

National Curriculum:

- Use logical reasoning to predict the behaviour of simple programs.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Vocabulary

word-processing, google docs, shift key, capital letter, space bar, back space. highlight text, size, colour, bold, italics, underline, click and drag, centre icon.

Snapshot overview

Use word/ google docs to make a label and we will be changing colour, size and font (cross-curricular: science, planet label).

Type a list in the middle of the page of the planets in order. Children to centre text on page and use a range of different colours and fonts. Children can also use italics, underline and bold.

Children to write a sentence using I picture prompt about one of the planets. Children to practice typing their own sentences and editing mistakes as they go. This can be achieved by the use of the backspace key, undo tool or using the arrow keys to insert missing text.

Children to write/ type sentences of their choice. They can use all the knowledge they have acquired to make their text look exciting (e.g. bold, italics, underline, colour, font, position on the page). They also need to ensure it is edited correctly using back space, undo and arrow keys as appropriate.

Computing Short Term Planning

Year Group: 2

Term: Autumn 1

Subject area: Computing

	Learning Objectives	Input	Task including differentiation and support	What and how will the learning be assessed?
1	(Review previous skills taught in Year 1 -using 2publish) I can highlight text to change its format:	Warm up key question: Recap e-safety. What do we remember about needing to be safe on computers - what can we do to protect ourselves? Today we will be using word to make a label and we will be changing colour, size and font (cross-curricular: science, planet label)	Mixed ability groups. Adults to lap and feedback - giving specific advice where needed	Note level of independence and where greater support needed.

	<p>I can use the shift key to type a capital letter.</p> <p>I can use the backspace button.</p>	<ul style="list-style-type: none"> • Demonstrate how to load 'Word' (on google docs) and discuss its use as word processing software and what that means. <i>Can you recognise any buttons that you used to edit text in 2Publish in year 1? What do they do? Can you use them the same way in word?</i> • Tell the children they are going to make a label for class display/work etc. E.g. name of a planet • Demonstrate how to create a capital letter using 'shift' and not 'caps lock' and type in label. <i>What can you do if you type the wrong thing?</i> Model how to use the backspace button to delete text. <i>Can you tell me the different ways you can type a capital letter? What is the shift key? Where is the shift key?</i> • Demonstrate how to 'click and drag' over text to highlight. <i>How can you highlight the text? Why do you need to highlight the text?</i> Demonstrate how highlighted text can be changed using font type, size and colour icons. <i>What icon do I need? How do I choose the pink highlighter?</i> • Children to follow a procedure to type in planet name of choice to create label, changing size, colour and typeface. • Print label <p>Children can make a copy of template on google docs. Children need to be shown how to save on docs and how this is different from word. All work completed by children can be completed on one document.</p>	<p>Ext: - Introduce 'bold' and 'italics'</p> <p><i>Challenge: Use 'bold' and 'italics' to create label for areas of the classroom.</i></p>	
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		Plenary: share labels - what colours/font/size did chn choose and why?		
2	As above plus: I can centre a line of text I can use the return key to start a new line. I can save and retrieve my work	<p>Warm up - key question (5mins) When we use our laptops in a minute we will need to enter a password - why do we need passwords? Why shouldn't we tell everyone else our passwords - why shouldn't we use others passwords e.g. using our parents passwords on computers or things like netflix?</p> <p>Recap previous learning and what word is - why do we use word and what is it for? Model retrieving the word doc from google doc yesterday. Model writing a list in the middle of the page of the planets in order.</p> <ul style="list-style-type: none"> • Revisit skills from previous session, changing text. • Demonstrate how to use icon to centre text on the page. <p>How do you know which icon is going to do what? What does the icon look like to move text to the centre? Do you have to highlight the work you have already completed?</p> <ul style="list-style-type: none"> • Demonstrate return key to start a new line. Where is the return key on the keypad? What does it look like? why do we use it? • Children create a list of the planets in the correct order using these skills and adapting text using skills from previous week. • Look at the buttons for editing your text. How can you make it more exciting? • Teach children how to save their work and how to retrieve it . 	<p>Mixed ability groups.</p> <p>Adults to lap and feedback - giving specific advice where needed</p> <p>Challenge: Can you make every planet look different - using the icons (e.g. change colour,highlight,si ze, font etc).</p>	<p>Tracking sheet assessment</p> <p>Can children change colour, typeface, size, use return and centre independently.</p>

		<p>Plenary: share what they have done and discuss how they did it.</p>		
3	<ul style="list-style-type: none"> • I can use a word processing program. • I can insert words into text. • I can open a file 	<p>Key question - warm up 5 mins - Where do I go if I feel uncomfortable about something I see on the internet?</p> <p>Model retrieving google docs word document and recapping what we did yesterday. Model looking at picture and writing a sentence about it using keypad on word. Discuss what the icons mean</p> <p>Children to be given a picture of a planet and can type their own sentence from this. E.g. Mars is rocky and red. If they make a mistake in this sentence they can then go back and edit it using the backspace and arrows to make it correct.</p> <p>Children will write sentence and insert/delete a word using the mouse and arrow keys.</p> <p>To create own sentences to add to the text ensuring use of capital letters and spaces. Use 'bold' and 'italics' to highlight certain words e.g bold sentence starters and italicise connectives.</p> <p>Children to print completed piece of work. This will then be stuck in books.</p> <p>Plenary: Share sentences - discuss how they could edit these sentences and model doing this to the class. All children to save work .</p>	<p>Mixed ability groups</p> <p>Adults to lap and support where needed.</p> <p>Challenge: can you improve your own sentence? Use the icon symbols on word to do this. e.g. add adjective using arrow keys and space bar.</p>	

4		<p>Key question - warm up (5 mins) What do I do if someone is being unkind to me or a friend over the internet?</p> <p>Think about all the skills you have learned so far with word-processing. <i>Can you tell me some?</i> Today you will be using these to write a text of your choice and use your skills to make your text look exciting. <i>What can you remember and what will it look like?</i></p> <p>Discuss Ideas.</p> <p><i>Ask questions as children independently/in pairs create their writing.</i></p> <p><i>Can you write that line in italics/ bold/a different font?</i></p> <p><i>Can you change the colour/size of this line?</i></p> <p><i>Can you add an adjective into that sentence?</i></p> <p><i>Oops you made a mistake, how can you fix it?</i></p> <p>Plenary: read some children's writing out, look at it , is it exciting, what do we like about it? How did they do ... ?</p>	<p>LA - TA to scribe child's sentence for them to copy.</p> <p><i>Use skills from session independently to design and create a piece of topic work.</i></p> <p><i>Challenge: what do the other icons do in word - explore and see. e.g. word art.</i></p>	<p>Tracking sheet assessment</p> <p>Can children edit text?</p> <p>Can children use underline and bold?</p>
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Impact statements-

- To be able to write a sentence in a word document
- To be able to edit some text (e.g. backspace)
- To be able to format some text using the icons
- To be able to save and retrieve their work.
- To be able to print their work