



# Hartford Primary School

YEAR GROUP	3	SUBJECT	Desktop publishing		TERM	Autumn
National Curriculum Statements	<ul style="list-style-type: none"><li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li><li>• 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</li></ul>					
Prior Learning (What should they already know)	This unit progresses learners' knowledge and understanding of using digital devices to combine text and images building on work from the following units; Digital painting Year 1, and Digital Photography Year 2.					
Software needed	MS word, *Canva					
RETRIEVAL VOCABULARY		NEW VOCABULARY	text, images, advantages, disadvantages, communicate, font, style, landscape, portrait, orientation, placeholder, template, layout, content, desktop publishing, copy,			
Internet safety links	<ul style="list-style-type: none"><li>• 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.</li><li>• I can demonstrate the use of search tools to find and access online content which can be reused by others.</li><li>• Be mindful of what photos are shared online and who can see them. Avoid posting photos that reveal personal information or location.</li><li>• Never share personal details.</li><li>• Be aware of fake news and information. Help children know how to identify real and fake information.</li><li>• Only use the apps or websites your teacher has shown you (like Microsoft Publisher, Canva for Education, or Google Slides).</li><li>• Never write your full name, age, school name, or address in your work or on any website.</li><li>• Always ask your teacher or an adult before signing up or clicking a "Download" or "Login" button.</li><li>• Only include nice, respectful words and pictures in your projects.</li><li>• Use pictures your teacher gives you or from safe websites like Pixabay for Kids. Don't copy from Google without asking.</li><li>• Don't post your publishing work online or show it to others unless your teacher or parent says it's okay.</li><li>• If you see something scary or wrong, stop and tell a trusted adult right away.</li><li>• Always log out or close your publishing tool when you finish, especially on a shared computer.</li></ul>					

	Essential Learning for this lesson	Suggested teaching tasks/approaches	New Knowledge – What I'm leaving the lesson with
LESSON 1	<p>To recognise that text and layout can be edited</p> <ul style="list-style-type: none"> <li>I can change font style, size, and colour for a given purpose</li> <li>I can edit text</li> <li>I can explain that text can be changed to communicate more clearly</li> </ul>	<p>NCCE lesson 2</p> <p>Introduction: In this lesson we will look at desktop publishing. Learners will think about how to make careful choices regarding font size, colour, and type in an invitation. The use of the Return, Backspace, and Shift keys will be explored and learners will be taught how to type age-appropriate punctuation marks. They will understand that once content has been added, it can be rearranged on the page.</p> <p>Children will need to open a pre-written invite on pupil share.</p> <p>Activity 1: To assess learners' understanding of the tools used for changing font size, colour, and type.</p> <p>Activity 2: To assess learners' ability to change font sizes, types, and colours.</p> <p>Activity 3: To assess learners' understanding of the Shift, Backspace, and Return keys and their ability to type age-appropriate punctuation and rearrange content on the page.</p>	<p>I know how to change font style, size, and colour.</p> <p>I can edit text to ensure it is clear.</p>
LESSON 2	<p>To choose appropriate page settings</p> <ul style="list-style-type: none"> <li>I can define the term 'page orientation'</li> <li>I can identify placeholders and say why they are important</li> <li>I can create a template for a particular purpose</li> </ul>	<p>NCCE lesson 3</p> <p>Over the next few lessons pupils will create a magazine page all about HPS.</p> <p>Introduction: Learners will be introduced to the terms 'layouts', 'templates', 'orientation', and 'placeholders' within desktop publishing software. Learners will create their own magazine template which they will add content to during the next lesson.</p> <p>Children create their own template and save in pupil share.</p> <p>Activity 1: To assess learners' understanding of the terms 'page orientation', 'landscape', and 'portrait'.</p> <p>Activity 2: To assess learners' knowledge of magazine cover layouts.</p> <p>Activity 3: To assess learners' understanding of placeholders.</p> <p>Activity 3: To assess learners' ability to create their own template for a magazine using placeholders to create a template.</p>	<p>Page orientation means which way round the page is.</p> <p>A placeholder is pre-formatted container on a slide that holds content like text, images, charts, or other objects.</p> <p>I can create a template for a particular purpose.</p>
LESSON 3 & 4	<p>To add content to a desktop publishing document</p> <ul style="list-style-type: none"> <li>I can choose the best locations for my content</li> <li>I can paste text and images to create a magazine cover</li> </ul>	<p>NCCE lesson 4</p> <p>Introduction: During this lesson, learners will add their own content (text and images) to the magazine templates they created in Lesson 3. They will copy the information for the front of their magazine from a prewritten document and paste it into the chosen place on their magazine cover.</p> <p>Activity 1: To assess learners' ability to find and open work created previously.</p> <p>Activity 2: To assess learners' ability to copy and paste from one file to another and delete content when needed.</p>	<p>I can choose the best locations for my content</p> <p>I know how to paste text and images</p> <p>Changes can be made to content after I've added it.</p>

	<ul style="list-style-type: none"> <li>I can make changes to content after I've added it</li> </ul>	Activity 3: To assess learners' ability to add and delete images.	
LESSON 5	<p>To add content to a desktop publishing document</p> <ul style="list-style-type: none"> <li>I can choose the best locations for my content</li> <li>I can paste text and images to create a magazine cover</li> <li>I can make changes to content after I've added it</li> </ul>	<p>Children complete their newspaper / magazine cover about HPS.</p> <p>Edit and change thinking about:</p> <ul style="list-style-type: none"> <li>Layout, font, audience, colour, choice of pictures.</li> </ul>	<p>I know how to create a magazine cover using word. I can add content and make changes.</p>