

# **DigiTech Scheme of Work**

## **Unit 5.9 -**

# **Word Processing (with Microsoft Word)**

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# Pre-requisites

## Version of Word and Device Type

Know what version of Word you are using, the instructions will differ a bit depending upon whether you are using the downloaded app and which version, the online app or using a tablet device. Lesson plans include advice for all types but depending upon the version of word that you use, there might be differences. Most of the screenshots provided use Word 365 some shots show tablet devices where required. You can see an up-to-date comparison of the features available in the different versions of Word in this [Microsoft weblink](#).

Some tools such as grouping are not available on all versions of Word, check the devices/versions that children will be using to familiarise yourself with options that are available and how these differ.

## Download Resources

Ensure you have downloaded the resources for this unit from the [main unit page 5.8](#). The resources are all contained within a zip file. It is possible to upload these to Purple Mash and set them as a 2Do if needed.

## Saving Work

Have a clear idea about where children should save their work. If you are using office 365, use cloud storage, otherwise ensure that children save to a sensible folder. The lessons assume that children know about folders and files on whichever network they are using. If they do not, it might be worth spending some time teaching about files and folders and the difference between saving in the cloud, saving on the school server or saving on the device itself. It would be useful for children to know how to create folders so that they can organise their files. They should know how to rename, copy\cut and paste folders, how to delete a folder and how to use the trash bin to retrieve work that they have accidentally deleted. They should be able to move work from one folder to another. These skills are not used much within the lesson plans but will be important for children's ongoing work with the files that they produce.

If documents are saved offline, then lessons about sharing and collaboration will not be easy to put into practice in your setting.

## Printing

Children will not be routinely required to print during these lessons though lesson 7 does include considerations when printing. So, it is useful to have a connected printer available.

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## Typing

Children who cannot type efficiently, will find having to finish all writing\typing frustrating. Finishing all the writing\typing is not required to complete the lessons. Children might need extra time to complete their documents and include all the text that they wish to include. If you want to improve children' typing speed, then make use of the Purple Mash Tool [2Type](#). See here for [the User Manual](#).

# Medium-Term Plan

Lesson	Title	Success Criteria
<u>1</u>	Making a Document from a Blank Page	<ul style="list-style-type: none"> <li>Children know what a word processing tool is for.</li> <li>Children will be able to create a word processing document altering the look of the text and navigating around the document.</li> </ul>
<u>2</u>	Inserting Images: Considering Copyright	<ul style="list-style-type: none"> <li>Children know how to add images to a word document.</li> <li>Children can edit images to reduce their file size.</li> <li>Children know the correct way to search for images that they are permitted to reuse.</li> <li>Children know how to attribute the original artist of an image.</li> </ul>
<u>3</u>	Editing Images in Word	<ul style="list-style-type: none"> <li>Children can edit their images within Word to best present them alongside text.</li> <li>Children understand wrapping of images and text.</li> </ul>
<u>4</u>	Adding the Text	<ul style="list-style-type: none"> <li>Children can add appropriate text to their document, formatting in a suitable way.</li> <li>Children can use a style set in Word.</li> <li>Children can use bullet points and numbering.</li> </ul>
<u>5</u>	Finishing Touches	<ul style="list-style-type: none"> <li>Children can add text boxes and shapes.</li> <li>Children can consider paragraph formatting such as line spacing, drop capitals.</li> <li>Children can add hyperlinks to an external website.</li> <li>Children can add an automated contents page.</li> </ul>
<u>6</u>	Presenting Information Using Tables	<ul style="list-style-type: none"> <li>Children can add tables to present information.</li> <li>Children can edit properties of tables including borders, colours, merging cells, adding and removing rows and columns.</li> <li>Children can add word art for a heading.</li> </ul>
<u>7</u>	Writing a Letter Using a Template	<ul style="list-style-type: none"> <li>Children can use a Word template and edit it appropriately.</li> </ul>
<u>8</u>	Presenting Information - Newspaper	<ul style="list-style-type: none"> <li>Children can format a page using a combination of images, headers and columns.</li> </ul>

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# Lesson 1 – Making a Document from a Blank Page

## Aim

- To know what a word processing tool is for.

