Computing Medium Term Plan- Summer Term 2 Y2

Presenting Ideas

- To present information in a variety of ways.

Date	Objective (s)	Task/activity	Resources	Key Vocabulary	Lesson Outcome
Lesson 1	NC objective: use technology purposefully to create, organise, store, manipulate and retrieve digital content Lesson objectives: I have examined a traditional tale presented as a mind map, as a quiz, as an e-book and as a fact file. I know that digital content can be represented in many forms.	Main Teaching Talk to the children about the story of the Three Bears. Can they summarise what happens in the story? Explain that they are going to be looking at some work that other children have done using Purple Mash to represent the story of the Three Bears. Open the e-book on the whiteboard. Ask the children if they know what an e-book is. Press the Play button at the top of the screen and watch/read the book together. Spend some time talking about the following aspects of the e-book: a. Text b. Pictures c. Animation and sound d. How to move through the story Do children think that it is a good representation of the story? Can they suggest any improvements? Explain that we are going to look at something called a mind map (also known as a concept map) that is also about the story of the Three Bears. Open the mind map, click on the central text Goldilocks and the Three Bears node and then click on the Start button. This hides all the nodes except the central one: Clicking on one of the + symbols will open a node for viewing. The information is then presented gradually rather than all in one go, which can be overwhelming for the viewer. Click on the top left + ; this reveals a node called 'Characters'. You can see that four nodes come from this one (there are four symbols on the edge). Can children suggest what they might be?	Unless otherwise stated, all resources can be found on the main unit 2.8 page. From here, click on the icon to set a resource as a 2do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page. • Three Bears mind map. • 2CAS Example - The Three Bears. • Three Bears quiz. Set the quiz as a 2Do for the children.	Concept Map (Mind Map) – A tool for organising and representing knowledge. They form a web of ideas which are all interconnected. Node – A way to represent a concept or idea using text and/or images. Animated – A process by which we see still pictures appear to move. Quiz – A test of knowledge, especially as a competition between individuals or teams as a form of entertainment.	To examine a traditional tale presented as a mind map, as a quiz, as an e-book and as a fact file. To know that digital content can be represented in many forms.

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		Reveal the four nodes by clicking on the + symbols: Continue to reveal nodes and discuss what they show. You could choose individual children and ask them to do this on the whiteboard. If you move in a clockwise direction around each node, the story is revealed in the expected order. Once the whole mind map has been revealed, ask children to suggest how this type of presentation might be useful. You can show them that clicking on the Show Story button opens a screen onto which you can type. Mind maps can be very useful for organising your ideas, especially when a whole group of people get together to share ideas. You can then use the mind map to write a story or a report on the shared information. The next presentation of the story is a quiz. Children will be making a quiz next week so this should give them some ideas that they can use. Show children how to open the 2Do for the quiz on their own computers. Usually, quizzes will open in Play mode for the children but this quiz opens in Edit mode so that they can look at how it is made. If they click on the Save button before they play the quiz, they can save a copy of it into their work folder and they will be able to edit it in the future. Differentiated Activities Once they have saved, ask the children to click on the Play button (at the top of the screen) to try out the quiz. Give them some time to work out the right answers. Once the children have had a good go at this, have a brief discussion about the different types of questions in the quiz and any difficulties that they had with it. This will prepare the		Non-Fiction – Informative or factual writing. Presentation – A speech or talk in which a new product, idea, or piece of work is shown and explained to an audience. Narrative – A speech or talk in which a new product, idea, or piece of work is shown and explained to an audience. Audience – The people giving attention to something.	

