

Fairisle Infant and Nursery School Medium Term Plan



'We have the right to learn' Article 28

'We have the right to be safe' Article 19

'We have the right to be the best we can be' Article 29

<p>Subject: Computing Digital Literacy (Story writing)</p>	<p>Year Group: Year 1 Spring 1</p>	<p>Unit: People Who Help Us</p>
<p>Learning Objective:</p> <ul style="list-style-type: none"> <li>- Use technology purposeful to create, organise, store, retrieve digital content</li> <li>- Select use and combine a variety of software ( including internet services) on a range of digital devices to accomplish given goals including collecting, analysing, evaluating and presenting data and information</li> </ul> <p>Success Criteria:</p> <ul style="list-style-type: none"> <li>- I can be creative with different technology and tools</li> <li>- I can use technology to create and present my ideas</li> </ul>	<p>Key Skills and reference to National Curriculum:</p> <p>are responsible, competent, confident and creative users of information and communication technology</p>	<p>Resources:</p> <p>Fizzbooks 2Publish+</p>
	<p>Hook and content:</p> <p>Children are learning about Grace Darling and will be writing about other people who help us.</p> <hr/> <p>Step 1</p> <p>Ensure all children know how to turn on Fizzbook and then teach them the skill of logging on (as a Year 1 pupil) Remind them of the 'Lock It' logo. Teach the skill of closing down the machine (they will not have done this in Year R)</p> <p>Step 2</p>	<p>Cross-curricular links:</p> <p>Literacy: Information writing</p> <p>PSHE: People who help us</p> <p>History: Grace Darling</p> <p>S&amp;L links:</p> <ul style="list-style-type: none"> <li>• Gain, maintain and monitor the interest of the listener</li> </ul>

<ul style="list-style-type: none"> <li>- I can use the keyboard or word bank on my device to enter text</li> <li>- I can save information in a secure place and retrieve it again</li> </ul>	<p>Model the pathway of the opening 2Publish+ and demonstrate using the tools to create a picture of a member of emergency services. Ensure children select the most appropriate tool for the job (ie using the fill tool to fill in the background instead of colouring it with a pen tool)</p> <p>Tools:</p> <p>Selecting different colours, fill, selecting different pen width, spray, rubber, back arrow,</p> <p>Step 3</p> <p>Create a picture and SAVE it. Model the pathway. Saving the picture will be the biggest focus and will take time. Have pathway to saving written out on strips of paper for them.</p> <p>Step 4</p> <p>RETRIEVE photo. Model retrieving the photo and then editing it by adding animation and sound. Give children time to do this and experiment with different sounds and animation. Children to save their work when finished.</p> <p>Step 5- Extension</p> <p>Model choosing and retrieving picture of a member of emergency services and adding text. Demonstrate how to add a new page and give the children time to develop the page (working in pairs). This may need several sessions and children will need to save their work each time.</p>	<p>SMSC: ESafety: Revise lock it, block it show it, tell it at the beginning of each session.</p>
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