



# Belfield CP School

## Medium Term Plan



<b>Subject: ICT</b>	<b>Term: Autumn 1</b>	<b>Year: Two</b>
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<b>Topic: Writing Stories</b>	<b>Teacher: Mrs Helen Crompton</b>
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SoW / NC	Week	Learning Objectives	Pupil Activities	Assessment Evidence	Resources	Key Vocabulary	EAL	Cross-Curr.Links
Unit 2A	1	Know how to execute the basic operations of the computer, turn on, log in, shut down, open / close a program.	<p>On the carpet area, explain what ICT is and what ICT equipment we have around the classroom, with rules to what can and cannot be used independently without checking first.</p> <p>Look at the Interactive White board, explain how it works, its name and again rules.</p> <p>Move the pupils to their desks two/three to a laptop. Explain quickly computer care basics drinks / food should not be near computers, not to put finger on computer screen.</p> <p>Discuss and teach how to</p> <ul style="list-style-type: none"> <li>• Turn on the computer</li> <li>• How to log on the computer</li> <li>• That lap tops are slightly different and why</li> <li>• Open a program</li> <li>• Close a program</li> </ul> <p>During each activity pupils are to practice them on the laptops</p> <p>Look at the desktop, can the pupils</p>	Q & A Observation	TA Laptops IWB	Computer Shut down Log in, My documents, program, Word.	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12. Literacy 2, 3, 6, 8.	Literacy

			<p>recognise anything that is on the desktop, go through what the main ones do then ask the pupils to open the program 'Word' ask again what do we use 'Word' for?</p> <p>Let the pupils have a go at typing their names in to the 'Word' depending on their ability, could also write a little more about themselves. Depending on ability the pupils could now be shown how to save their work in 'My Documents'</p> <p>Demonstrate how to shut down correctly, tell the pupils to continue typing into 'Word' until a member of staff can be there to watch their group shut down correctly.</p>					
Unit 2A	2	<p>Recognise that there are differences between handwritten and word-processed text</p> <p>Know how to type in text, including spaces between words use full stops and to use the shift key.</p>	<p>Show the children examples of work created by older children using a word processor. Ask the class to discuss how the work is different from handwritten work, eg it is easy to read, there are no spelling mistakes, the corrections cannot be seen, the author can't be identified just by looking at it. Discuss which is easier to read. Discuss who reads their work, e.g. teachers, peers, parents.</p> <p>Read out sentences from the book they are reading in class at that time, to the children but leave out the pauses between words. Discuss with the children if they understood what was read and if it sounded odd. What do we</p>	<p>Q &amp; A</p> <p>Observation</p> <p>Printed work.</p>	<p>TA</p> <p>Laptops</p> <p>IWB</p> <p>Examples of older pupils work in type and handwritten.</p>	<p>Shift key</p> <p>Space bar</p> <p>Program</p>	<p>Oracy</p> <p>1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12.</p> <p>Literacy</p> <p>2, 3, 6, 8.</p>	<p>Literacy</p>

