must select it first. Select the rectangle by clicking on it. Now demonstrate how to resize it. Now show them how to change it into a picture border (click the line / border style button and select <i>more styles</i> and go to the <i>border art</i> tab. • Children add border. • Check, save, print.

YR3: Unit 3a – Combining Text & graphics		
Key Understanding	Key Techniques	Activity
	<ul style="list-style-type: none"> • Search for and save an image from the internet • Insert image from file into a document • Use bullet point formatting 	<p>2 Lessons</p> <ul style="list-style-type: none"> • Brainstorm known Guy Fawkes facts in order to familiarise the children with the Gunpowder Plot <i>for more details see:</i> http://www.explore.parliament.uk/junior/guy • Explain that we are going to imagine that GF escaped on the night the guards discovered the plot and that we are going to produce a modern day style wanted poster such as may have been created at the time. • Children use <i>PUBLISHER</i> to create and format a suitable title for the poster. We now need a picture. Visit http://images.google.co.uk and enter a search for 'guy fawkes'. Ask children to choose a suitable picture from the search results and show them how to save the picture onto their computer (right click ON the picture, select <i>save picture as</i>, and choose suitable name / destination). A suitable image is included with these plans should their be a problem with your internet connection. • Now go to <i>Publisher</i> and demonstrate to the children how to use the picture frame tool (same as clip-art tool but inserts a picture from file). • Children search for, select and save a suitable picture of GF and insert it into their poster. They may also like to insert a frame around the picture. • Introduce children to the bullet point list tool. Explain that bullets are used to summarise main points of information. Brainstorm a list of GF facts. • Children then insert a text box and supply a brief description of GF and of his crime. • Check, save and print.
<p>Text and graphics can be combined to communicate information</p> <p>ICT can be used to improve text</p>	<ul style="list-style-type: none"> • Assessment opportunity 	<p>2 Lessons</p> <p>ASSESSMENT</p> <ul style="list-style-type: none"> • Explain to children that they are, using the tools and techniques they have covered in the previous weeks, to produce an information poster based on a topic that they have been covering in history or geography. They will produce a poster that includes: <ul style="list-style-type: none"> • <i>images</i> • <i>explanatory text</i> • <i>title</i> • <i>border</i> • You may like to show more able pupils how to use WordArt in <i>Publisher</i> in order to enhance their poster.