

Building on prior learning	Theme overview	Preparing for future learning	Vocabulary
<p>During the previous units linked to word processing, the children have learnt how to change the colour, font and size of text (Y3) and highlight text by dragging the mouse to select a greater amount of text they would like to change (Y4). They have also looked at how formatting can effect the effectiveness of their work on the reader.</p>	<p>In this unit, the children will build on their information technology skills to align the text typed, learn how to insert different items, such as clip art and tables, and understand how it could be easier to move a word or sentence to a new position rather than using copying and pasting.</p>	<p>In the next unit of Y5, the children will be applying all their skills and knowledge taught during PowerPoint sessions to create a short trailer from still images. They will learn how to add text, slide transitions and special effects. They will learn how to change the order of the still images.</p>	<p>Word Format Text Align Copy Paste Lassoing Drag Multimedia Image/clip art Position</p>

NC coverage and HWJS skills development	Knowledge organisers
<p style="text-align: center;"><u>National curriculum coverage</u></p> <p>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.</p> <p style="text-align: center;"><u>HWJS skills development</u></p> <p>Align text left, right and centre.</p> <p>Create quality presentations that are appropriate and engaging for a known audience.</p> <p>Look at their own work and evaluate its effectiveness.</p>	<p>I can align text left, right, centre and justify and know when these are used.</p> <p>I am able to move a word sentence by lassoing the text and dragging it to a new position.</p> <p>I can move a word or section of text within the document by cutting and pasting.</p> <p>I can insert a picture, Word Art or clip-art and know that in a word-processor text is primary.</p> <p>I can insert a table and adjust its formatting adding new columns or rows and merging cells.</p>

<u>Connections / deepening understanding</u>	<u>RADE</u>	<u>Assessment</u>
		<p>By the end of the unit the children will be able to ...</p> <p>Details of the objectives that they will have covered within this unit of work</p>
	<p>Collaboration Deeper thinking</p>	<p>The pupils will be assessed through ongoing assessment through teacher observation and pieces of work produced throughout the sessions.</p>

By the end of the unit the children will be able to insert a range of different items into a word processor.

Assessment recording for the unit - checking the level of pitch of the work

<u>Key skill(s)/ knowledge to be assessed by the end of the unit</u>	<u>Lower attaining</u>	<u>Middle attaining</u>	<u>Higher attaining</u>
I know how to insert a table into my document. I know how to insert a picture or clip art into my document.			
I can align text around inserted images or tables to present my work effectivity.			

NB: The assessments are completed for two reasons – to enable the class teacher and in turn the subject leader to evaluate the pitch of the learning within the unit in order to consider any necessary updates and for the class teacher to report to parents on the attainment of pupils in the end of year reports