## Success Criteria


- Children know what a word processing tool is for.
- Children will be able to create a word processing document altering the look of the text and navigating around the document.

## Resources

Unless otherwise stated, all resources can be found on the [main Unit 5.9](#) page.

- See pre-requisites.
- Formatting Overload Story – children should have a copy to edit in Word.

## Activities

Introduction	Display <b>slide 2</b> and outline the lesson aims.  Display <b>slide 3</b> and outline the success criteria.
Word Front Screen	Display <b>slide 4</b> . Open word and look at the front screen, this will vary depending upon the version and device that you are using. The following features might be in different places, but they should all be identifiable. Use your version to point out the following sections to children.
Layout of Home Screen	Display <b>slide 5</b> . Point out the locations on the home screen and the words used to describe them. If children are familiar with the vocabulary, it will make the teaching easier. NB The layout and options will differ if you are using a tablet app or Word online.
Expanding categories	Display <b>slide 6</b> . The main buttons are easily available, but some of the categories can also be expanded further by clicking on the launch symbol on the bottom right corner of each category  . Try doing this with some of the categories and click on some of the other tab menu items to see their categories.

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Zoom	Display <b>slide 7</b> . Show how to zoom in and out using the zoom control or pressing the control (Ctrl) key on the keyboard and the wheel on a mouse (if your mice have wheels). On a tablet, you zoom using a two-finger gesture, show children how to do this if they do not know.
Saving a Document	Display <b>slide 8</b> . Demonstrate how to save a document. When you first save a document, you will need to give it a name, for this you will use the Save As option on this screen. Show children where and how to save their blank file.
Adding Capital Letters	Display <b>slide 9</b> to discuss how to add capital letters. This varies by device: <b>On a device with separate keyboard:</b> Ensure that children are <b>not</b> using the Caps Lock key to do this: The caps lock key will make all characters that you type, capital letters until you press the key again. If you are typing normal sentences you should press one finger down on the shift key (usually there are two shift keys on a keyboard, shown with an upward facing arrow) <b>On a tablet touchscreen:</b> Use the shift key, double pressing the shift key will do the same as caps lock.
Activity 1: Entering Text	Display <b>slide 10</b> . Ask children to type a paragraph (3 sentences) to introduce themselves. While they are working, question them about how you 'rub out' when using a word processor, stop the children to demonstrate the use of the backspace key to delete the character before the cursor point and the delete key to delete the character after the cursor point.
Selecting Text	Display <b>slide 11</b> . Demonstrate how to select text to edit. There are different ways to do this, instructions below are for non-tablet devices.
Changing Fonts and Alignment – Key Points	Display <b>slide 12</b> . Show how you can change fonts and font sizes of selected text using the Font category and also the alignment of the text.
Activity 2: Formatting Your Paragraph	Display <b>slide 13</b> . Give children time to format their paragraph how they wish.
Poor Formatting	Display <b>slide 14</b> and discuss the formatting overload story.
Activity 3: Formatting a Story	Display <b>slide 15</b> . Children to format the document 'Formatting Overload' in a more readable way.
Review Success Criteria	Display <b>slide 16</b> . Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands.



# Lesson 2 – Inserting Images: Considering Copyright

## Aim

- To add and edit images to a word document.

## Success Criteria

- Children know how to add images to a word document.
- Children can edit images to reduce their file size.
- Children know the correct way to search for images that they are permitted to reuse.
- Children know how to attribute the original artist of an image.

## Resources

Unless otherwise stated, all resources can be found on the [main Unit 5.9](#) page.

- Copy and Pasting poster. This will be used on the whiteboard or can be printed for children.

**Note:** Children will be using the Internet to search for images. A discussion about this forms part of the lesson plan. Ensure that you are clear about any school procedures to take if children find any inappropriate images. There are sites such as <https://pixabay.com/> that provide royalty-free images that can be used without considering copyright. However, many children will already be using Google's image search to find images to use in their documents, so it is felt important to teach them the appropriate way to use such images.

