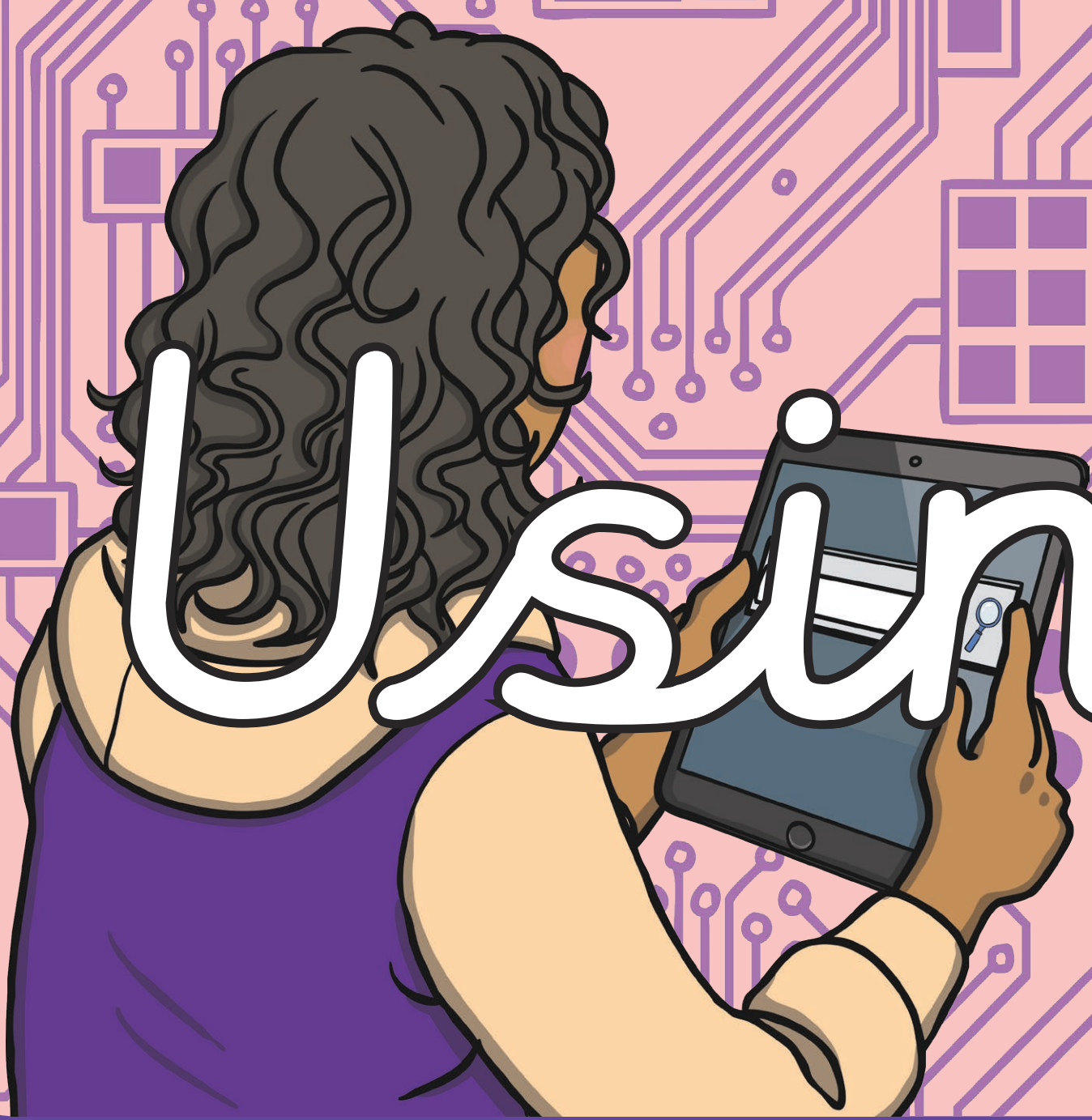
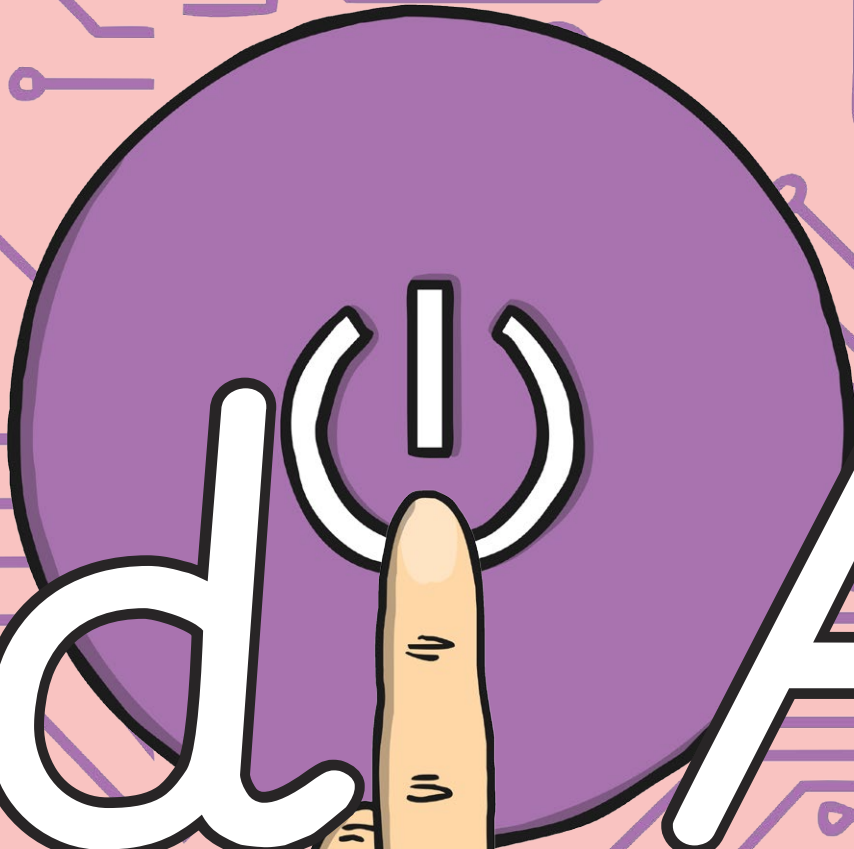