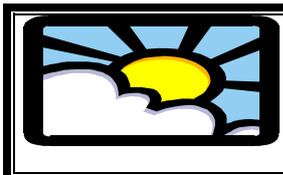
		<p>need to show when a word has finished? (Space). Discuss with the pupils the 'space bar' on the keyboard, let them see a keyboard by using the interactive version on the IWB</p> <p>Demonstrate to the class how to use the spacebar to create a space and also how to use the shift key to make a capital letter, quickly discuss where a capital letter is needed.</p> <p>Re-cap computer care. Class working in twos/threes on laptops, ask pupils to correctly turn on their computers and then to open 'word'</p> <p>Give the children an opportunity to type a simple sentence from on the board, remembering to include the capital letters and spaces like the board they are copying from.</p> <p>Half way through the activity, stop the pupils and recap where the capital letter and shift key are located and where they will need them in the text.</p> <p>Print work, try to get at least one sentence from each pupil, a member of staff watching each laptop being shut down correctly.</p> <p>Sat on the carpet, what did the pupils find difficult, any solutions from other pupils.</p> <p>Pros and cons to using a computer over handwritten text.</p>					
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Unit 2A	3	<p>Know how to delete and insert text to improve readability. Recognise that changes can be made to the text at a later date.</p>	<p>Recap last weeks work on the ‘Shift key’ and ‘Space Bar,’ names and use.</p> <p><i>(For this lesson laptops should be ready with the text up on screen ready to edit.)</i></p> <p>Enter an extract from the class reading book but replace the full stops with the word ‘and’. Discuss the extract with the class and explain that the repeated use of ‘and’ makes it repetitive and difficult to read.</p> <p>Demonstrate how to the backspace key to delete the last entrance ‘and’, insert a full stop and change the following letter to upper case. Do this by using the keyboard on the IWB. Divide the class into pairs and ask them to edit the prepared text. Ask them to print out their work and compare it with the original version.</p> <p>HA group to know that there are two spaces after a full stop.</p> <p>Ask a class compare the two versions Pros and cons to using a computer to edit the text.</p>	<p>Q &amp; A Observation Printed work</p>	<p>TA Typed text. Laptops IWB</p>	<p>Backspace key Shift key Space bar Program Full stop.</p>	<p>Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12. Literacy 2, 3, 6, 8.</p>	<p>Literacy</p>
Unit 2A	4	<p>Recognise that there are differences between handwritten and word-processed</p>	<p>Recap last two weeks work on using the ‘space bar,’ ‘shift key,’ and ‘full stop key,’ on the keyboard, again let them see a keyboard by using the interactive</p>	<p>Q &amp; A Observation Typed work</p>	<p>TA Laptops IWB Work from</p>	<p>Backspace key Shift key Space bar Program</p>	<p>Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9,</p>	<p>Literacy PSHCE or other chosen lesson from</p>

		<p>text</p> <p>Know how to type in text, including spaces between words use full stops and to use the shift key. Practice using this skill.</p>	<p>version on the IWB.</p> <p>Give them time to practice using these keys by typing in work on their favourite things from PSHCE (if this work is not ready the pupils could type work from History on Tutankhamen or Science work on Electricity.)</p> <p>Again during the session, stop all the pupils and recap the use and position of the three keys.</p> <p>Note; the return key will be covered in the following weeks.</p> <p>Print work, try to get at least one sentence from each pupil, a member of staff watching each laptop being shut down correctly.</p> <p>Sat on the carpet as a class, celebrate the work produced on the computer, discuss the lack of crossing out and who do they think this work is? Does it matter if your handwriting is neat or not?</p>		<p>another lesson to type.</p>	<p>Full stop.</p>	<p>11, 12. Literacy 2, 3, 6, 8.</p>	<p>which text is used.</p>
Unit 2A	5	<p>Know that ICT can be used to rearrange text to make it easier to read and know how to use the return/enter key to insert line breaks.</p> <p>Use the shift key, space bar, full stop key and backspace key</p>	<p>Discuss how shopping list appear and how my long string list not as easy to follow. Demonstrate how to turn a string of ten items from a shopping list into a horizontal list by using the return/enter key.</p> <p>Go through the other keys we have used so far their names and uses.</p> <p>Tell the pupils that they are going to</p>	<p>Q &amp; A Observation Speech bubble sentences.</p>	<p>TA Laptops IWB Pictures and speech bubbles.</p>	<p>Shift key Space bar Full stop Program Backspace key</p>	<p>Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12. Literacy 2, 3, 6, 8.</p>	<p>Literacy</p>

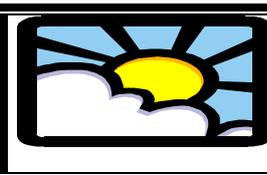
		when needed.	<p>need to remember these skills to help them with the next activity. Print out a set of pictures with empty speech bubbles. Discuss how speech bubbles can be used to illustrate direct speech.</p> <p>Divide the children into pairs and give each pair a picture. Ask the children to discuss what might be being said write their sentence on a small white board and then use the word processor to type the speech. Ask the children to print their work, cut it out and stick it onto the speech bubbles.</p> <p>A few of the pairs to read out their sentences and see if there could have been anything else used there. Look at how they have used the keys we have learned and if it makes it easier to read. Also discuss any problems found using the keys, pupils if possible to come up with solutions. (These speech bubble sentences could be used for a display.)</p>					
Unit 2A	6	Develop their text on screen and use appropriate techniques to ensure that their writing is clear, well presented and error-free.	<p>Integrated Activity Explain to the class that they will be using the techniques they have learnt to produce their own books. Ask the class to recall what they have learnt so far.</p> <p>Show the class a picture book, or use masking tape to cover the text in a</p>	Q & A Observation Printed book page.	TA Picture book Laptops	Shift key Space bar Full stop Program Backspace key	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12. Literacy 2, 3, 6, 8.	Literacy