## Activities

Introduction	Display <b>slide 2</b> and outline the lesson aims. Display <b>slide 3</b> and outline the success criteria
A New Document	Display <b>slide 4</b> . Introduce today's activity. You could specify the topic as something that you are studying in class if you wish or leave the choice up to children. Demonstrate how to change the page to landscape.
Copying and Pasting	Display <b>slide 5</b> and demonstrate how to copy and paste in Word.
Safe Search and Copyright.	Display <b>slide 6</b> . Children will need some images for their documents, they can get these from images already downloaded on the network (if such images are available) or by searching on the Internet.

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	Discuss the aspects of safe searching and copyright.
Searching for images	Display <b>slide 7</b> and demonstrate how to search google images (children following the DigiTech Scheme of Work will have studied searching in units 2.5 and 4.7). Children using tablets can search Google in the same way.
Creative Commons Licence	Display <b>slide 8</b> . Explain to the children that Creative Commons Licence means the children can use the images legally in their document as long as they credit the pictures author.
Attributing the Image	Display <b>slide 9</b> . On a PC or laptop, show the children how to find images using a Creative Commons Licence. See the example on the image, the attribution is in small text below the image.
	Display <b>slide 10</b> . On a PC or laptop, click the download button and you will see the Attribution details, you should copy this into your document so that the original artist is credited with the image.
Choosing Image Size	Display <b>slide 11</b> and discuss how to choose the best image size.
Activity 1: Downloading Images	Display <b>slide 12</b> and introduce the activity. Ensure that children know where they are saving the images to so that they can find them to insert into documents.
Inserting Images in Word	Display <b>slide 13</b> . Demonstrate how to insert an image into Word. To insert an image into a Word document you use the Insert tab. Categories vary depending upon version of Word.
Activity 2: Inserting Images Into Our Document	Display <b>slide 14</b> . Children should insert their images into their document; this will probably cause the document to have several pages and images might be too big or need cropping. Tell children that they will be doing this next lesson and for now, should just aim to insert the images and save their document.
Review Success Criteria	Display <b>slide 15</b> . Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands.

# Lesson 3 – Editing Images in Word

## Aim

- To know how to use word wrap with images and text.

## Success Criteria

- Children can edit their images within Word to best present them alongside text.
- Children understand wrapping of images and text.

## Resources

Unless otherwise stated, all resources can be found on the [main Unit 5.9](#) page.

- Microsoft Word
- Example file with five large, unformatted images inserted (this should replicate the children's outcome from the last lesson).
- Wrapping poster for use on the whiteboard.

## Activities

Introduction	Display <b>slide 2</b> and outline the lesson aims.  Display <b>slide 3</b> and outline the success criteria.
Recap of Last Lesson	Display <b>slide 4</b> . Open the example file for lesson 3. Explain to the children that the document they created last week will look something like this – a document with large images on it. Explain to the children that you may want to edit the format of the images.
Cropping an Image	Display <b>slide 5</b> . Zoom out so that the whole page can be seen. Click on the first image and point out the 'handles' that appear on the image edges. This indicates that the image is selected for editing. Notice that a Picture Format tab appears in the Tabs menu bar. Click on the Picture Format tab. There are lots of options here that children can explore later, for the moment look for the Crop control and click on it. Notice how the handles now have additional black frame indicators: Display <b>slide 6</b> . Crop the image by dragging these inwards so that the background is cropped out and the focus is on the guinea pig. Then click elsewhere on the page to perform the crop
Resizing an Image	Display <b>slide 7</b> . Show children how to then resize the image if they wish using the handles.