# Using

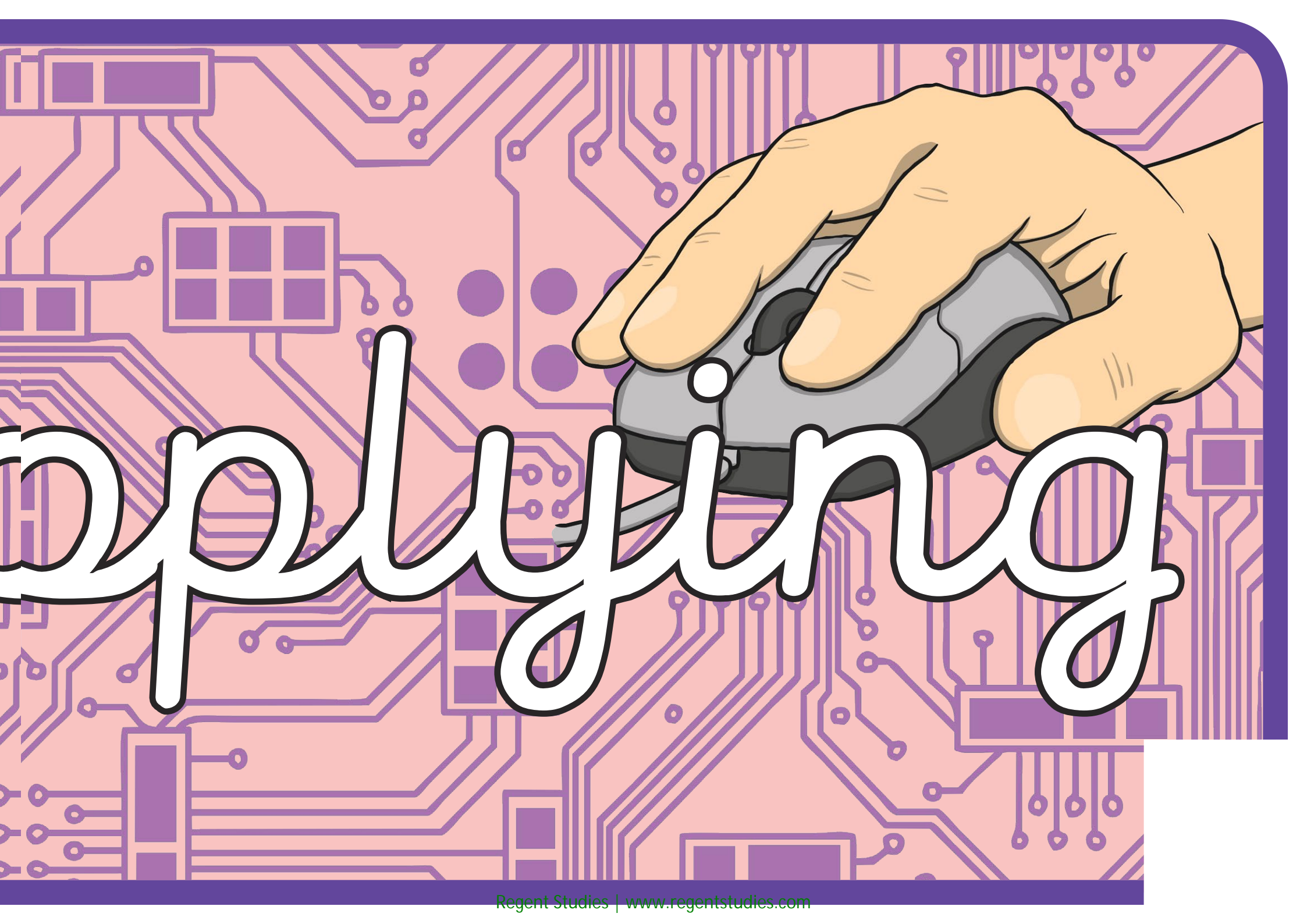


Overlap pages here

and AI

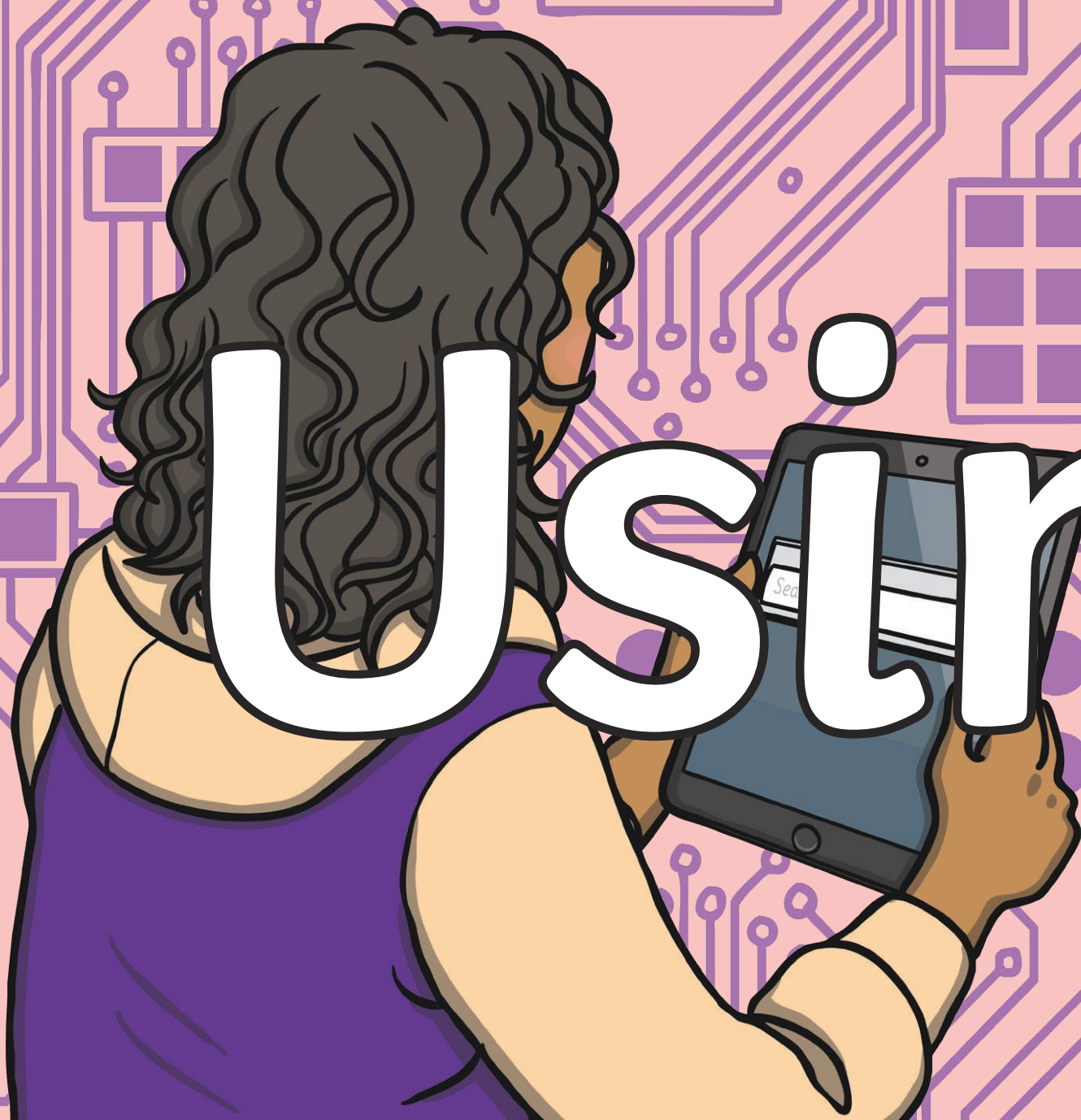


Overlap pages here

A stylized illustration of a hand holding a computer mouse. The background is a light purple color with a pattern of circuit board traces and components. The word "applying" is written in a large, white, cursive font with a black outline, positioned across the middle of the image.


applying

# Using

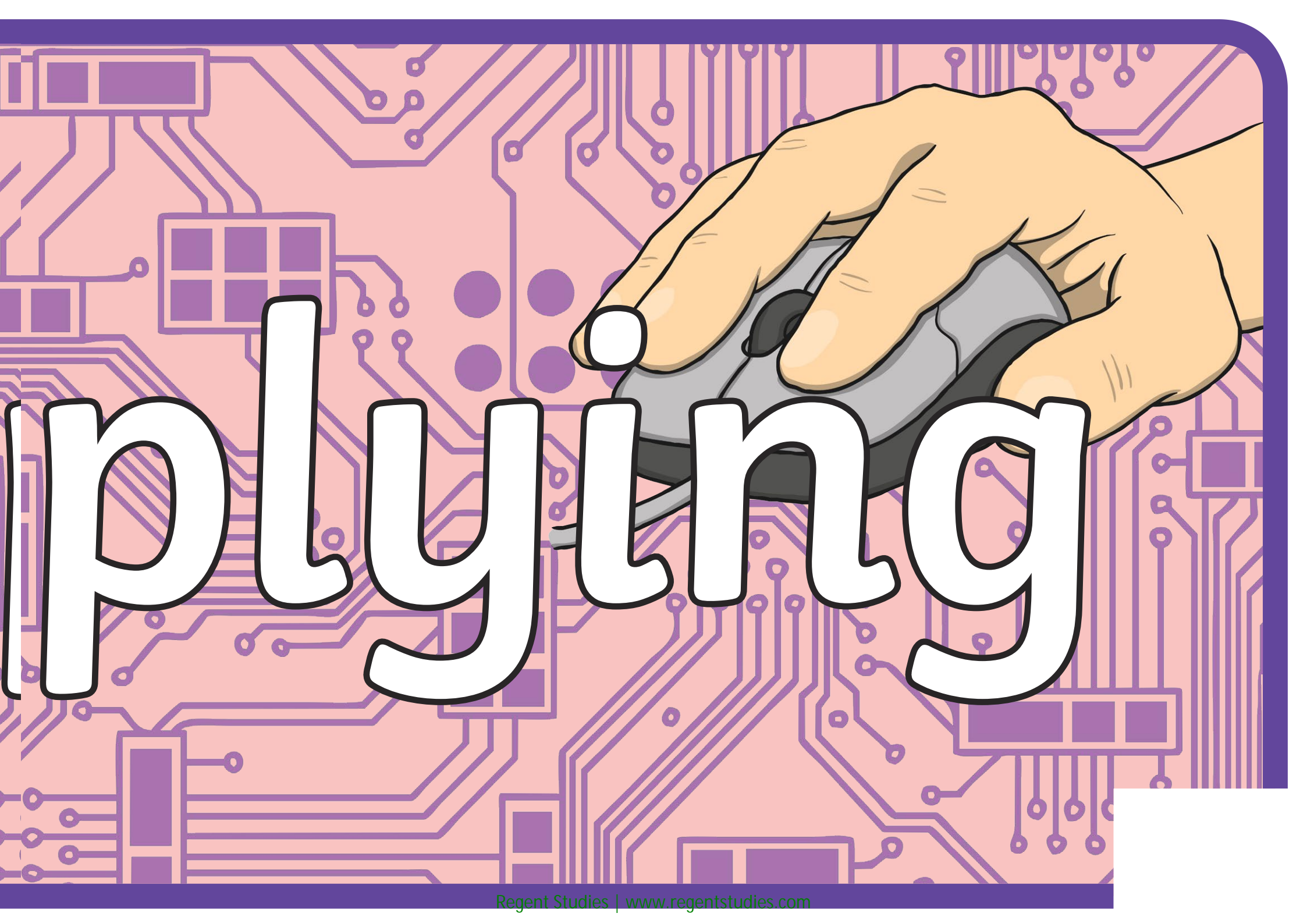


Overlap pages here

and App

A stylized illustration of a hand with a yellowish skin tone, pointing its index finger upwards towards the letter 'A' in the word 'App'. The hand is positioned in the lower center of the frame. The background is a light purple color with a pattern of darker purple circuit board traces and various geometric shapes like circles and squares. A large, solid purple circle is positioned behind the word 'and App', partially overlapping the 'A'.

Overlap pages here

A stylized illustration of a hand holding a computer mouse. The background is a light purple color with a pattern of circuit board traces and components. The word "plying" is written in large, white, rounded letters with a black outline, positioned across the middle of the image.

plying

## End of Unit Assessment | Computing | Year 1 | Using and Applying

All	Most	Some
<p>All children should be able to: turn on a computer and open an application; type letters and symbols, including use of the shift key; format text in different ways (bold, italic, underline); draw different shapes using paint software; use a brush in a paint application and change the size and colour.</p>	<p>Most children will be able to: click, double-click and drag objects; save and open files; make shapes [in Paint software] the size they desire; position shapes correctly; select and compare different brush types.</p>	<p>Some children will be able to: move, resize, minimise and restore windows; select text and change the size, type or colour; use Undo and Redo effectively; edit text using the arrow keys and delete or backspace buttons; create a particular image using shapes or brush tools; choose the best brush style for a purpose.</p>
33%	33%	33%
<p>Name Name Name Name</p>	<p>Name Name Name Name</p>	<p>Name Name Name Name</p>







# NC Aims Covered in the Using and Applying

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Use technology purposefully to create and manipulate digital content.

# I can...

# Computing | Year 1 | Using and Applying

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
I can demonstrate a range of basic skills to use a computer and its software.	I can type and format text, then save my work.	I can open saved work and edit text.	I can use shapes to create a particular image.	I can use different brush tools to create a particular image.	I can create text and pictures about a shared theme.
I can turn on a computer and log on.	I can type letters and symbols, including use of the shift key.	I can locate and open a saved file.	I can draw different shapes using paint software.	I can change the size of a brush.	I can use my computer skills to create a new piece of work.
I can open an application in different ways.	I can select text and change the size, type or colour.	I can select text in different ways.	I can make the shapes the size I want them to be.	I can change the colour of a brush.	I can draw a picture and add text at the side.
I can move and resize windows.	I can format text in different ways (bold, italic, underline).	I can use Undo and Redo tools.	I can position the shapes correctly.	I can select and compare different brush types.	I can link my writing to my drawing.
I can click, double-click and drag.	I can save my work in the correct place.	I can edit text using the arrow keys and delete or backspace buttons.	I can choose and change colours of shapes.	I can choose the best brush style for a purpose.	
I can save and open files.					

