

ACET Junior Academies'

Scheme of Work for Computing
Word/Powerpoint KS1/KS2



About this unit:

This scheme is designed to develop and build upon skills needed to effectively use a variety of Microsoft office packages. Each unit stands alone and should be taught based on relevant skill level of the class in question. A suggested year group for each has been included but this can and should be explicitly revised throughout primary until fluent.

Assessment note: it is worth printing and annotating computing work to show understanding of programmes and how goals have been accomplished.

Teaching note: it is worth recapping previous learning / pre-requisite skills as a warmup task before teaching a new skill

Unit structure

Pre-Unit – saving and retrieving digital content (suggested Y1)

Unit 1 – Word – typing, selecting and formatting (suggested Y1 with more complex ribbon commands to be covered in Y2/3)

Units 2 – Word – adding and formatting images (suggested Y3)

Unit 3 – PowerPoint – slides, text, images (suggested lower KS2)

Unit 4 – PowerPoint – themes, transitions and animations (suggested lower KS2)

Links to previous and future National Curriculum units

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 (KS2)

use technology purposefully to create, organise, store, manipulate and retrieve digital content (KS1)

Pre-Unit – Saving and retrieving digital content

Links to previous learning	Knowledge and concepts	Computing skills:	Assessment criteria:	Curricular links:
n/a – store and retrieve digital content	How to save a document How to open a document How the file system works on Windows	Simple file creation and retrieval skills	I can save a document I can retrieve a document	Skills based lesson can be taught in isolation or linked to topic (e.g. information and pictures about rainforest animals)
Suggested activities:		Resources:	Useful links:	
<p>This can be done manually alongside a digital representation using paper and cardboard folders as an analogy.</p> <p>Children could be provided with different printed documents and have folders around the classroom with labels (recycling bin, pupil shared, documents, picture and a table representing the desktop) – children should be made aware of the analogy between clicking and dragging as picking up a document and moving it to a location. Children should also be aware of using folders to store and retrieve information.</p> <p>Children could then be set a challenge to move a document to a specific folder or find a document and open it after being told its location or to create a simple document and move it to a location (this can be done as a race with the teacher opening a pupil shared area on the board with a name column enabled to see which enter the folder first)</p>		Printed documents and cardboard folders Laptop / screen for demonstration		

Unit 1 – typing, selecting and formatting (Word) (KS1)

Links to previous learning	Knowledge and concepts	Computing skills:	Assessment criteria:	Curricular links:
<p>Children should be aware of simple inputs to a computer</p> <p>Children should be aware of how to locate and open programs on a computer</p>	<p>How to input text into a commonly used program</p> <p>How to change the appearance of text in a commonly used program</p> <p>How to select text on a computer</p>	<p>Keyboard and mouse input skills</p> <p>Operation of a common programme</p> <p>Logical reasoning</p>	<p>I can enter text</p> <p>I can change the appearance of text to suit a purpose</p>	<p>This can be linked to any topic area easily</p>
Suggested activities:		Resources:	Useful links:	
<p>This lends itself perfectly to teaching computing skills alongside the publishing of literacy or topic work.</p> <p>Teaching should revolve around:</p> <ul style="list-style-type: none"> • the use of the cursor • understanding of the flashing text indicator for typing and how to move it around a document • use of the enter key to start new lines • location of simple punctuation on a keyboard • click and drag text selection • use of simple ribbon buttons. 		<p>Laptop</p> <p>Microsoft office package</p> <p>Previous written work</p>	<p>https://support.office.com/en-gb/word - has lots of basic CPD for using Microsoft word</p> <p>Twinkl has some word processing skills packs for those with subscriptions</p>	

Unit 2 – adding and formatting images (KS1)