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Wrapping Text	Display <b>slide 8</b> . Now, ask children to imagine that they wanted this image as a central image in their flyer. They might try to drag it to the centre of the page. Try to do this and you will <b>probably</b> find that you cannot: On a tablet, you might be able to do this as the tablet can alter settings automatically. Explain that this is to do with a feature called 'wrapping'. Click on the image again and look in the Picture format ribbon for the Wrap Text button. Click on the little arrow on the icon and you will see a variety of options (dependent upon device).
Altering the Transparency	Display <b>slide 9</b> . If you are using the desktop App, when putting an image behind text, one of the options was to alter the transparency of the image. This used the Adjust category on the Picture Format ribbon\tab. Draw children' attention to this category. There are some image editing tools that can be used directly within Word. Click on one of the example images in your file. Then on the arrows to reveal the main Color and Artistic effect options. Holding the mouse over any option will give you a preview of the effect that they option will have.
Using the Style Options	Display <b>slide 10</b> . Show children that on all versions of Word, there is also a Style category, and this can put frame effects on images. In addition, in the desktop app, you can add borders and shadows on images.
Activity 1: Editing Your Images	Display <b>slide 11</b> . Ask the children to open up their document from last week and edit their pictures in a variety of ways. The children may find a copy of the Wrapping Text poster useful to refer to.
Review Success Criteria	Display <b>slide 12</b> . Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands.

# Lesson 4 – Adding the Text

## Aim

- To change the look of text within a document.

## Success Criteria

- Children can add appropriate text to their document, formatting in a suitable way.
- Children can use a style set in Word.
- Children can use bullet points and numbering.

## Resources

Unless otherwise stated, all resources can be found on the [main Unit 5.9](#) page.


- Example file
- Microsoft Word

## Activities

Introduction	Display <b>slide 2</b> and outline the lesson aim.  Display <b>slide 3</b> and outline the success criteria.
Recap from Last Lesson	Display <b>slide 4</b> and explain what the children will be doing in today's lesson.
Styles - Continued	Display <b>slide 5</b> . Direct children's attention to the Styles category on the Home tab. On the web version or tablet, look for the icon with an A and a paint brush in the Home tab.  In the desktop version, there are lots of in-built styles to choose from or you can create your own. To see the styles, click on the Design tab, select the style that you like. In the tablet version, you can only use the in-built style or open a document that you created with a style on the iPad and use this style.
Design Tab	Display <b>slide 6</b> and look through the design options. You can click on the Colours choice in the Design tab and select a colour theme so all your text will be formatted in that colour theme as well.

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Activity 1: Styling Your Document	Display <b>slide 7</b> . Ask children to decide upon headings and sub-headings for their document. They should then choose a style and type these heading and sub-headings in with just the first sentence of each section for now. Images can be placed in the appropriate section with appropriate text wrapping. An example of the expected outcome is linked to in the Resources section. Children can start inputting some text to the different sections when the styling is complete.
Using Lists by Adding Bullet Points	Display <b>slide 8</b> . Ask children to think about a place in the text where they could put a list of things. The example contains a list of things needed to keep a guinea pig. Discuss the use of bullet points for <b>un-ordered</b> lists and demonstrate how to bullet a list by selecting the list and using the bullet icon  in the Paragraph category (Home tab). Show that clicking on the small arrow gives other options for the design of the bullet points.
Using Numbered Lists	Display <b>slide 9</b> . Ask children to think about a place in their text where they could put an ordered list of things. Demonstrate how to number a list by selecting the text and clicking the numbered list icon.
Activity 2: Refining the Document	Display <b>slide 10</b> . Children should use the rest of the lesson to further refine their document by adding bullets and lists and completing the text. They could also add additional images where necessary.
Review Success Criteria	Display <b>slide 11</b> . Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands.

# Lesson 5 – Finishing Touches

## Aim

- To add features to a document to enhance its look and usability.

## Success Criteria

- Children can add text boxes and shapes.
- Children can consider paragraph formatting such as drop capitals.
- Children can add hyperlinks to an external website.

## Resources

Unless otherwise stated, all resources can be found on the [main Unit 5.9](#) page.

- Example file.
- Optional; examples of drop capitals in use at the beginning of a news story or chapter.
- Microsoft Word.