# Computing: Using and Applying

**K**

What I know

**W**

What I want to know

**L**

What I have learnt

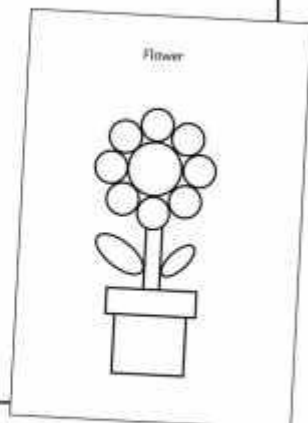
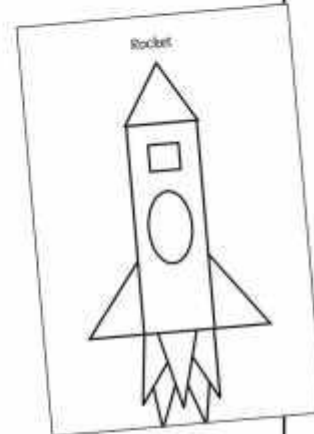
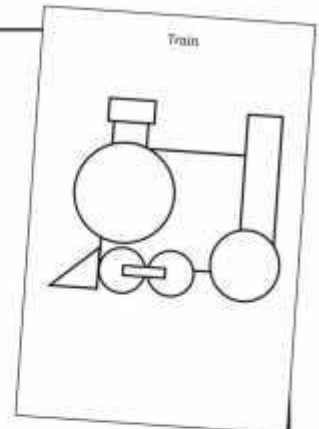
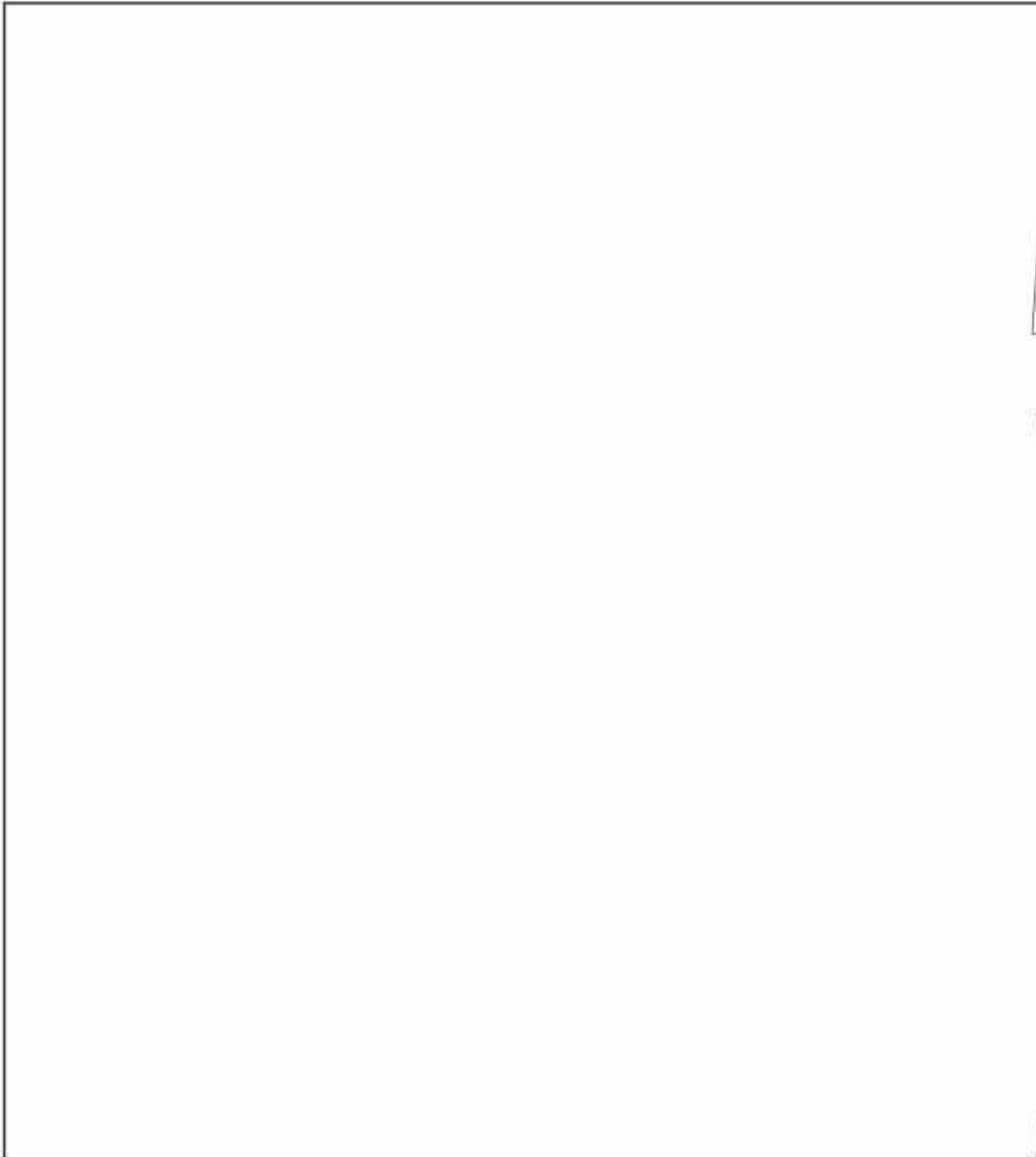


# Shape Picture

I can use shapes to create a particular image.



Using paint software on the computer, we have been learning to create pictures using shapes. Can you draw and colour your own picture here using just shapes? You could even try copying it to make a computer version too.

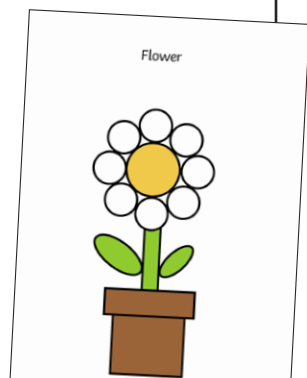
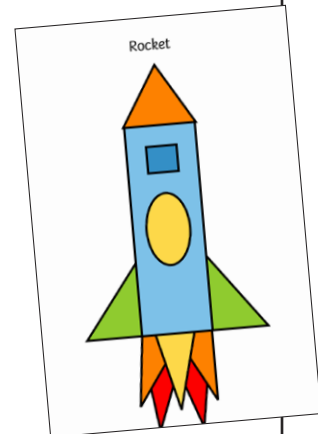
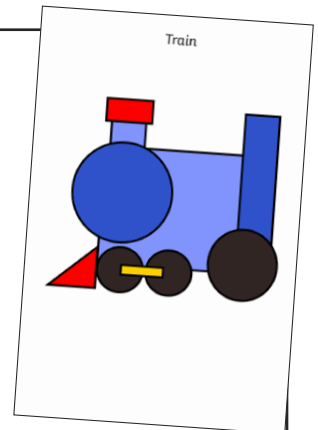


# Shape Picture

I can use shapes to create a particular image.



Using paint software on the computer, we have been learning to create pictures using shapes. Can you draw and colour your own picture here using just shapes? You could even try copying it to make a computer version too.

A large, empty rectangular box with a thin black border, intended for the student to draw their own shape-based picture.

# Typing Practice

I can type and format text, then save my work.



At school, we have been learning to type on the computers.

If your child has access to a computer at home, you could help them to practise their skills with supervision.

Write some sentences about a recent trip, visit, activity or event at home.

Here are some of the word processing skills your child may be able to demonstrate:

- Type on the keyboard using two hands.
- Type a mixture of letters, numbers and symbols, including using the shift key.
- Select text and change the size, type or colour.
- Format text in different ways (e.g. bold, italic, underline buttons).
- Save work in a designated place.
- Use the undo button to correct a mistake.
- Use the delete or backspace buttons.
- Use the arrow keys to move around the text.

When you have finished, send a copy in to school!



# Typing Practice

I can type and format text, then save my work.



At school, we have been learning to type on the computers.

If your child has access to a computer at home, you could help them to practise their skills with supervision.

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- Save work in a designated place.
- Use the undo button to correct a mistake.
- Use the delete or backspace buttons.
- Use the arrow keys to move around the text.

When you have finished, send a copy in to school!





# Using and Applying: Skills Check

<b>Aim:</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of applying basic skills of using a computer.  I can demonstrate a range of basic skills to use a computer and its software.	<b>Success Criteria:</b> I can turn on a computer and log on.  I can open an application in different ways.  I can move and resize windows.  I can click, double-click and drag.  I can save and open files.  I can close windows and applications	<b>Resources:</b> Lesson Pack  Desktop computers or laptops
	<b>Key/New Words:</b> Launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off.	<b>Preparation:</b> Differentiated Skills Check Activity Sheets as required

**Prior Learning:** Children will have previously studied the Y1 computer skills unit.

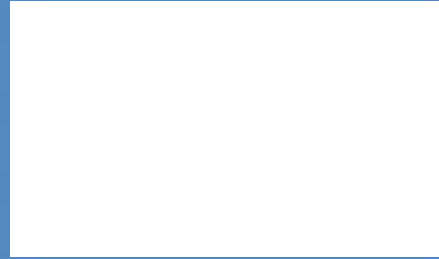
## Learning Sequence

	<b>Important Skills:</b> What kind of skills are important for using a computer at school? What are the important things you need to know how to do? If someone new was coming into the class, what would you teach them about using the computer?	
	<b>Our Skills So Far:</b> Recap all the skills that children have learned so far, particularly from the Computer Skills unit. There are also many skills we become so familiar with that we might just apply them without thinking, e.g. mouse-click, turning on, opening applications.	
	<b>Filenames and Saving Work:</b> Take the opportunity to remind children about saving work with an appropriate, descriptive filename and to the correct location. <i>Can children save and open files?</i>	
	<b>Skills Check:</b> Children will work in pairs to demonstrate their skills to each other and tick them off from the checklist on the differentiated Skills Check Activity Sheets. Explain that each child should show that they can remember how to do something and prove it to their partner before ticking off that item on the list. <i>Can children demonstrate a range of basic skills to use a computer and its software?</i>	
	Complete shorter checklist from differentiated Skills Check Activity Sheets.                  Complete longer checklist from differentiated Skills Check Activity Sheets. Move on to challenge of Combining Skills afterwards.	
	<b>Be the Teacher:</b> Select one of the skills at a time, at random from the checklist. Ask if any child can 'Be the Teacher' by coming to the front and explaining to everyone else or demonstrating how to use and apply that skill, as if they were teaching it for the first time.	

