

Pictures

Unit Outcome – To use a range of tools and programs to create pictures.

Date	Objective (s)	Task/activity	Resources	Key Vocabulary	Learning Outcome
Lesson 1	<p><u>NC objective:</u> To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p><u>Lesson objectives:</u> I can paint with different colours.</p>	<p><u>Main Teaching</u> Show children how to access one of the paint programs on purple mash. Demonstrate how to launch the painting application that you are using, select different colours and paint a picture.</p> <p><u>Differentiated Activities</u> Children paint a picture using different colours. Can they change colours? Paintings could relate to some learning in class. Children save their paintings. (Model this if the children are not yet confident with how and where to save their work.) Half of the class go round and look at the paintings drawn by the other half. Encourage them to ask questions or make encouraging comments about the other children's work. Ask one or two children to say what they have learnt from other children or what they liked. Children edit their existing painting or paint another picture using what they have learnt from other children. What other tools have you used when painting? At</p>	<p>Lesson Pack Desktop computers/laptops/tablets Access to simple painting application</p>	<p>Paint, colour, brush, tools, rubber, save, new</p>	<p>To select a colour.</p> <p>To paint with the selected colour.</p> <p>To change to a different colour.</p>

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		<p>this point you can introduce the children to the different brushes available in the application</p> <p><u>Challenges</u></p> <p>Taskit</p> <p>Limitit: Try creating a painting with only 3 colours.</p> <p>Compareit: Draw a picture on a piece of paper using coloured pencils, pens or crayons. Can you then use a computer program to create the same picture? Is it easier or harder to draw on the computer?</p> <p>Suggestit: Find a partner. Suggest items for your partner to draw on the computer. Then swap over and draw what your partner suggests.</p> <p>SEN - Limit to simple tools</p>			
Lesson 2	<p><u>NC objective:</u></p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p><u>Main Teaching</u></p> <p>Children launch a painting application and paint a picture. Remind children how to launch the application. Can you use different colours? What do the different brushes do? (This gives children the opportunity to try things out.)</p> <p>: Using the paint application, demonstrate how to use different brushes in the application the children are using.</p> <p><u>Differentiated Activities</u></p> <p>Children start a new painting or continue their</p>	Paint, colour, brush, tools, settings.	Lesson Pack Desktop computers/lap tops/tablets Access to a painting application	<p>To select a brush.</p> <p>To paint with the selected brush.</p> <p>To change to a different brush.</p>

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<p><u>Lesson objectives:</u> I can paint with different brushes.</p>	<p>previous painting. They should be able to explore the different brushes available in the application that they are using. Show the children how and where to save their work. Children share their painting with a partner and explain how they have used the different brushes. Their partner should say what they like about the painting and make one suggestion on how to improve the painting Children can respond to their partner's suggestion or any learning they have gained from their partner Ask the children how they could change part of the picture without any way of rubbing out the picture. Introduce the idea that painting over the top of an area changes the colour of that part of the screen</p> <p><u>Challenges</u> Timeit: Use the thinnest brush and use it to cover the whole page. Time how long it takes and write the time down. Then, time how long it takes to use the thickest brush to cover the whole page. Which was quickest? How much quicker was it? Makeit: Which brush is best for painting the sea? Which would be best for drawing a face? Try different brushes to draw different things and then make a guidance</p>			
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		sheet for somebody else. You could write and draw your guidance sheet on paper or on the computer.			
Lesson 3	<p><u>NC objective:</u> To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p><u>Lesson objectives:</u> I can create shapes and fill areas</p>	<p><u>Main Teaching</u> Children recap their learning by painting a simple picture using different colours and brushes Give children time to explore. Can children work out how to draw shapes and fill areas? Demonstrate how to draw different shapes using different colours. (Depending on the application you are using, you may wish to show children how to resize their shapes. Show how to fill an area on screen. Point out that if an area is not enclosed, the bucket will fill a larger area than intended.</p> <p><u>Differentiated Activities</u> Children paint a picture using the shape and fill tools. A house is a good example to start with. Children save their paintings (you may need to remind children, or model, how to do this) Children share their paintings with a partner. Can you spot the shapes and filled areas that your partner has used? Share one or two chosen pictures to show to the</p>	Lesson Pack Desktop computers/laptops/tablets with a simple painting application.	Paint, colour, brush, tool, pixels shape, fill, bucket.	<p>To use the shape tools to create a shape. To format the colour of a shape.</p> <p>To fill an area with a colour.</p>

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		<p>whole class. Ask the partner to explain which shapes and filled areas have been used. How can you change something that you have done?</p> <p><u>Challenges</u></p> <p>Faceit: Try creating a face using only shapes. Which shapes could you use to create an ear?</p> <p>Writeit: Can you use shapes to create letters of the alphabet? Which shapes would you use to write your whole name? Is it harder to make the letter 'g' or the letter 'l'? Why?</p> <p>Animalit: Use shapes to create a picture of your favourite animal. Is there one shape that you need to use more than any other?</p>			
<p>Lesson 4</p>	<p><u>NC objective:</u> To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p><u>Main Teaching</u> Children launch a word processing program and write a sentence about the last meal they had e.g. breakfast or lunch. Ask the children to use the undo and redo buttons. Can you remember what they do and how to use them? (If the children are not familiar with using word processing programs then you may wish to model this now or skip this step. Children launch the painting application and paint a picture to go with their sentence e.g. a picture of their meal. If they want to change an action, can they</p>	<p>Lesson Pack Desktop computers/laptops/tablets with a simple painting application.</p>	<p>Paint, colour, brush, tool, pixels shape, fill, bucket. Undo, redo</p>	<p>To undo an action. To undo several actions. To redo an action that has been</p>