## Activities

Introduction	Display <b>slide 2</b> and outline the lesson aims.  Display <b>slide 3</b> and outline the success criteria
Drop Capitals	Display <b>slide 4</b> . Explain that today we will be adding the finishing touches to our documents. Open the example file, this can be used to demonstrate these touches. Talk to the children about drop capitals, show examples if you have them and demonstrate how to do this on word.
Inserting Text Boxes	Display <b>slide 5</b> and show children how to insert text boxes. Remember that the main thing is that formatting should enhance the appeal and readability does not detract from it.  Remember that the main thing is that formatting should enhance the appeal and readability does not detract from it.
Inserting Shapes	Display <b>slide 6</b> and show children how to insert and edit shapes. To remove a shape, explain that they should click on it and then press the delete key.
	Display <b>slide 7</b> to explain how to layer objects when they are placed on top of each other.

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Activity 1: Editing the Document	Display <b>slide 8</b> and allow the children to add the finishing touches to their document.
Hyperlinking to a Website	Display <b>slide 9</b> . Show the children how they can add hyperlinks in their document to link to an external website.
Activity 2: Adding Hyperlinks	Display <b>slide 10</b> . The children open up their document and a web browser. Find websites relevant to what they have written their document about and add in a number of hyperlinks to their document.
Plenary - Review Success Criteria	Display <b>slide 11</b> . Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands.

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# Lesson 6 - Presenting Information using Tables

## Aim

- To use tables within MS Word to present information.

## Success Criteria

- Children can add tables to present information.
- Children can edit properties of tables including borders, colours, merging cells, adding and removing rows and columns.
- Children can add word art for a heading.

## Resources

Unless otherwise stated, all resources can be found on the [main Unit 5.9](#) page.

- Example file for lesson 6, each child will need a copy of this document that they can edit.
- Child photos or avatars; either access to a webcam to take a photo or use the Purple Mash avatars. To download the Purple Mash avatar, click on the small avatar at the top right of the screen after logging into Purple Mash. This opens the avatar creator. Click on the Download button to save an image file to the device.
- Timetable task list: This can be displayed on the board or printed for child reference.  
**Note:** If you are using the tablet or web version of Word then there are fewer options for WordArt and Tables. Prepare for the lesson by going through the lesson steps on your device to alert yourself to the steps that are different or more limited on your device.
- Microsoft Word

## Activities

Introduction	Display <b>slide 2</b> and outline the lesson aims.  Display <b>slide 3</b> and outline the success criteria.
Introducing Tables	Display <b>slide 4</b> to introduce today's lesson. All children will need to be able to access the example document as they will be adding to it throughout the lesson.
My Dream School	Display <b>slide 5</b> . Note that the document has two sections, the first is portrait and the second is landscape and contains a timetable. Have a

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	look at some of the lessons. Children will have the opportunity to edit these so if they have always fancied attending a school of Dance, Computer programming or even Wizardry and Witchcraft, they will be able to adapt what is there.
Inserting WordArt	Display <b>slide 6 and 7</b> to demonstrate to the children how to add a title using WordArt.
Activity 1 – Adding a School Name Using WordArt	Display <b>slide 8</b> . On the sample document the children choose a school name and then decorate it using WordArt. They then need to save the document.
Inserting a Table	Display <b>slide 9</b> and demonstrate how to insert a table.
Activity 2 – Inserting a Table Into a Document	Display <b>slide 10</b> and ask children to copy the questions and fill in the answers in the second column. <b>Note:</b> feel free to use different questions, the intention is to be different from the usual birthday, favourite subject and not reveal actual personal details (DOB, address etc) in case work is to be displayed at any point.
Merging Cells	Display <b>slide 11</b> . The third column is going to be used for an image of the person (see resources section). Point out that their image will not fit into one cell but would be better using all the cells. The way to do this is to use something called merging cells. You can do this to any cells that are next to each other in columns or rows. Show the children how to merge cells.
Activity 2: Merging Cells	Display <b>slide 12</b> . The children go back to their devices and merge the cells in the third column. They then insert a picture. This could be their Purple Mash avatar or something else to illustrate the information in their table.
Inserting Columns and Rows	Display <b>slide 13</b> and show the children how to insert rows and columns into a table.
Distributing Columns	Display <b>slide 14</b> . Show the children how to change the width of the columns and make sure all the columns are of equal width. Explain to the children that the same skills can be applied to rows.
Table Borders	Display <b>slide 15</b> . Show the children how to change the border of the table and individual cells.
Changing the Background Colour of a Cell	Display <b>slide 16</b> . Show the children how to change the background colours of cells in the table.
Activity 3: School Timetable	Display <b>slide 17</b> . Ask the children to complete the tasks relating to the timetable outlined on the presentation.
Review Success Criteria	Display <b>slide 18</b> . Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands.