## Taskit

**Explainit:** Make your own 'How To' guide to show how to use some of your key computer skills.

**Labelit:** Can you draw and label the parts of a computer including a main computer unit, a mouse, a monitor and a keyboard?

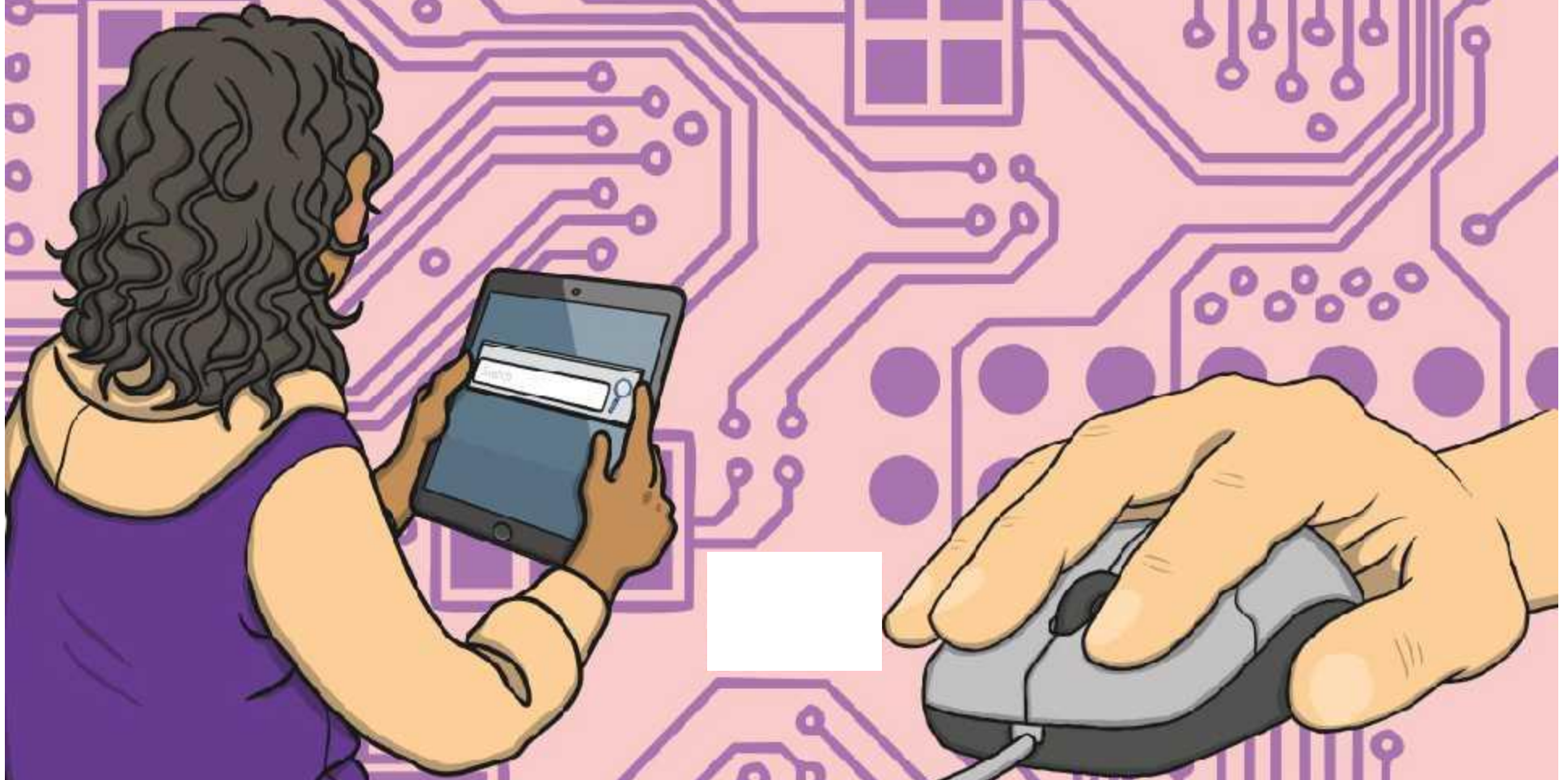


# Computing

Using and Applying



# Skills Check



# Aim

- I can demonstrate a range of basic skills to use a computer and its software.

# Success Criteria

- I can turn on a computer and log on.
- I can open an application in different ways.
- I can move and resize windows.
- I can click, double-click and drag.
- I can save and open files.
- I can close windows and applications.

# Important Skills



What kind of skills are important for using a computer at school?

What are the important things you need to know how to do?

If someone new was coming into the class, what would you teach them about using the computer?



# Our Skills So Far



Let's think about all the skills that we have learned so far.

There are lots of things that we are good at doing when using computers.

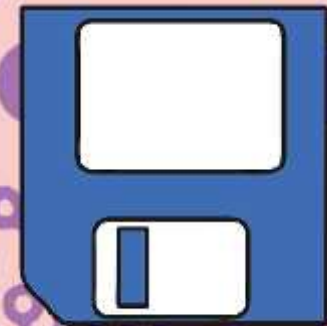
There are also many skills that we all become so familiar with that we might just use them without thinking, like clicking the mouse, turning on the computer or opening applications.



# Filenames and Saving Work



- One important thing to remember is saving our work.
- When using the computer, always remember to click save and safely keep your work in the correct place.
- You have to give your work a filename. You should include your own name in this filename so we can all easily tell who it belongs to.



# Skills Check



- Your task now is to work in pairs to demonstrate your computing skills to each other.

**Skills Check**

Can you find out what the best of the best computer skills software is?

Can you show that you are able to use all the skills in the checklist?

Were you able to show that you are able to use the skills in the checklist before you ticked it off?

**Checklist**

- Can you find out what the best of the best computer skills software is?
- Can you show that you are able to use all the skills in the checklist?
- Were you able to show that you are able to use the skills in the checklist before you ticked it off?

**Challenge: Combining Skills**

1. Can you find out what the best of the best computer skills software is?
2. Can you show that you are able to use all the skills in the checklist?
3. Were you able to show that you are able to use the skills in the checklist before you ticked it off?

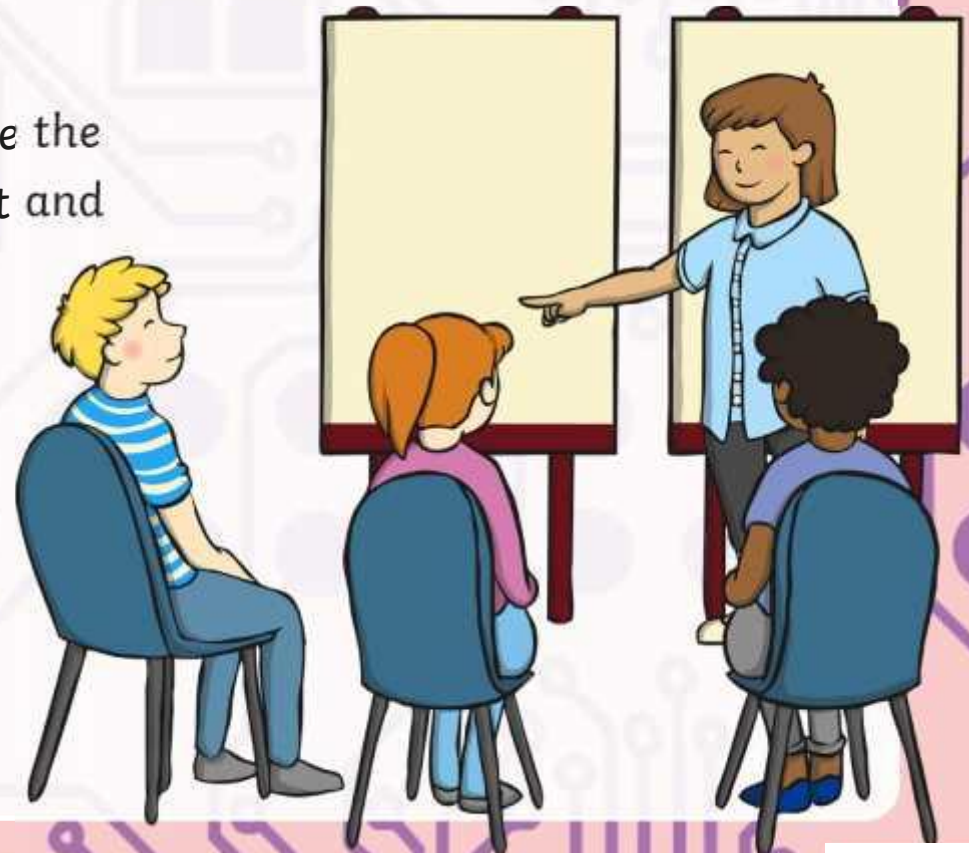
You can each tick off the skills from the checklist on the Skills Check Activity Sheet you are given. Each person should show that they can remember how to do something and prove it to their partner before ticking off that item on the list. Work together and help each other if you get stuck.



# Be the Teacher



- To finish, we are going to select one of the skills at a time, at random from the checklist.
- For each one, can you try to 'Be the Teacher' by coming to the front and explaining to everyone else or demonstrating how to use and apply that skill, as if you were teaching it for the first time?