Computing Medium Term Plan- Autumn Term 2 Y1



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	<p><u>Lesson objectives:</u> I can make changes to improve my work</p>	<p>find the undo and redo buttons? Demonstrate how to use undo and redo with the application the children are using. (Some applications allow you to undo multiple actions while others do not.) Ask the children if they had any difficulties with undo and redo <u>Differentiated Activities</u> Children start a new painting of their favourite food, making sure they use different colours, brushes, and the shape and fill tools. Encourage them to try things out, using undo to correct anything, and redoing where needed. Children save their painting (remind children or model how to do this) : Children observe a partner using undo and redo and then swap. Children explain to each other what they are doing with the undo and redo buttons. <u>Challenges</u> Sayit: Try using an 'undo' command with your friend. Find a space and give your friend instructions e.g. 'Walk forward 2 steps, walk backwards 3 steps, hop to the right.' Then say 'undo' and your friend has to remember the last action and work out how to do it in reverse.</p>			undone
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		<p>Write it: Write about lots of situations in which you might need to undo an action. Start your sentences with 'The undo button is useful when...' Examples include: 'The undo button is useful when your straight lines goes wonky' or 'The undo button is useful when you draw a shape that is too big'.</p>			
Lesson 5	<p><u>NC objective:</u> To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p><u>Lesson objectives:</u> I can add text to a</p>	<p><u>Main Teaching</u> Children open a previous painting. (Model how to open a document if necessary.) Give them time to explore and try adding their name. Can you find the text tool independently : Demonstrate how to add text in the paint application and format the words by changing their shape or colour. Children leave their paintings displayed on the computer screens and the children move around to see each other's paintings. The children share their ideas about the colours and fonts others have used</p> <p><u>Differentiated activities</u> Children start a new painting and paint a portrait either of themselves or somebody else and add text. Some children could add a name, while others could</p>	Lesson Pack Desktop computers/laptops/tablets with a simple painting application.	Paint, colour, brush, tool, pixels shape, fill, bucket. Undo, redo	<p>To select the text tool.</p> <p>To write a word or sentence.</p> <p>To format the colour and font of the text.</p>

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	<p>painting.</p>	<p>also include information. Can you find the text tool? Can you type words and sentences? Can you change the font or colour? Some children will benefit from adult support</p> <p><u>Challenges</u></p> <p>Alphabetit: Can you type the whole alphabet in the correct order? Can you type the whole alphabet backwards?</p> <p>Nameit: On the computer, write down the names of some children in your class. Format the names so that each is a different font or colour.</p> <p>Sendit: Use text to write a letter or note to somebody else. Maybe you could write to a friend or family member to tell them what you have been learning. You could use brushes and tools to add an image</p>			
<p>Lesson 6</p>	<p><u>NC objective:</u> To use technology purposefully to create, organise, store, manipulate</p>	<p><u>Main Teaching</u> Children complete a series of quick challenges to practise some of the skills learnt in the unit. (You may want to model any of these again afterwards if the children have difficulty. See power point Children leave their posters displayed on their computer screens and then move around to see each</p>	<p>Lesson Pack Desktop computers/laptops/tablets with a simple painting application.</p>	<p>Paint, colour, brush, tool, shape, fill, bucket, undo, redo, text, size, poster, edit, change, select.</p>	<p>To use different brushes. To use different colours.</p>

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	<p>and retrieve digital content</p> <p><u>Lesson objectives:</u> I can use a computer program to make a poster.</p>	<p>other's paintings. Can you see shapes, filled areas and text? The children share their ideas with the rest of the class.</p> <p>Discuss as a class the skills learnt in the unit. Which generic skills are used in this unit which can apply to other applications? (While undo and redo are generic skills used in many applications, the shape, fill and text are also used in applications other than painting ones.)</p> <p><u>Differentiated activities</u> Children create a poster, using shapes, fill, undo and redo when needed and add and format text. Can you independently select colours and brushes? Can you create and fill different shapes? Can you write and format simple text? Can you use undo to correct mistakes? SEN - Children will benefit from adult support. GD - Children also include a title and extr</p> <p><u>Challenges</u> Labelit: Use the computer to create labels for things around school. Type the word and add a picture to your label. You could stick labels around the classroom to help people know where to put everything.</p>			<p>To use shapes and the fill tool.</p> <p>To add and format text.</p> <p>To use undo to correct mistakes.</p>
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		<p>Createit: Try using computer software to make a card with text and images.</p> <p>Copyit: Try copying a poem or story you have written on paper onto the computer</p>			
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