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# Lesson 7 - Writing a Letter Using a Template

## Aim

- To introduce children to templates.

## Success Criteria

- Children can use a Word template and edit it appropriately.

## Resources

Unless otherwise stated, all resources can be found on the [main Unit 5.9](#) page.

- Microsoft Word
- Poorly written example letter. Each child will need a copy of this document that they can copy and paste from.

The approach taken here is to focus on the formatting and Word tools rather than the skill of composing a letter, but this lesson could be linked to letter writing in another subject if desired. If you wish children to compose their own letters, this could be done instead.



- Copy and Pasting poster. Children used this in lesson 2, it could be used on the whiteboard or can be printed for children as a reminder.

## Activities

Introduction	Display <b>slide 2</b> and outline the lesson aims.  Display <b>slide 3</b> and outline the success criteria.
Word Templates	Display <b>slide 4</b> . Open Word and look at the templates that appear on the first screen, click on More Templates and look for letters. These will differ depending upon the version that you are using
Reasons For Using a Template	Display <b>slide 5</b> and discuss why templates might be used.
Letter Template	Display <b>slide 6</b> . Use the relevant version of Word to help children locate a good template choice for a letter of template. Once chosen, they should open this template. Options in the following steps might vary depending upon the specific template and will need to be adapted as required. The Template used in the presentation is called Blue Curve Letterhead.

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Customising a Letter Template	Display <b>slide 7</b> . Direct children to look at their chosen template, within the document will usually be ideas for how to customise it. The example has suggestions for customising the colours, it sets out the address for the writer and the recipient of the letter and it has a suggested greeting. To use a template, you overwrite the example text.
Poorly Written Letter	Display <b>slide 8</b> . Show children the Poorly written example letter. This contains the information that you need to put into your letter. If you wish children to compose their own letters, this could be done instead. The approach taken here is to focus on the formatting and Word tools rather than the skill of composing a letter, but this lesson could be linked to letter writing in another subject if desired
Formatting Text	Display <b>slide 9</b> . Initially, it is almost impossible to read the letter. This is because the line spacing has been set to smaller than 1 line. Remind children how to select all the text: Go to the start of the document and press Ctrl + Shift + End (desktop). Tablet options vary by device. Then in the Paragraph category (in the Home ribbon) click on the Line and Paragraph spacing icon  (desktop) (tablets use:  ) and choose a better line spacing. You might want the addresses to be more closely spaced than the bulk of the letter
Spelling and Grammar Check	Display <b>slide 10</b> . Look again at the text on the Poorly Written Letter. They will notice some of the words are underlined in red. This means that the word is spelt incorrectly. A blue underline means that there is a grammar error. Explain to the children the computer will give them suggestions using the editor function.
Activity 1: Using a Template to Improve The Letter	Display <b>slide 11</b> . Either use the text from the poorly written letter or text of their own use the content in their chosen letter template. Copy and paste in into the Word Letter Template. Format the paragraph spacing and use the editor tool to check and correct spelling and grammar errors.
Review Success Criteria	Display <b>slide 12</b> . Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands.

# Lesson 8 - Presenting information - Newspaper

## Aim

- To consider page layout including heading and columns.

## Success Criteria

- Children can format a page using a combination of images, headers and columns.

## Resources

Unless otherwise stated, all resources can be found on the [main Unit 5.9](#) page.