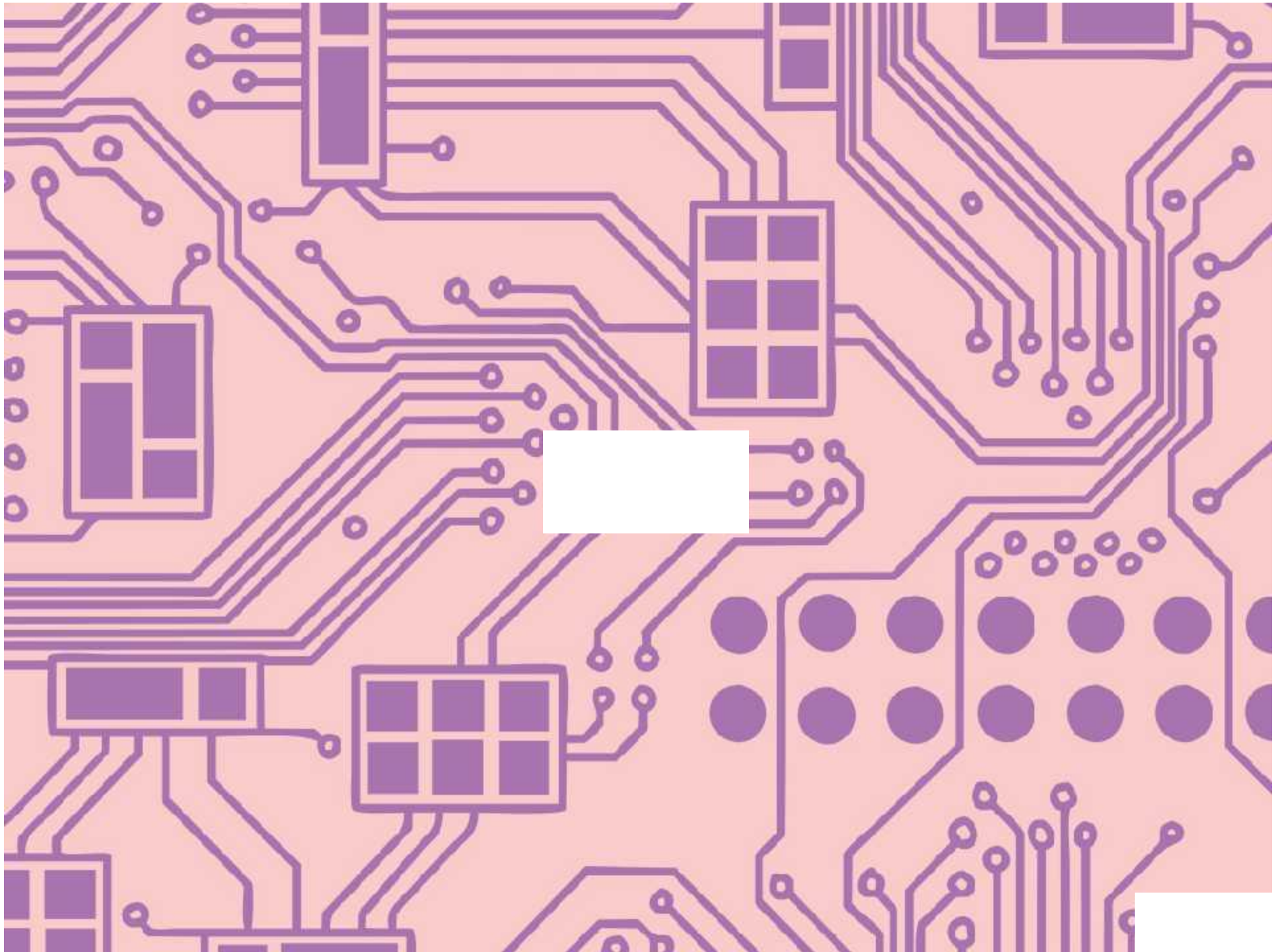


# Aim

- I can demonstrate a range of basic skills to use a computer and its software.

# Success Criteria

- I can turn on a computer and log on.
- I can open an application in different ways.
- I can move and resize windows.
- I can click, double-click and drag.
- I can save and open files.
- I can close windows and applications.





# Skills Check

I can demonstrate a range of basic skills to use a computer and its software.



Can you show that you are able to use all the skills on the checklist?

Work with a partner. Show your partner that you can demonstrate the skill before you tick it off.

## Checklist

- I can turn the computer and monitor on.
- I can turn the monitor on.
- I can log on.
- I can open an application.
- I can save a file.
- I can find and open a file.
- I can click and double-click with a mouse or trackpad.
- I can drag an object with a mouse or trackpad.
- I can type letters with a keyboard, including capitals.
- I can close an application.

## Challenge: Combining Skills

1. Can you type a sentence or draw a picture and then save the file to the right place?
2. Can you log off and shut down the computer safely when finished?



# Skills Check

I can demonstrate a range of basic skills to use a computer and its software.



Can you show that you are able to use all the skills on the checklist?

Work with a partner. Show your partner that you can demonstrate the skill before you tick it off.

## Checklist

- I can turn the computer and monitor on.
- I can log on/off.
- I can open an application in different ways.
- I can save a file with a suitable filename.
- I can find and open a file.
- I can click, double-click and drag with a mouse or trackpad.
- I can type letters with a keyboard, including capitals.
- I can use the shift key to type some symbols.
- I can minimise and restore a window.
- I can move and resize a window.
- I can close an application.

## Challenge: Combining Skills

1. Can you type a note to your teacher and save it in a location to be opened later?
2. Can you draw a picture using different tools and minimise it, then restore it to show someone?
3. Can you log off and shut down the computer safely when finished?

# Using and Applying Skills

The purpose of the Using and Applying Skills unit is for children to review and recap learning from prior units in the year. It provides a chance to reinforce the skills and apply them in a new context.

The format of the unit at KS1 is the same as other PlanIt Computing units with 6 lessons. However, there is an assumption that the Using and Applying unit will be done after some/all of the previous units.

Some Using and Applying lessons will only rely on the prior teaching of one previous unit or a particular lesson.

In this case, Lesson 1 is focused on the Computer Skills unit, reinforcing the basic skills children need to access using the computer, such as turning on and shutting down; using a mouse or trackpad; saving files; using Windows and applications.

The Skills Check Activity Sheet can be provided for all children to tick off or can be laminated for reuse. An editable version is provided to add or remove skills as required.

Teachers and adults should take care to emphasise particular agreed school rules and procedures regarding logging on/off and folder locations for saving files as these will be different from school to school.

Using and Applying I Skills Check

<b>I can demonstrate a range of basic skills to use a computer and its software.</b>		
I can turn on a computer and log on.		
I can open an application in different ways.		
I can move and resize windows.		
I can click, double-click and drag.		
I can save and open files.		
I can close windows and application.		

Using and Applying I Skills Check

<b>I can demonstrate a range of basic skills to use a computer and its software.</b>		
I can turn on a computer and log on.		
I can open an application in different ways.		
I can move and resize windows.		
I can click, double-click and drag.		
I can save and open files.		
I can close windows and application.		

Using and Applying I Skills Check

<b>I can demonstrate a range of basic skills to use a computer and its software.</b>		
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I can move and resize windows.		
I can click, double-click and drag.		
I can save and open files.		
I can close windows and application.		

Using and Applying I Skills Check

<b>I can demonstrate a range of basic skills to use a computer and its software.</b>		
I can turn on a computer and log on.		
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I can save and open files.		
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Using and Applying I Skills Check

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Using and Applying I Skills Check

<b>I can demonstrate a range of basic skills to use a computer and its software.</b>		
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I can save and open files.		
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Using and Applying I Skills Check

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Using and Applying I Skills Check











<b>I can demonstrate a range of basic skills to use a computer and its software.</b>		
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I can move and resize windows.		
I can click, double-click and drag.		
I can save and open files.		
I can close windows and application.		

# Using and Applying: Typing

<b>Aim:</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using word processing skills to type, format and save.  I can type and format text, then save my work.	<b>Success Criteria:</b> I can type letters and symbols, including use of the shift key.  I can select text and change the size, type or colour.  I can format text in different ways (bold, italic, underline).  I can click, double-click and drag.  I can save my work in the correct place.	<b>Resources:</b> <a href="#">Lesson Pack</a>  Computers or laptops with MS Word or similar software
	<b>Key/New Words:</b> Type, word processing, keyboard, keys, shift, space, symbol, save.	<b>Preparation:</b> <a href="#">Using Typing Skills Activity Sheets</a> as required

**Prior Learning:** Children will have studied word processing skills in an earlier unit.

## Learning Sequence

	<b>Can You Remember?</b> Ask children if they can remember any tips on using the keyboard to type words and sentences? How do you make a capital letter? What do you do at the end of a line if you're still in the middle of a sentence? What do you press to leave a space between words? How many times should you press the space bar?	
	<b>Select and Format:</b> Remind children about using bold, underline and italic formatting. Can children select text and format in these ways? Recap other important typing skills to remember, including the difference between delete and backspace keys, continuing typing at the end of a line rather than pressing enter and using arrow keys to move around text.	
	<b>Time to Type:</b> Show children the four choices of topics to write about using the word processor. <i>Reassure them not to worry too much about spelling but to try their best, however the emphasis should be on using and applying typing skills.</i> Can children select text and change the size, type or colour?	
 Choose one of the four options to type some text (with additional prompts for ideas). Format text by changing size and font, and using bold, italic or underline options.	 Choose one - or more - of the four options to type some text. Format text using more extensive checklist by changing size and font; using bold, italic or underline options; shift key for symbols and capitals.	
	<b>For Next Time:</b> Check that work has been saved correctly. For next time, we will open the file again and continue typing with some editing too. Can children remember how to use Undo/Redo and the keys for Delete/Backspace? Can children save their work in the correct place?	

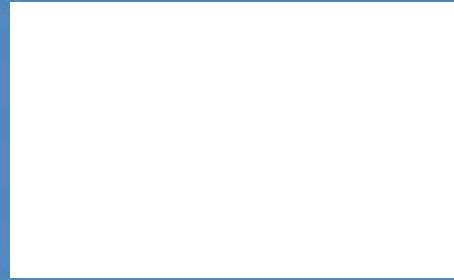
## Taskit

**Illustrateit:** Can you draw a picture on the computer to go with your typing?

**Colourit:** Can you change the colour of different words in your writing?

**Readit:** Can you read your writing back to yourself or someone else? Can you swap with a partner and read their writing on screen?





# Computing

Using and Applying

# Typing



# Aim

- I can type and format text, then save my work.

# Success Criteria

- I can type letters and symbols, including use of the shift key.
- I can select text and change the size, type or colour.
- I can format text in different ways (bold, italic, underline).
- I can save my work in the correct place.

# Can You Remember?

Click the keys to find out!

- 1 Can you remember any tips on using the keyboard to type words and sentences?
- 2 How do you make a capital letter?
- 3 What do you do at the end of a line if you're still in the middle of a sentence?
- 4 What do you press to leave a space between words?
- 5 How many times should you press the space bar?



# Select and Format



Another thing we can do to change our writing, is use the buttons for bold, underline and italic.

**B**

U

*I*

Can you select text and format in these ways? Remember to click and drag to highlight the text you want to change.

