

YEAR 3

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Creating media – Desktop publishing	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>No Specific ELG links.</p>	<p>To develop understanding of using a computer to create and manipulate text.</p>	<p>To use a computer to create music digitally, comparing digital and non-digital.</p>	<p>To become familiar with the terms 'text' and 'images'. To understand that they can be used to communicate messages.</p>	<p>To develop understanding of how digital images can be changed and edited. To learn how to resave and reuse digital images.</p>	<p>To create short videos in pairs or groups. Developing skills of capturing, editing and manipulating.</p>	<p>To identify what makes a good webpage and use this information to design and evaluate their own website.</p>

COMPOSITES

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

COMPONENTS

	1	2	3	4	5	6	End Point
	Can I recognise how text and images convey information?	Can I recognise that text and layout can be edited?	How can I choose appropriate page setting?	How can I add content to a desktop publishing publication?	Can I consider how different layouts can suit different purposes?	Can I consider the benefits of desktop publishing?	This unit progresses learners' knowledge and understanding of using digital devices to combine text and images building on work from the following units; Digital Writing Year 1, Digital painting Year 1, and Digital Photography Year 2.
CONCEPTS Link to concept map	Creating media – Desktop publishing Information Technology Digital Literacy	Creating media – Desktop publishing Information Technology Digital Literacy	Creating media – Desktop publishing Information Technology Digital Literacy	Creating media – Desktop publishing Information Technology Digital Literacy	Creating media – Desktop publishing Information Technology Digital Literacy	Creating media – Desktop publishing Information Technology Computer Science Digital Literacy	Creating media – Desktop publishing Information Technology Computer Science Digital Literacy

SKILLS	<p>I can demonstrate the difference between text and images</p> <p>I can recognise that text and images can communicate messages clearly</p>	<p>I can select font style, size, and colours for a given purpose</p> <p>I can demonstrate editing a text</p>	<p>I can recognise placeholders and say why they are important</p> <p>I can design a template for a particular purpose</p>	<p>I can implement the best locations for my content</p> <p>I can paste text and images to create a magazine cover</p> <p>I can experiment and make changes to content after I've added it</p>	<p>I can identify different layouts</p> <p>I can select a layout to a purpose</p> <p>I can locate a suitable layout for a given purpose</p>	<p>I can discuss why desktop publishing might be helpful</p> <p>I can compare work made on desktop publishing to work created by hand</p>	<p>Children will learn skills to allow them to design, create and experiment with magazine covers.</p>
KNOWLEDGE	I can identify the advantages and disadvantages of using text and images	I can explain that text can be changed to communicate more clearly	I can explain what 'page orientation' means.			I can identify the uses of desktop publishing in the real world	Children will gain knowledge and understanding of using digital devices to combine text and images building.
LESSON LINK	Creating media - Desktop publishing	Creating media - Desktop publishing	Creating media - Desktop publishing	Creating media - Desktop publishing	Creating media - Desktop publishing	Creating media - Desktop publishing	Creating media - Desktop publishing
PROGRESSIVE VOCABULARY	text, images, advantages, disadvantages, communicate	font, font style, communicate, template	landscape, portrait, orientation, placeholder, template, layout, content	desktop publishing, copy, paste	layout, purpose	desktop publishing, benefits	Children will be able to understand, articulate and use the vocabulary
CURRICULUM EXPERIENCES						Design their own Magazine cover about Volcanoes.	
END POINT	Children will become familiar with the terms 'text' and 'images' and understand that text and images need to be used carefully if they are to communicate	This lesson will build on the previous lesson, in which we looked at images and text to communicate a message effectively. In this lesson we will look at	Children will be introduced to the terms 'layouts', 'templates', 'orientation', and 'placeholders' within desktop publishing software.	During this lesson, Children will add their own content (text and images) to the magazine templates they created in Lesson 3. They will copy the	Children will think about the different ways information can be laid out on a page. They will look at a range of page layouts such as letters and	Children will explain what 'desktop publishing' means in their own words. They will think about how desktop publishing is used in the wider world and consider the benefits of using desktop publishing applications.	

	<p>messages clearly. Children will be able to give advantages and disadvantages of using text, images, or both text and images to communicate messages effectively.</p>	<p>desktop publishing. Children 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. This will build on the typing skills learned in the Year 1 'Digital painting' unit. They will understand that once content has been added, it can be rearranged on the page.</p>	<p>Children will create their own magazine template which they will add content to during the next lesson.</p>	<p>information for the front of their magazine from a prewritten document and paste it into the chosen place on their magazine cover.</p>	<p>newspapers and begin to think about the purposes of each of these.</p>		
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