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		children for making a quiz next week. Challenges Plenary Review the different ways that the children have seen the story presented this week. Can they think of any other ways of presenting the story? A poster for a play or movie could be one. Children might have read books at home or school that use this story as the basis of other stories. Beware of the Bears by Alan MacDonald is a follow-up about what the bears do in response. A Chair for Baby Bear by Kaye Umansky is about how Goldilocks tries to make amends. Believe Me, Goldilocks Rocks by Nany Loewen tells the story from the point of view of Baby Bear. If you or the children have any of these books, they will lend an added dimension to the ideas in this lesson.			
Lesson 2	NC objective: use technology purposefully to create, organise, store, manipulate and retrieve digital content Lesson objectives: I can make a quiz about a story using	Main Teaching Briefly review the different types of presentation of information that the children explored last week. Show the children how to open 2Quiz on the computer. It is in the Creative Tools area in Purple Mash. When 2Quiz opens, it is ready for creating a quiz straight away. However, we are going to start by opening the Three Bears quiz to see how the questions were made. Click on the close button to close the Getting Started screen and then click on the Open File button. Select the quiz that you saved in your work folder. Children will have saved their quizzes in the same location with their	Unless otherwise stated, all resources can be found on the main unit 2.8 page. From here, click on the icon to set a resource as a 2do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page. • Three Bears		To make a quiz about a story using 2Quiz. To talk about my work and make improvements based on feedback

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	<mark>2Quiz.</mark> I can talk about my work and make improvements based on feedback received.	own logins. Give children a tour of the screen that opens first, including the following features: a. The little thumbnail pictures for each of the six questions at the bottom of the screen. These can be dragged to change their order. b. The button to add a question on the bottom right [icon]. This opens a screen where you choose the type of question. The question types are discussed below. c. The button to delete a question. Remind them to take care when doing this! d. The top section of the screen is all about the question. It will change to reflect the question clicked on in the bottom bar. Now look at each question in the Three Bears quiz in turn. Note: not every feature will be introduced to the children as some will be too complicated for them; just those they are most likely to use to make a simple quiz will be presented. In addition, you might decide just to show them one or two question types depending upon the abilities within your class. Question 1) This is a multiple-choice question with two possible answers. You type the question in and can add a picture by clicking on the picture box. This opens a pop-up window where you can draw your own picture or click the Clipart button and choose some clipart . To put the answers in, just type in the answer boxes; in this case, 'True' and 'False'. Question 2) This is a multiple-choice question with four	quiz. The children should have saved this to their work folders in the previous lesson. Save this quiz into your own work folder so that you can demonstrate how to edit it. • Headphones		received.

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possible answers. This is made in the same way as the first question; the - + buttons in the top right add or remove answers. Make sure that the x and tick

are correct (they are changed by clicking on them).

Question 3) This is just like Question 2. Question 4) This is a labelling question. Click on the white box in the middle to open the popup picture window to choose clipart or draw a picture. Type on the labels and then drag the arrowhead to the correct place. You do not have to use all of the labels.

Question 5) This is a text question with an image. Type in the question and type in the answer in the answer box. If there is more than one possible answer you can use the ';' (semicolon) symbol to separate answers. Have a look at the possible answers to this question in the example.

Question 6) This is a sequencing question. You get a choice of how many pictures to put in the sequence and how they are arranged. Then click on the picture boxes to add pictures by drawing or using clipart. Question 7) This is a sorting question and not recommended for children to make at this stage as it is fairly complicated.

Differentiated Activities

You can now decide whether your class should explore and edit the Three Bears quiz or start straight away making their own quiz from scratch. Discuss possible themes with the children. They might want to choose a different well-known story, or they could choose a topic that you are studying in class at the moment. The aim is for children to make a short quiz of at least two questions, save it and have a peer play it and give