Links to previous learning	Knowledge and concepts	Skills and concepts:	Assessment criteria:	Curricular links:
<p>Children should be aware of the Microsoft Word program and how to open it</p> <p>Children should be aware of text inputs and formatting.</p> <p>Children should be aware of how to use an internet browser.</p>	<p>How to save an image</p> <p>How to insert an image</p> <p>How to format an image</p> <p>How to move an image</p>	<p>Saving an image</p> <p>Inserting an image</p> <p>Formatting an image</p>	<p>I can add an image</p> <p>I can move an image</p> <p>I can format an image</p>	<p>This can be linked to any topic area easily</p>
Suggested activities:		Resources:	Useful links:	
<p>This should be done alongside revision of text input and formatting skills (Unit 1). Chn should be encouraged to write or publish a piece of work with topic/literacy links which can then be added to be use of images from the internet.</p> <p>Explicit teaching should revolve around:</p> <ul style="list-style-type: none"> • how to find an image online (google image search) • how to save an image to the computer and how to import it • using the format menu to edit the image. <p>Particular attention should be given to the wrap function and how that enables an image to interact with text. Children could add a border of chosen weight, shadow or change the contrast/brightness of an image to better suit the purpose.</p> <p><i>Based on current ACET firewall restrictions copy and paste from the internet is not a reliable method to teach for images from the internet.</i></p>		<p>Laptop</p> <p>Microsoft office package</p> <p>Previous written work</p>	<p>https://support.office.com/en-gb/word - has lots of basic CPD for using Microsoft word</p> <p>Twinkl has some word processing skills packs for those with subscriptions</p>	

Unit 3: slides, text, images (KS1)

Links to previous learning	Knowledge and concepts	Skills and concepts	Assessment criteria:	Curricular links:
<p>Children should be aware of Microsoft Word and its associated similarities.</p> <p>Children should be aware of text and image inputs to a programme.</p>	<p>What slides are</p> <p>Adding slides</p> <p>Text inputs using the box method</p> <p>Image inputs being similar to MS Word</p>	<p>Adding slides</p> <p>Variations of inputs</p>	<p>I can add slides</p> <p>I can add text</p> <p>I can add images</p>	<p>This can be linked to any topic area easily</p>
Suggested activities:		Resources:		
<p>Show the children a PowerPoint presentation and discuss what it is, what it is used for and discuss why it is different to a word document.</p> <p>Children could create a PowerPoint presentation based on their topic learning and tie this into revision of how to use a search engine to find information.</p> <p>Children could create a simple slideshow project with both text and images on each slide to present to the class (what we have found out about lions for example)</p> <p>Teaching should revolve around:</p> <ul style="list-style-type: none"> • adding slides • how text inputs operate in PowerPoint • revision of adding images 		<p>Laptop</p> <p>Microsoft office package</p>		<p>https://support.office.com/en-gb/powerpoint - simple CPD information for using powerpoint</p>

Unit 4: themes, transitions and animations (KS2)

Links to previous learning	Knowledge and concepts	Skills and concepts:	Assessment criteria:	Curricular links:
<p>Children should be aware of how to add slides, text and images.</p>	<p>How to add a theme to a slideshow</p> <p>What transitions are and how they work</p> <p>What animations are and how they work</p>	<p>Adding themes</p> <p>Adding transitions</p> <p>Adding animations</p>	<p>I can use of a consistent theme</p> <p>I can use of animations and transitions on text and images.</p>	<p>This can be linked to any topic area easily</p>
Suggested activities:		Resources:	Useful links:	
<p>Show the children a simple presentation (as Unit 3) and a more complex presentation (as Unit 4) using animations, transitions and a theme. Discuss what makes the second one more effective.</p> <p>Teaching should revolve around:</p> <ul style="list-style-type: none"> • how to add a theme, transitions and animations • why choosing a consistent approach is better for the audience <p>This can be anything topic related and is an excellent opportunity for children to practise presenting and speaking in front of an audience and considering their audience when developing their presentation.</p> <p>It is also an excellent opportunity for debugging as animations and transitions are a form of algorithm which may need to be tested and debugged appropriately.</p>		<p>Laptop</p> <p>Microsoft office package</p>	<p>https://support.office.com/en-gb/powerpoint - simple CPD information for using powerpoint</p>	