			<p>familiar story. If possible one which we have just used. Working in pairs, ask the children to produce the text for a page of the story. Split the class up so they know which page they are to do. Remind them about: the importance of readability; when to and when not to use the return/enter key; checking and correcting spelling; using full stops and capital letters. Ask the children to prepare their text on screen.</p> <p>Print their work.</p> <p>Celebrate the pupils work Recap what we have done this half term and the pros and cons for using a computer rather than handwriting. What jobs would be easier or harder with a computer.</p>					
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# Belfield CP School

## Lesson plan



Lesson	Year group	Term	Lesson Length	Lesson
ICT	2	Autumn 1	1 hour	1 of 6

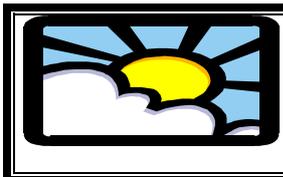
Aims / Outcomes
Know how to execute the basic operations of the computer, turn on, log in, shut down, open / close a program.
Key Vocabulary
Computer Shut down Log in, My documents, program, Word.

Introduction
On the carpet area, explain what ICT is and what ICT equipment we have around the classroom, with rules to what can and cannot be used independently without checking first. Look at the Interactive White board, explain how it works, its name and again rules.

Main Activities
Move the pupils to their desks two/three to a laptop. Explain quickly computer care basics drinks / food should not be near computers, not to put finger on computer screen. Discuss and teach how to <ul style="list-style-type: none"><li>• Turn on the computer</li><li>• How to log on the computer</li><li>• That lap tops are slightly different and why</li><li>• Open a program</li><li>• Close a program</li></ul> During each activity pupils are to practice them on the laptops  Look at the desktop, can the pupils recognise anything that is on the desktop, go through what the main ones do then ask the pupils to open the program 'Word' ask again what do we use 'Word' for? Let the pupils have a go at typing their names in to the 'Word' depending on their ability, could also write a little more about themselves. Depending on ability the pupils could now be shown how to save their work in 'My Documents'

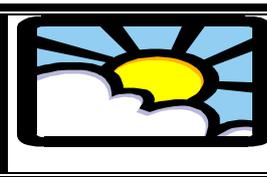
Plenary
Demonstrate how to shut down correctly, tell the pupils to continue typing into 'Word' until a member of staff can be there to watch their group shut down correctly.

Resources		Assessment Evidence	
TA Laptops IWB		Q & A Observation	
Cross Curricular Links	SoW / NC ref and level	Differentiation	EAL
Literacy	Unit 2A	Q & A Support given Outcome	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12. Literacy 2, 3, 6, 8.



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## Lesson plan



Lesson	Year group	Term	Lesson Length	Lesson
ICT	2	Autumn 1	1 hour	2 of 6

### Aims / Outcomes

Recognise that there are differences between handwritten and word-processed text  
Know how to type in text, including spaces between words use full stops and to use the shift key.

### Key Vocabulary

Shift key  
Space bar  
Program

### Introduction

Show the children examples of work created by older children using a word processor. Ask the class to discuss how the work is different from handwritten work, eg it is easy to read, there are no spelling mistakes, the corrections cannot be seen, the author can't be identified just by looking at it. Discuss which is easier to read. Discuss who reads their work, e.g. teachers, peers, parents.

### Main Activities

Read out sentences from the book they are reading in class at that time, to the children but leave out the pauses between words. Discuss with the children if they understood what was read and if it sounded odd. What do we need to show when a word has finished? (Space). Discuss with the pupils the 'space bar' on the keyboard, let them see a keyboard by using the interactive version on the IWB  
Demonstrate to the class how to use the spacebar to create a space and also how to use the shift key to make a capital letter, quickly discuss where a capital letter is needed.