We also practised the difference between **delete** and **backspace** keys.



Can you remember what each one does?



Extra tips: Don't forget to carry on typing at the end of a line rather than pressing **enter** and use the **arrow** keys to move around text.



# Time to Type

Now, choose from any of these four topics to write about using the word processor:

1



My Favourite Pet / Animal

Write about your favourite pet or animal. What type of animal is it? What is it called? What does it look like? Tell us all about it!

2



My Favourite Hobby

What do you like doing when you're not at school? Tell us all about your favourite hobby - whether it's dancing, playing a sport, computer games, riding a bike or scooter, or making crafts.

# Time to Type



3



My Family

Who are the members of your family?  
Who lives in your house? Tell us anything  
about the people you know at home.

4



My School

What can you write about your school?  
What is it called? What is it like at your  
school? Tell us all about what you do and  
who else is at your school!

# For Next Time

With a partner, check that each other's work has been saved correctly.

For next time, we will open the file again and carry on typing with some editing too.

Can you remember how to use Undo/Redo and the keys for Delete/Backspace?



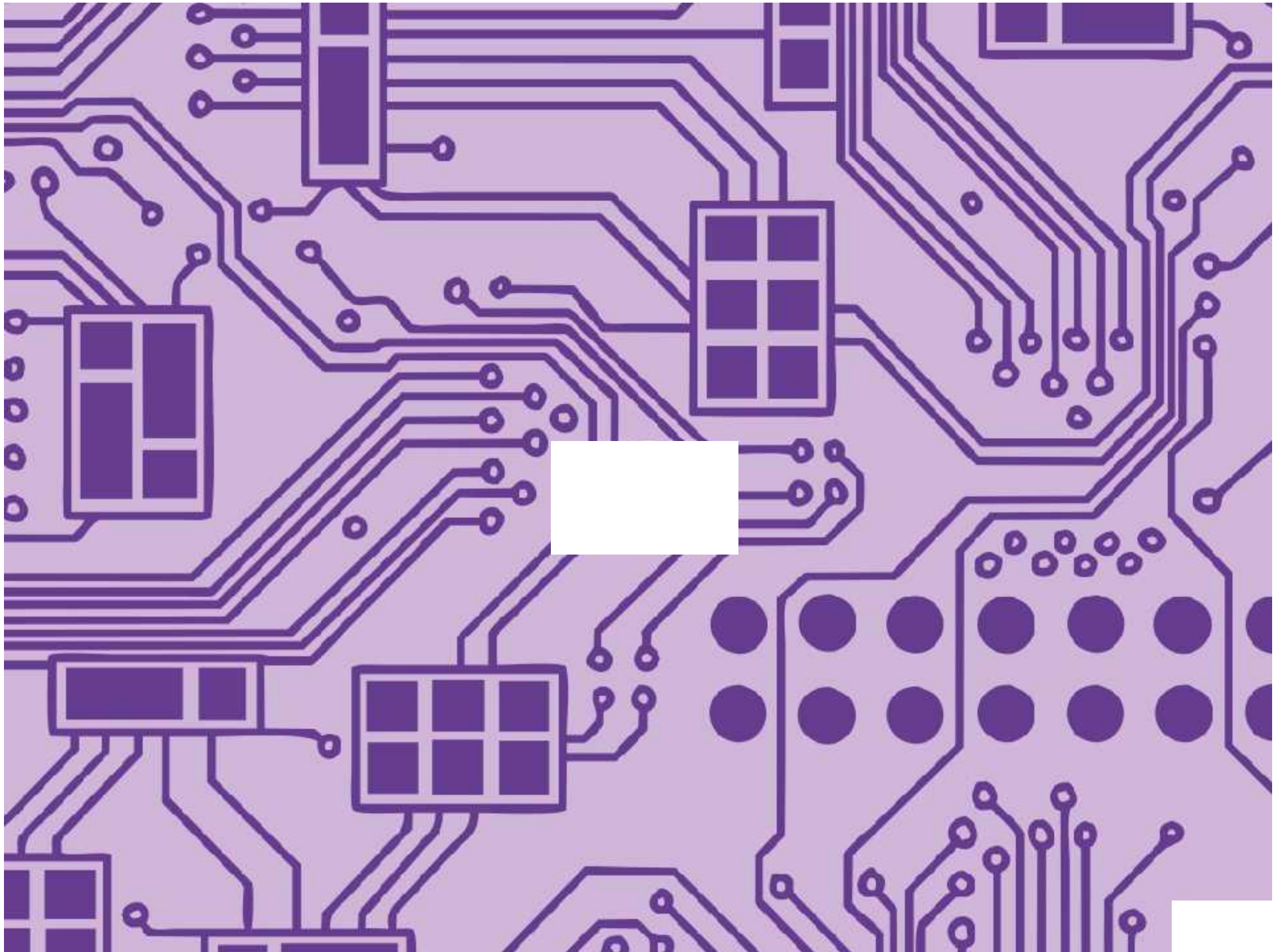


# Aim

- I can type and format text, then save my work.

# Success Criteria

- I can type letters and symbols, including use of the shift key.
- I can select text and change the size, type or colour.
- I can format text in different ways (bold, italic, underline).
- I can save my work in the correct place.



Using and Applying | Typing

I can type and format text, then save my work.		
I can type letters and symbols, including use of the shift key.		
I can select text and change the size, type or colour.		
I can format text in different ways (bold, italic, underline).		
I can save my work in the correct place.		

Using and Applying | Typing

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Using and Applying | Typing

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Using and Applying | Typing

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Using and Applying | Typing

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I can save my work in the correct place.		

Using and Applying | Typing

I can type and format text, then save my work.		
I can type letters and symbols, including use of the shift key.		
I can select text and change the size, type or colour.		
I can format text in different ways (bold, italic, underline).		
I can save my work in the correct place.		

Using and Applying | Typing

I can type and format text, then save my work.		
I can type letters and symbols, including use of the shift key.		
I can select text and change the size, type or colour.		
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# Using and Applying Skills

The purpose of the Using and Applying Skills unit is for children to review and recap learning from prior units in the year. It provides a chance to reinforce the skills and apply them in a new context.

The format of the unit at KS1 is the same as other PlanIt Computing units with 6 lessons. However, there is an assumption that the Using and Applying unit will be done after some/all of the previous units.

Some Using and Applying lessons will only rely on the prior teaching of one previous unit or a particular lesson.

In this case, Lessons 2 and 3 are focused on the Word Processing Skills unit, reinforcing the skills children need for typing and editing.

**Work should be saved at the end of Lesson 2 in order to open and continue in Lesson 3.**



# Using and Applying Skills: Typing

I can type and format text, then save my work.



Choose from these options to write about using word processing software.

Show how you can format the text in these ways:

- change the size of font
- change the font style
- use bold, italic or underline options

1. My Favourite Pet / Animal Write about your favourite pet or animal. What type of animal is it? What is it called? What does it look like? Tell us all about it!



2. My Favourite Hobby What do you like doing when you're not at school? Tell us all about your favourite hobby - whether it's dancing, playing a sport, computer games, riding a bike or scooter, or making crafts.



3. My Family Who are the members of your family? Who lives in your house? Tell us anything about the people you know at home.



4. My School What can you write about your school? What is it called? What is it like at your school? Tell us all about what you do and who else is at your school!





# Using and Applying Skills: Typing

I can type and format text, then save my work.



Choose one or more of these options to write about using Word Processing software.

Show how you can format the text in these ways:

- change the size of font
- change the font style
- change the colour of some of your writing
- use bold, italic and underline options in different places
- use the shift key to include symbols like ! or £
- use capital letters

1. My Favourite Pet / Animal Write about your favourite pet or animal. What type of animal is it? What is it called? What does it look like? Tell us all about it!



2. My Favourite Hobby What do you like doing when you're not at school? Tell us all about your favourite hobby - whether it's dancing, playing a sport, computer games, riding a bike or scooter, or making crafts.



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# Using and Applying Skills

The purpose of the Using and Applying Skills unit is for children to review and recap learning from prior units in the year. It provides a chance to reinforce the skills and apply them in a new context.

The format of the unit at KS1 is the same as other PlanIt Computing units with 6 lessons. However, there is an assumption that the Using and Applying unit will be done after some/all of the previous units.

Some Using and Applying lessons will only rely on the prior teaching of one previous unit or a particular lesson.

In this case, Lessons 2 and 3 are focused on the Word Processing Skills unit, reinforcing the skills children need for typing and editing, as well as saving their work.

In some cases, it may be enough for children to focus on locating and opening their saved work from Lesson 2 before continuing to type.












If an additional task is required, a further Activity Sheet is provided with this lesson pack to offer a new subject, whilst aiming to keep the focus on practising typing skills and using the keyboard proficiently.

# Using and Applying: Editing

<b>Aim:</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using word processing skills to open a file, edit and save.  I can open saved work and edit text.	<b>Success Criteria:</b> I can locate and open a saved file.  I can select text in different ways.  I can use Undo and Redo tools.  I can edit text using the arrow keys and delete or backspace buttons.	<b>Resources:</b> <a href="#">Lesson Pack</a>  Computers or laptops with MS Word or similar software
	<b>Key/New Words:</b> Type, word processing, keyboard, keys, shift, space, symbol, save.	<b>Preparation:</b> <a href="#">More Typing Skills Activity Sheet</a> as required

**Prior Learning:** Children will have studied word processing skills in an earlier unit and started typing in the previous lesson.

## Learning Sequence

	<b>Selecting Text:</b> Can children remember different ways to select text? (double-clicking, click and highlight with mouse, shift and arrow keys).	
	<b>Correcting Mistakes:</b> Can children remember how to use Undo and Redo for an immediate correction? What if we want to go back and change something earlier in a sentence or word? Do we need to delete everything we just typed? Remind children about using the arrow keys to navigate around the text.	
	<b>Open and Edit:</b> Can children locate and open their saved files from the previous lesson?  Once opened, children check their work and read back, editing if possible. Encourage adding a title at this stage in order to add lines at the beginning and use bold/underline. Continue typing to complete work.  Show examples of work and demonstrate opportunities to insert extra words, such as adjectives, or making changes such as capital letters or simple spelling (showing editing skills).	
	Edit, continue and complete typing from previous lesson. Individuals/pairs/groups to be directed by teacher/adult on suggested ways of editing.	
		Edit, continue and complete typing from previous lesson.  Swap with partners for peer reviewing.
	<b>More Typing Skills:</b> As an additional task if required, children may continue typing in the same document by using the <a href="#">More Typing Skills Activity Sheet</a> .	
	<b>Skills in Action:</b> Focusing on skills discussed during this lesson and previous lesson, can any children give examples of where they put those skills into practice? E.g. 'This is where I had to use backspace or delete.' 'This word has been selected and underlined.' 'This is where I put in an extra word and had to use arrow keys to reach the right place.'	

