Key Vocabulary and Definitions:

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| --- | --- |
| Text  A black and white image of a book  Description automatically generated | Written or printed piece of writing, such as notes, sentences and paragraph. |
| Images | Images are used to represent descriptive language and demonstrate the scene. |
| Emoji | A visual representation of human emotions, living beings, objects and other symbols. |
| Invitation | A written or verbal request inviting someone to go somewhere or to do something |
| Font size | Font size means how small or tall the height of the letters |
| Page orientation | Is used to describe the positioning or overall layout of the work. Either landscape or portrait |
| Templates | A tool or design used to repeatedly mark out shapes correctly and consistently |
| Magazine | A printed collection of work about one theme or topic |
| Desktop | The making of something by using a computer |
| Publishing | Making information or a magazine for everybody to see |

Progression

This unit progresses learners’ knowledge and understanding of using digital devises to combine text and images. This builds on recognising that different devices could be used to capture photographs while gaining experience of capturing, editing and improving photos.

Curriculum links

* Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
* 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.

**Teaching Sequence**

**Online relationships –**

1. To describe ways people who have similar interests can get together online.

2. To explain what it means to ‘know someone’ online and why this might be different from knowing someone offline.

3. To explain what is meant by trusting someone online why this is different from liking someone online and why it is important to be careful about who to trust online including what information and content they are trusted with and to explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried

4. To explain how someone’s feelings can be hurt by what is said or written online and to explain the importance of giving and gaining permission before sharing things online; to know the principles of sharing online is the same as sharing offline.

5. Recap the SMART rules, Meet and Tell

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# Computer Science – Creating Media – Desktop Publishing

1. To recognise how text and images convey information.
2. To recognise that text and layout can be edited.
3. To choose appropriate page settings.
4. To add content to a desktop publishing publication.
5. To consider how different layouts can suit different purposes.
6. To consider the benefits of desktop publishing

Blooms Taxonomy – Specific Verbs to Use in Lesson Aims

Knowledge: Describe, find, identify, list, locate, name, recognise, retrieve Comprehension: Classify, compare, explain, infer, interpret, paraphrase, summarise Application: Carry out, implement, use Analysis: Deconstruct, Organise, outline, structure Synthesis: Construct, design, devise, invent, make, plan, produce, Evaluation: Appraise, assess, choose,

Content Cartoon

A screen shot of a computer

Description automatically generated

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| --- | --- |
| Aims | Advice |
| 1. To describe ways people who have similar interests can get together online. |  |
| 2. To explain what it means to ‘know someone’ online and why this might be different from knowing someone offline. |  |
| 3. To explain what is meant by trusting someone online why this is different from liking someone online and how they might feel? |  |
| 4. To explain how someone’s feelings can be hurt by what is said or written online and to explain the importance of giving and gaining permission before sharing things online; to know the principles of sharing online is the same as sharing offline. |  |
| 5. Recap the SMART rules, Meet and Tell |  |