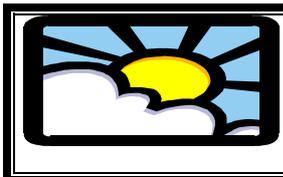
Re-cap computer care. Class working in twos/threes on laptops, ask pupils to correctly turn on their computers and then to open 'word'

Give the children an opportunity to type a simple sentence from on the board, remembering to include the capital letters and spaces like the board they are copying from.  
Half way through the activity, stop the pupils and recap where the capital letter and shift key are located and where they will need them in the text.

Print work, try to get at least one sentence from each pupil, a member of staff watching each laptop being shut down correctly.

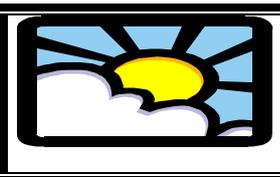
Plenary
Sat on the carpet, what did the pupils find difficult, any solutions from other pupils. Pros and cons to using a computer over handwritten text.

Resources		Assessment Evidence	
TA Laptops IWB Examples of older pupils work in type and handwritten.		Q & A Observation Printed work.	
Cross Curricular Links	SoW / NC ref and level	Differentiation	EAL
Literacy	Unit 2A	Q & A Support given Outcome	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12. Literacy 2, 3, 6, 8.



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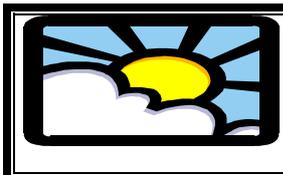
Lesson	Year group	Term	Lesson Length	Lesson
ICT	2	Autumn 1	1 hour	3 of 6

Aims / Outcomes
Know how to delete and insert text to improve readability. Recognise that changes can be made to the text at a later date.
Key Vocabulary
Backspace key Shift key Space bar Program Full stop.

Introduction
Recap last weeks work on the 'Shift key' and 'Space Bar,' names and use.
Main Activities
<p>(For this lesson laptops should be ready with the text up on screen ready to edit.)</p> <p>Enter an extract from the class reading book but replace the full stops with the word 'and'. Discuss the extract with the class and explain that the repeated use of 'and' makes it repetitive and difficult to read.</p> <p>Demonstrate how to the backspace key to delete the last entrance 'and', insert a full stop and change the following letter to upper case. Do this by using the keyboard on the IWB. Divide the class into pairs and ask them to edit the prepared text. Ask them to print out their work and compare it with the original version.</p> <p>HA group to know that there are two spaces after a full stop.</p>
Plenary
Ask a class compare the two versions Pros and cons to using a computer to edit the text.

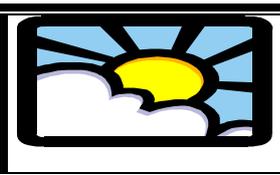
Resources	Assessment Evidence
TA Typed text. Laptops IWB	Q & A Observation Printed work

Cross Curricular Links	SoW / NC ref and level	Differentiation	EAL
Literacy	Unit 2A	Q & A Support given Outcome	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12. Literacy 2, 3, 6, 8.



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## Lesson plan



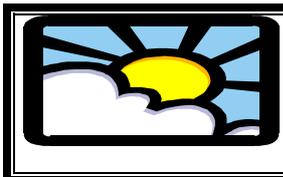
Lesson	Year group	Term	Lesson Length	Lesson
ICT	2	Autumn 1	1 hour	4 of 6

<b>Aims / Outcomes</b>
Recognise that there are differences between handwritten and word-processed text Know how to type in text, including spaces between words use full stops and to use the shift key. Practice using this skill.
<b>Key Vocabulary</b>
Backspace key Shift key Space bar Program Full stop.

<b>Introduction</b>
Recap last two weeks work on using the 'space bar,' 'shift key,' and 'full stop key,' on the keyboard, again let them see a keyboard by using the interactive version on the IWB.
<b>Main Activities</b>
Give them time to practice using these keys by typing in work on their favourite things from PSHCE (if this work is not ready the pupils could type work from History on Tutankhamen or Science work on Electricity.) Again during the session, stop all the pupils and recap the use and position of the three keys. Note; the return key will be covered in the following weeks.  Print work, try to get at least one sentence from each pupil, a member of staff watching each laptop being shut down correctly.
<b>Plenary</b>
Sat on the carpet as a class, celebrate the work produced on the computer, discuss the lack of crossing out and who do they think this work is? Does it matter if your handwriting is neat or not?