- Microsoft Word
- Some examples of printed newspapers.
- Create a collaborative 2Connect file called newspaper features. For details of how to do this, see the [2Connect user manual](#). Add one node to this file 'Newspaper features' (an image is optional):
- Example news stories: Children can use these to fill their newspaper unless you wish children to create their own articles. Save the file somewhere that children can copy and paste from.

## Activities

Introduction	Display <b>slide 2</b> and outline the lesson aims.  Display <b>slide 3</b> and outline the success criteria.
Activity 1: 2Connect – Investigating Newspapers	Display <b>slide 4</b> . Set up a collaborative 2connect file. Distribute the newspapers amongst the class and the children must look at the features of a newspaper. After a while bring the class together and look at the finished collaborative 2Connect file. Click to reveal an example of this on the slide. This could be used if you do not wish to carry out this activity with the children.
Adding Columns to a Word Document	Display <b>slide 5</b> . Show the children how to insert columns into their document. Copy and paste text from the Example News Stories document to populate the columns. The children may need a reminder how to copy and paste from an earlier lesson.

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Activity 2 – Creating a Newspaper	Display <b>slide 6</b> . The children use their skills from previous lessons to create a newspaper front page. They need to use WordArt for a newspaper title, change the format of the text and add a text box for a heading. Make the text bold for a subheading. Children can copy and paste the content from the example news story and make edits if they wish to.
Evaluation	Display <b>slide 7</b> . When the children have saved their document look at some finished examples and evaluate them.
Plenary - Review Success Criteria	Display <b>slide 8</b> . Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands.

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# Assessment Guidance

The following information is an exemplar of what a child at an expected level would be able to demonstrate when completing this unit with additional exemplars to demonstrate how this would vary for a child with emerging or exceeding achievements.

Assessment Guidance	
Emerging	<p>Children know what a word processing tool is for, and they can create a word processing document. They can alter the look of the text and navigate around the document (lesson 1). They might need support when navigating the various menus and icons.</p> <p>With support and guidance, children can add an image to a word document, they can resize the image but will find it harder to visualise the effect of using the wrap options (lesson 2 &amp; 3). They make good attempts to include other objects such as shapes (lesson 5) and tables (lesson 7), though they might struggle to achieve the effect that they want.</p> <p>Children understand that they should not simply copy images from the internet but that the correct way is to consider copyright and attribute the creator for images used. They will need support to find and include such citations (lesson 2).</p> <p>Children can add page breaks to their document but might need to print the document, mark-up the printed file with edits and then effect the changes to their file.</p>
Expected	<p>Children know what a word processing tool is for and they can create a word processing document. They can alter the look of the text and navigate around the document. They pay attention to the readability of the text and its function when formatting text (lesson 1). They know how to find icons for the functionality that they wish to use.</p> <p>Children can use bullet points and numbering (lesson 4). They consider the overall structure of the document using paragraph formatting, page breaks, headers and footers to increase the usefulness and visual appeal of a document (lesson 5).</p> <p>Children can add images (lesson 2), text boxes and shapes (lesson 5) to a word document, they can resize and reposition objects using wrapping options (lesson 2 &amp; lesson 3).</p> <p>Children understand that they should not simply copy images from the internet and routinely consider copyright and attributions when they use images created by others (lesson 2).</p>

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Assessment Guidance	
	<p>Children can insert tables and edit the properties to include the information that they wish to; they can add and delete rows with guidance.</p> <p>Children know that word processors have template documents that can be used to same time, improve visual aspects and support writing (lessons 7 &amp; 8).</p>
Exceeding	<p>Children demonstrating exceeding expectations explore the full functionality of the word processor realising that there is often a function that will help them to perform the task that the wish to accomplish.</p> <p>Children experiment with different ways to wrap images and text so that they can achieve the effect that they have visualised for their work (lesson 3).</p> <p>When using images or text, children have a well-developed understanding of the correct way to use any material created by another person (lesson 2).</p> <p>Children' consideration of the visual appeal and function of their document includes a variety of objects, hyperlinks and automated contents pages (lesson 5). They can conceptualise that a document created using a word processing programme can be more effective than a paper-based document by making use of the powerful tools within a word processor.</p>

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