Seamer and Irton CP School – Computing (H.Griffiths)

Topic – Desktop Publishing	Year 3 Summer 1	Strand – Creating Media

Prior Learning

In the previous units
Year 1 – Digital Writing – Summer 1
Year 1 – Digital Painting – Autumn 2
Year 2 – Digital Photography – Autumn 2
learners' developed knowledge and understanding of using digital devices to combine text and images.

Key Knowledge I need to understand

I need to understand that:

Desktop publishing is when we create documents using page layout software.

We can use desktop publishing to make things like newsletters, brochures, magazines and newspapers.

Some examples of software that we can use for desktop publishing are Microsoft Publisher, Adobe Spark and Canva.

When using desktop publishers, we consider how images and text are laid out the page in an eye-catching and appropriate format.

Learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.

How I will show what I have learned

To recognise how text and images convey information	- I can explain the difference between text and images - I can recognise that text and images can communicate messages clearly - I can identify the advantages and disadvantages of using text and images
To recognise that text and layout can be edited	- I can change font style, size, and colours for a given purpose - I can edit text - I can explain that text can be changed to communicate more clearly
To choose appropriate page settings	- I can explain what 'page orientation' means - I can recognise placeholders and say why they are important - I can create a template for a particular purpose
To add content to a desktop publishing publication	- I can choose the best locations for my content - I can paste text and images to create a magazine cover - I can make changes to content after I've added it
To consider how different layouts can suit different purposes	- I can identify different layouts - I can match a layout to a purpose - I can choose a suitable layout for a given purpose
To consider the benefits of desktop publishing	- I can identify the uses of desktop publishing in the real world - I can say why desktop publishing might be helpful - I can compare work made on desktop publishing to work created by hand

What vocabulary I need to know

Text, images, advantages, disadvantages, communicate, font, font style, communicate, template, landscape, portrait, orientation, placeholder, template, layout, content, desktop publishing, copy, paste, purpose, benefits

What's next

In **Year 6 – Autumn 2 – Web Page Development** learners will be introduced to creating websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website. Throughout the process, learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.

The **Creating Media** units in years 4 and 5 will continue to teach learners how to Select and create a range of media including text, images, sounds, and video.

Please access resources at Teach Computing Curriculum - https://teachcomputing.org/curriculum

Assessment

National Curriculum Computing 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

Cross Curricular links

English
- Pupils should be taught to draft and write by: in non-narrative material, using simple organisational devices [for example, headings and subheadings]
- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements
- Proofread for spelling and punctuation errors

Assessment

Formative assessment opportunities are highlighted in each of the lesson plan documents. The learning objective and success criteria will be introduced at the beginning of each lesson and then reviewed at the end. Learners should assess how well they feel they have met the learning objective using the teacher's chosen method.

Summative assessment document included - multiple choice questions. This should be used, alongside teacher judgement, to complete summative assessment on ScholarPack https://teachcomputing.org/curriculum/key-stage-2/creating-media-desktop-publishing

Online Safety

Education for a Connected World links

Managing online information
- I can use key phrases in search engines
- I can use search technologies effectively

Copyright and ownership
- When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it
- I can demonstrate the use of search tools to find and access online content which can be reused by others

Teachers
The suggested application for this unit is Adobe Spark. To use this application, Spark accounts are needed for learners. A guide to creating accounts can be found here https://teachcomputing.org/curriculum/key-stage-2/creating-media-desktop-publishing/lesson-2-can-you-edit-it . Adobe Spark is web based and can be used on tablets, desktops and laptops

This unit focuses on desktop publishing, please familiarise yourself with Adobe Spark.
Alternatively, you may choose to use 2Publish or 2Publish Plus on PurpleMash. Please see the document 'Using PurpleMash to teach the NCCE Units of work' on PurpleMash OR Microsoft Publisher using pupil logins