## Taskit

**Formatit:** After saving your work, can you format some of your writing in any other ways? Try experimenting - change highlighting, background colour, alignment, text style.

**Typeit:** Practise your typing speed with two hands. How quickly can you type your name? How quickly can you type a sentence?

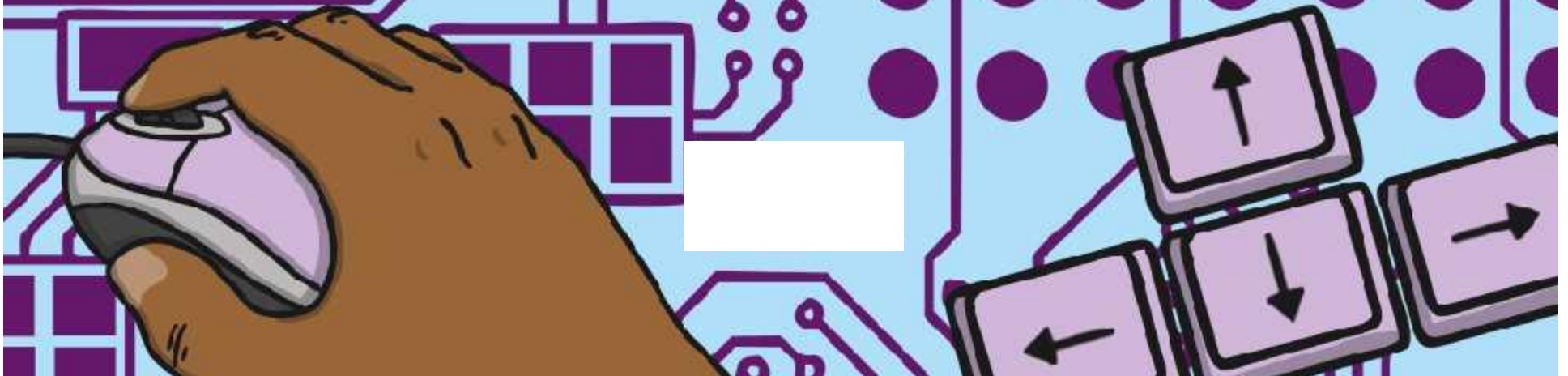




# Computing

Using and Applying

# Editing



# Aim

- I can open saved work and edit text.

# Success Criteria

- I can locate and open a saved file.
- I can select text in different ways.
- I can use Undo and Redo tools.
- I can edit text using the arrow keys and delete or backspace buttons.

# Selecting Text



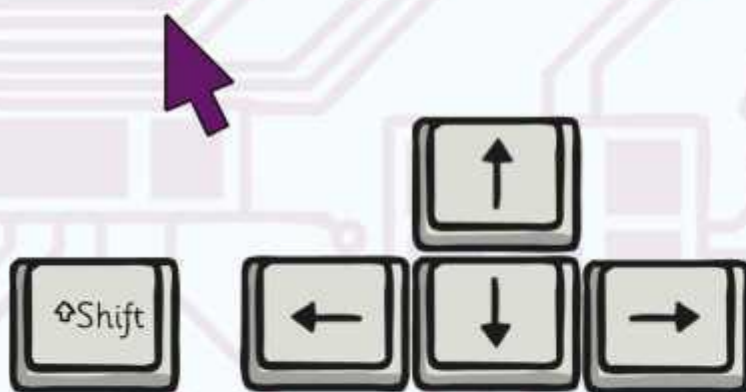
Can you remember any different ways to select some text?

You can double-click on a word.

You can click, drag and **highlight** with the mouse.

You can hold shift and press the arrow keys.

Let's try some of those ways out when typing.



# Correcting Mistakes



Can you remember how to use **Undo** if something goes wrong?  
Where is the Undo button on the word processor?

What if we want to go back and change something earlier in a sentence or word? Do we need to delete everything we just typed?

No! Don't delete everything you just typed. Just use the arrow keys to move around the text to where you want to make a change.



# Open and Edit



Can we find and open our saved files from last time?  
Who remembers where to find them and how to do it

Take a look at what you typed last time. Can you read it back to yourself?

Is there anything you can add or change?

You could add a title at the top and make it bold and underlined.

Carry on typing to finish your work.



# More Typing Skills



If you finished typing your ideas from the last lesson, use the same document to try some new sentences.

Use the More Typing Skills Activity Sheet to see what you could write about.

**More Typing Skills**

I can type and format text, then save my work.

Choose from one of the ideas below to use and apply your typing skills. Try to practise all the skills here:

- Type words and sentences using two hands.
- Include capital letters using the shift key
- Use a symbols such as £, £ or ?
- Format some words using bold, italic or underline
- Change the size, colour or style of text
- Save your work in the right place

1. Write a story about yourself riding your bike or scooter.	4. Write all about travelling on holiday. Did you go in the car? On a train? On a plane?
3. If you had the perfect toy, what would it look like?	4. Use any idea of your own that you would like to type sentences about.

# Skills in Action



Thinking about the typing skills we have discussed during this lesson and last time, can anyone show or tell us an example of where you have put one of those skills into practice?

For example:

'This is where I had to use backspace or delete.'

'This word has been selected and underlined.'

'This is where I put in an extra word and had to use arrow keys to reach the right place.'



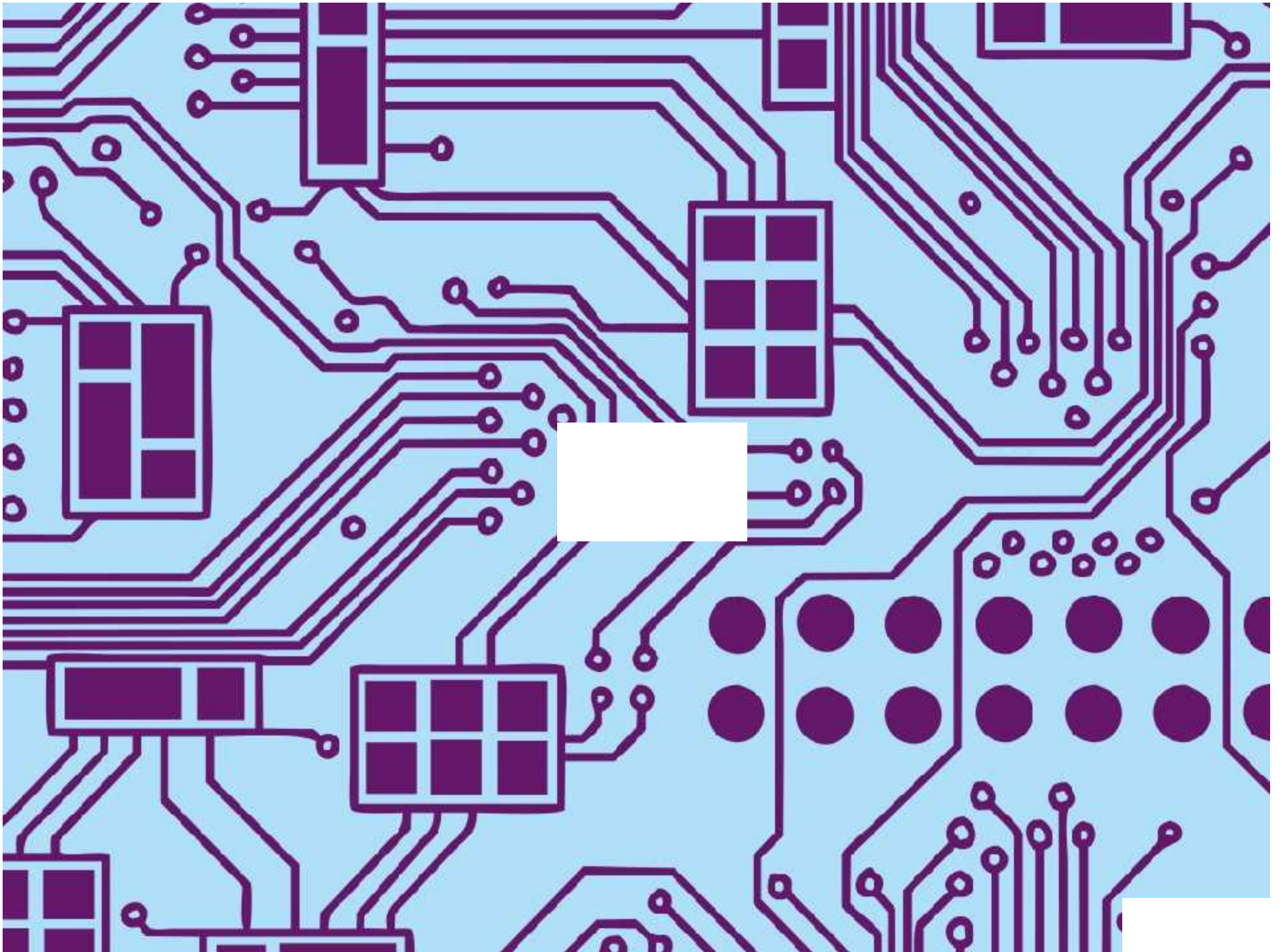


# Aim

- I can open saved work and edit text.

# Success Criteria

- I can locate and open a saved file.
- I can select text in different ways.
- I can use Undo and Redo tools.
- I can edit text using the arrow keys and delete or backspace buttons.





# More Typing Skills

I can type and format text, then save my work.



Choose from one of the ideas below to use and apply your typing skills. Try to practise all the skills here:

- Type words and sentences using two hands.
- Format some words using bold, italic or underline.
- Change the size, colour or style of text.
- Save your work in the right place.

**1. Write some sentences about yourself riding your bike or scooter.**

Where would you ride?

Who would be with you?

What else might happen?

**2. Write some sentences about travelling on holiday. Did you go in the car? ...on a train? ...on a plane?**

Where did you go?