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		feedback. Children will have the opportunity to extend their quiz in a future lesson. Remind children how to save their work in their work folders. Challenges			
Lesson 3	NC objective: use technology purposefully to create, organise, store, manipulate and retrieve digital content Lesson objectives: I can extract information from a 2Connect file to make a publisher fact file on a non-fiction topic. I can add appropriate clipart. I can add an appropriate photo. I know that data can be structured in tables to make it	Main Teaching In the last two lessons, we have been looking at the presentation of fiction information. Today, we are going to look at non-fiction. Can children explain what fiction and non-fiction are? Open the 2Connect file on the whiteboard and firstly review the way that it is presented. Can children remember what this is called (mind map or concept map)? How can they see just a bit of the information at a time? Next discuss the content of the information; what can children find out from reading this? Show the children the United Kingdom fact file. Draw their attention to the following features of this file: • The zoom control on the top right and how it works. Show children how to zoom in and then use the page's scroll bars to move around the page. • Places where the children can click and type in the facts. Demonstrate changing font size by using the A button. • The table that children should fill in; what should go in each box? • The clipart gallery filled with appropriate clipart. • The picture spaces, where children can drag clipart such as the country outlines and flags.	Unless otherwise stated, all resources can be found on the main unit 2.8 page. From here, click on the icon to set a resource as a 2do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page. • United Kingdom 2Connect file. This will be used on the whiteboard. • United Kingdom fact file. This should be set as a 2Do for the children.		To extract information from a 2Connect file to make a publisher fact file on a non-fiction topic. To add appropriate clipart. To add an appropriate photo. To know that data can be structured in tables to make it useful.

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	useful.	• The picture box; children can click on the + symbol to be taken to the gallery, where there are photos they can insert. Differentiated Activities Explain that you have set it as a 2Do for them to fill in. If necessary, show children how to open the file from their 2Dos. Explain that the mind map will stay on the whiteboard for them to use to find the correct information. Children should try to complete the fact file and save their work. Plenary Near the end of the lesson, spend some time discussing which presentation is clearer for displaying the information. There is no right answer to this; it is a matter of personal opinion. Point out the use of the table to show information about the countries in the UK. Do they think that this is a clear way to present information? Have they seen tables used before? Consider bus timetables, school timetables, etc. Challenges			
Lesson 4	NC objective: use technology purposefully to create, organise, store, manipulate and retrieve digital	Main Teaching Discuss the different methods of presenting ideas that we have looked at in the last three lessons. Explain that today children are going to create a presentation on a topic and that they can choose the method to use. Differentiated Activities	Unless otherwise stated, all resources can be found on the main unit 2.8 page. From here, click on the icon to set a resource as a 2do for your class.		To use a variety of software to manipulate and present digital content and

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| | content

Lesson objectives:
I can use a variety of software to manipulate and present digital content and information.
I can collect, organise and present data and information in digital content.
I can create digital content to achieve a given goal by combining software packages | Children will need to spend time creating their resource and practising presenting it. You might need to set time aside outside the lesson for children to do their presentations. They could present it as part of a class assembly. Children should spend some time familiarising themselves with the topic then get started on creating one resource: a fact file, a 2Connect file or a brief 2Create a Story file (this can be used as effectively for a non-fiction book as for fiction). They should then practise and perform their presentation. Children could share their presentations to a class display board.

Challenges
. | Children will have a choice of how to present their information using one of the methods that we have looked at in previous weeks. • The blank fact file might be useful to set as a 2Do for children who decide to make a fact file. • 2Connect and 2Create a Story can be accessed from the Tools area in Purple Mash. • You will need to decide upon a topic for children to present. It is suggested that you choose a topic that you are studying in class and that you have resources such as books that children can use to find out relevant information. You could also use one of the featured topics from the Purple Mash home page with their accompanying resources. • You could | | information.
To collect, organise and present data and information in digital content.
To create digital content to achieve a given goal by combining software packages |

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			create your own 2Connect file to provide information or even make a class mind map of ideas and facts before starting. • You could create a different 2Publish template for children to use with appropriate word banks and clipart. For guidance about making your own 2Publish template, see the user guide at Chapter 3 - 2Publish Plus in the Guides and Resources section or by opening 2Publish Plus and clicking on the button. • You could also use existing Purple Mash writing frames by using the search facility within Purple Mash to search for your topic and evaluate the resources.		