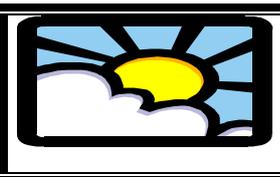
Resources	Assessment Evidence
TA Laptops IWB Work from another lesson to type.	Q & A Observation Typed work

Cross Curricular Links	SoW / NC ref and level	Differentiation	EAL
Literacy	Unit 2A	Q & A Support given Outcome	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12. Literacy 2, 3, 6, 8.



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## Lesson plan



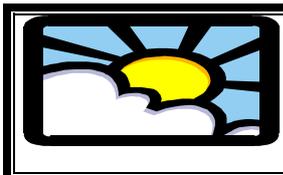
Lesson	Year group	Term	Lesson Length	Lesson
ICT	2	Autumn 1	1 hour	5 of 6

<b>Aims / Outcomes</b>
Know that ICT can be used to rearrange text to make it easier to read and know how to use the return/enter key to insert line breaks. Use the shift key, space bar, full stop key and backspace key when needed.
<b>Key Vocabulary</b>
Shift key Space bar Full stop Program Backspace key

<b>Introduction</b>
Discuss how shopping list appear and how my long string list not as easy to follow. Demonstrate how to turn a string of ten items from a shopping list into a horizontal list by using the return/enter key. Go through the other keys we have used so far their names and uses.
<b>Main Activities</b>
Tell the pupils that they are going to need to remember these skills to help them with the next activity. Print out a set of pictures with empty speech bubbles. Discuss how speech bubbles can be used to illustrate direct speech.  Divide the children into pairs and give each pair a picture. Ask the children to discuss what might be being said write their sentence on a small white board and then use the word processor to type the speech. Ask the children to print their work, cut it out and stick it onto the speech bubbles.
<b>Plenary</b>
A few of the pairs to read out their sentences and see if there could have been anything else used there. Look at how they have used the keys we have learned and if it makes it easier to read. Also discuss any problems found using the keys, pupils if possible to come up with solutions. (These speech bubble sentences could be used for a display.)

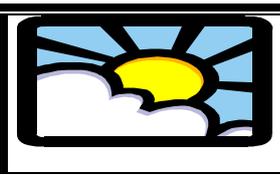
Resources	Assessment Evidence
TA Laptops IWB	Q & A Observation Speech bubble sentences.

Pictures and speech bubbles.			
Cross Curricular Links	SoW / NC ref and level	Differentiation	EAL
Literacy	Unit 2A	Q & A Support given Outcome	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12. Literacy 2, 3, 6, 8.



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## Lesson plan



Lesson	Year group	Term	Lesson Length	Lesson
ICT	2	Autumn 1	1 hour	6 of 6

<b>Aims / Outcomes</b>
Develop their text on screen and use appropriate techniques to ensure that their writing is clear, well presented and error-free.
<b>Key Vocabulary</b>
Shift key Space bar Full stop Program Backspace key

<b>Introduction</b>
<b>Integrated Activity</b> Explain to the class that they will be using the techniques they have learnt to produce their own books. Ask the class to recall what they have learnt so far.
<b>Main Activities</b>
Show the class a picture book, or use masking tape to cover the text in a familiar story. If possible one which we have just used. Working in pairs, ask the children to produce the text for a page of the story. Split the class up so they know which page they are to do. Remind them about: the importance of readability; when to and when not to use the return/enter key; checking and correcting spelling; using full stops and capital letters. Ask the children to prepare their text on screen.
<b>Plenary</b>
Print their work. Celebrate the pupils work Recap what we have done this half term and the pros and cons for using a computer rather than handwriting. What jobs would be easier or harder with a computer.

Resources	Assessment Evidence
TA Picture book Laptops	Q & A Observation Printed book page.

Cross Curricular Links	SoW / NC ref and level	Differentiation	EAL
Literacy	Unit 2A	Q & A Support given Outcome	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12. Literacy 2, 3, 6, 8.

