Spring 1 Year 5 - IT Planning (cc History WWII)

Lesson/ Date	Activities/Information
Lesson 1 26.2.19	**LO: <mark>To create and share a Google Slides file</mark>** **Teacher Input:** Demonstrate how to log into **Google Classroom**, and create a new **Google Slides file**. Show how to **share** this with their partner, and how to retrieve the shared file from their Google Drive. Explain that Google **autosaves** everything, unlike when using Microsoft Word/Powerpoint, but they still need to make sure that the file has a **file name** (in the top left corner). Explain that they will be **collaborating** to create a **presentation** on Air Raid Shelters in WWII (cc history). Show a good and bad example of a powerpoint on Air Raid Shelters, and powerpoint on WMG powerpoint. Explain that at the end of the project the children will present their presentations to the class. **Task:** Chn to log in to Google Classroom, create a Google Slides file, share with a partner and give it an appropriate file name. Complete title page, with appropriate background and font, and begin to plan out their project on Air Raid Shelters. **Differentiation** **HA:** Help peers to create/share files. **LA:** Joao and Freddie to work with Harris, with TA support. Johnny, Frankie, Daisy and Leo to work with H/A partners, with TA support. Lilli-Rose and Grace to have a more able partner to support with spelling later on in the project. **Skills: <mark>Fact and knowledge,</mark> thinking, reasoning, explanation, questioning, <mark>development of vocab</mark>, SMSC/PHSE, <mark>Careers</mark>**
Lesson 2 5.3.19	**LO: <mark>To carry out online research (on Air Raid Shelters)</mark>** **Teacher Input:** Discuss suitable **terms** for an online (google) **search** on Air Raid shelters. What exactly do they want to find out about them? How can they get 'child friendly' search results? (Include "KS2") Carry out a search on IWB and discuss which of the results look like they will be most useful. Discuss **plagiarism**, and the importance of **citing sources**. Show how to copy the **web address** (by either **right-clicking**, and using **keyboard shortcuts**), and explain that children should add this to the last page in their presentation, under "Sources of Information" title. Remind children that they must re-write the information in their own words, and not simply "copy and paste". **Task:** Children to research Air Raid Shelters and begin to add information to their Google Slides presentation. Children must cite their sources on a final slide. **Differentiation** **HA:** Encourage more able to think carefully about the structure of their presentation – what should go first, second, etc. Those with better computing skills will present their information more clearly on the page, thinking carefully about layout and picture/font size and colour, etc. **LA:** Joao and Freddie to work with Harris, with TA support. Johnny, Frankie, Daisy and Leo to work with H/A partners, with TA support. Children encouraged to support each other with computer skills.

	Skills: **Fact and knowledge**, **thinking**, **reasoning**, **explanation**, questioning, **development of vocab**, SMSC/PHSE, Careers
Lesson 3 12.3.19	**LO: To add images to presentation** **Teacher Input:** Demonstrate how to add to, move and re-size and re-shape (e.g. into an oval) images in Google Slides. **Task:** Children will select appropriate images to add to their presentation, along with relevant captions. They will re-size and move as necessary. **Differentiation** **HA:** To present images and text in good proportions on the page, and will add more slides to their presentation, covering a wider range of facts about Air Raid Shelters and the impact they had on those living through the war. **LA: T/TA/peer support.** Presentation will have fewer slides with simple facts only. Skills: **Fact and knowledge**, **thinking**, **reasoning**, **explanation**, questioning, **development of vocab**, SMSC/PHSE, Careers
Lesson 4 19.3.19	**LO: To add own photos to presentation** **Teacher Input:** Demonstrate how to import photos from a folder on student-share into presentation. **Task:** (Children to have taken photos during art/DT of the making of their own model shelters) Chn will import photos to their presentations, and add appropriate captions to explain their relevance. **Differentiation** **HA:** To add a sequence of photos, with well-chosen captions. Offer peer support as needed, guiding peers through questioning rather than taking over. **LA:** Peer support to import photos. Skills: **Fact and knowledge**, **thinking**, **reasoning**, **explanation**, **questioning**, development of vocab, SMSC/PHSE, Careers
Lesson 5	**LO: To add special effects into presentation** **Teacher Input:** Demonstrate how to select and change the transitions between slides, and how to add a voice/sound clip to the presentation. Why might this be a good thing to include? Where in the presentation would a sound clip be most relevant? **Task:** Children to finish their presentations, select appropriate transitions between slides, and add a sound clip. **Differentiation** **HA:** Could add relevant hyperlinks to their presentations. They will offer peer support (technical skills) when needed. **LA:** T/TA/peer support. One transition used. Peer support to check spellings ready for final presentation. Skills: **Fact and knowledge**, **thinking**, **reasoning**, explanation, questioning, **development of vocab**, SMSC/PHSE, Careers