What did you do while you were there?

Who else went with you?

What was your favourite part?

**3. If you had the perfect toy, what would it look like?**

What kind of toy would it be?

What colours would it be?

What special features would it have?

What extra things would it be able to do?

**4. Use any idea of your own that you would like to type sentences about.**





# More Typing Skills

I can type and format text, then save my work.



Choose from one of the ideas below to use and apply your typing skills. Try to practise all the skills here:

- Type words and sentences using two hands.
- Include capital letters using the shift key.
- Use a symbols such as £, ! or ?
- Format some words using bold, italic or underline.
- Change the size, colour or style of text.
- Save your work in the right place.

1. Write a story about yourself riding your bike or scooter.

2. Write all about travelling on holiday. Did you go in the car? ...on a train? ...on a plane?

3. If you had the perfect toy, what would it look like?

4. Use any idea of your own that you would like to type sentences about.



Using and Applying | Editing

I can open saved work and edit text.		
I can locate and open a saved file.		
I can select text in different ways.		
I can use Undo and Redo tools.		
I can edit text using the arrow keys and delete or backspace buttons.		

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Using and Applying | Editing











I can open saved work and edit text.		
I can locate and open a saved file.		
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I can use Undo and Redo tools.		
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# Using and Applying: Paint with Shapes

<b>Aim:</b> Use technology purposefully to create and manipulate digital content in the context of creating digital drawing images with paint software.  I can use shapes to create a particular image.	<b>Success Criteria:</b> I can draw different shapes using paint software.  I can make the shapes the size I want them to be.  I can position the shapes correctly.  I can choose and change colours of shapes.	<b>Resources:</b> Lesson Pack  Computers with MS Paint or similar software
	<b>Key/New Words:</b> Paint, shape, colour, tools.	<b>Preparation:</b> Differentiated <a href="#">Shape Pictures Activity Sheets</a> as required.

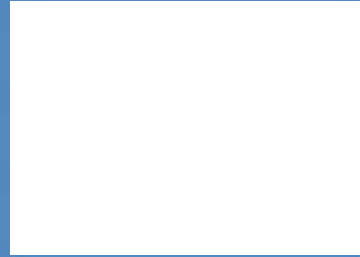
**Prior Learning:** Children will have studied computer skills and painting in earlier units.

## Learning Sequence

	<b>Ideas:</b> Remind children of the ideas for shape pictures from Lesson 6 of the Computer Skills unit. Which ones are types of transport? Some children may have tried creating the rocket, train or tractor. What other shape pictures could we create that are types of transport? ...create a lorry? ...a bus? ...anything else that you can think of?		
	<b>Sharing Good Tips:</b> Does anyone have any good tips to remember for when creating shape pictures? Ask the children to practise their skill before sharing it with their partner.		
	<b>Shape Pictures:</b> Model as a reminder how to make a picture from 2D shapes. Children use and apply their skills, with reference to the <a href="#">Shape Pictures Activity Sheets</a> if required.		
	 Use the <a href="#">Shape Pictures Activity Sheets</a> for ideas to copy, choosing a type of transport as their picture.	 Create their own picture of a different type of transport without copying from the Activity Sheet. Create shapes and drag into place. Children may recall using Undo/Redo.	
	<b>Improving Skills:</b> Show some examples of pictures that have been created on the IWB if possible. Discuss how children used their skills to create the pictures. Ask children if anyone feels their skills are improving? What are they getting better at doing?		

## Taskit

- Reverseit:** Can you draw the same picture from a different angle? Image it was turned around to face the other way or facing forwards or to the side.
- Recolourit:** Change the colours of your shapes to make different versions of your picture.



# Computing

Using and Applying

# Paint with Shapes



# Aim

- I can use shapes to create a particular image.

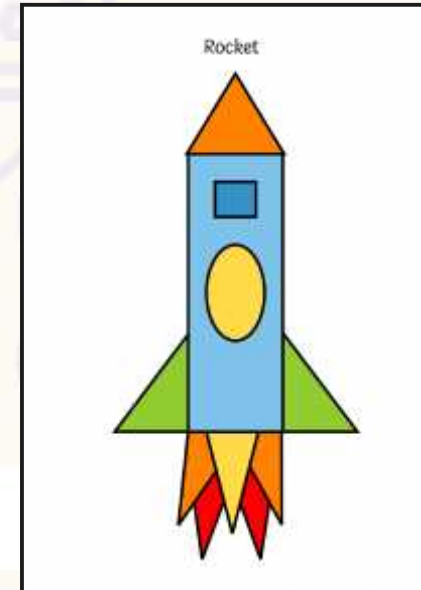
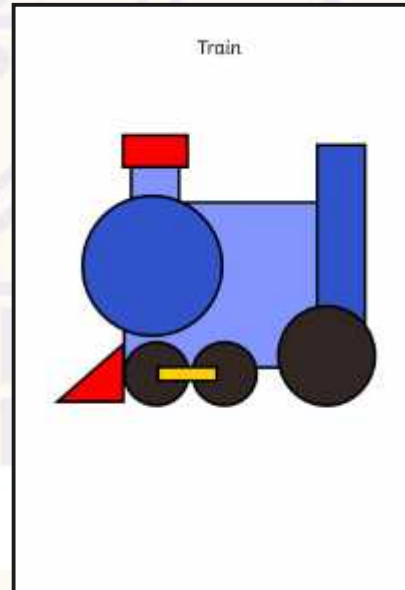
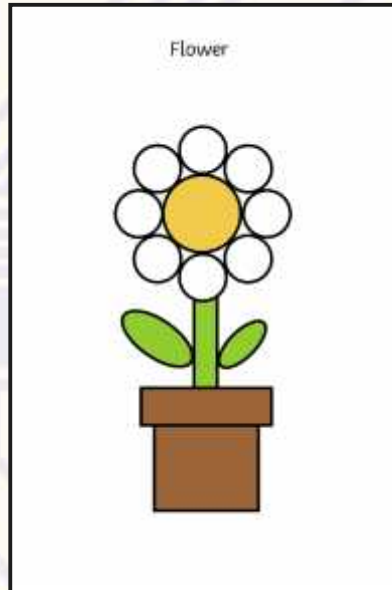
# Success Criteria

- I can draw different shapes using paint software.
- I can make the shapes the size I want them to be.
- I can position the shapes correctly.
- I can choose and change colours of shapes.

# Ideas



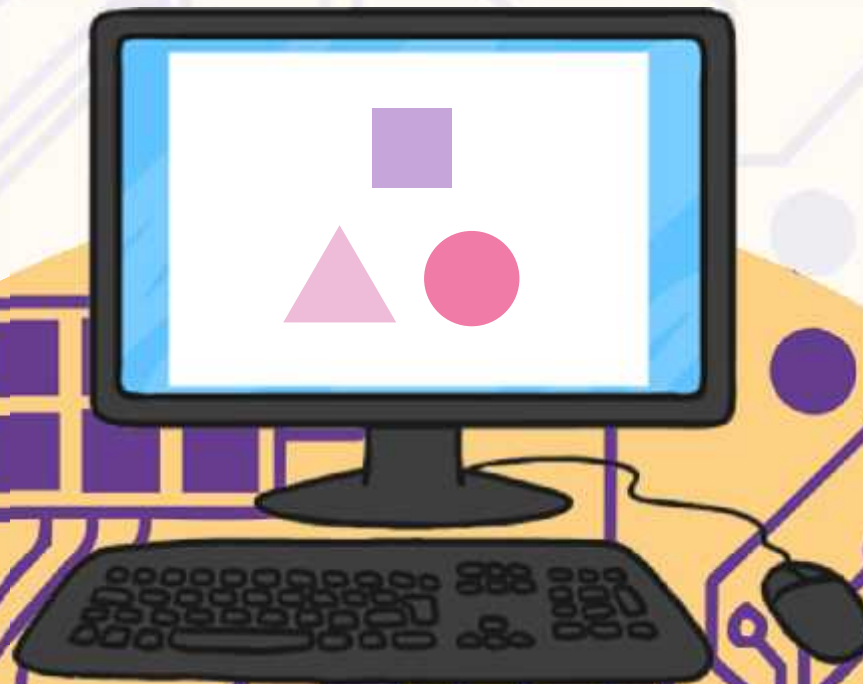
- Remember the ideas for Shape Pictures from the Computer Skills unit?
- Which ones are types of transport? Maybe you tried creating the rocket, train or tractor last time.
- What other shape pictures could we create that are types of transport? ...create a lorry? ...a bus? ...anything else that you can think of?



# Sharing Good Tips



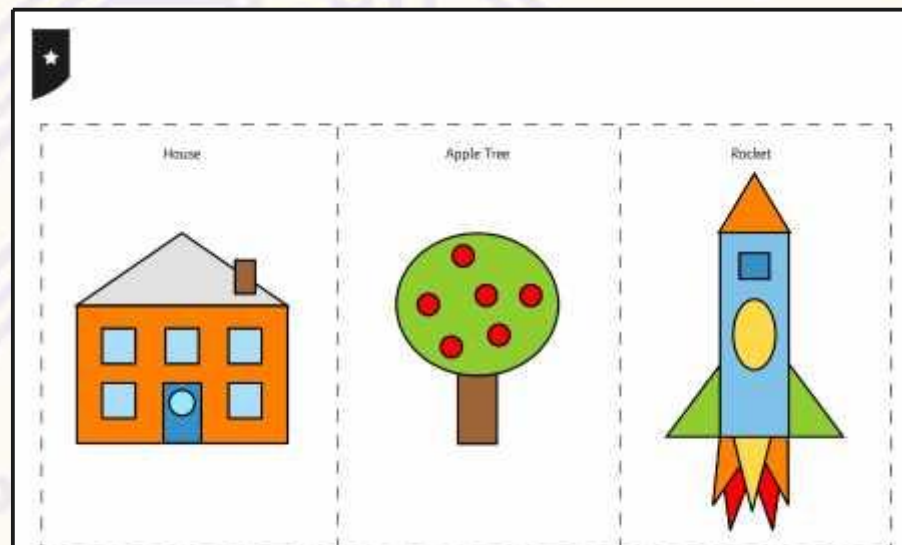
- Does anyone have any good tips to remember for when creating shape pictures?
- Show a partner a skill that you found really useful! Remember to take your time and practise your tip before sharing it.



# Shape Pictures



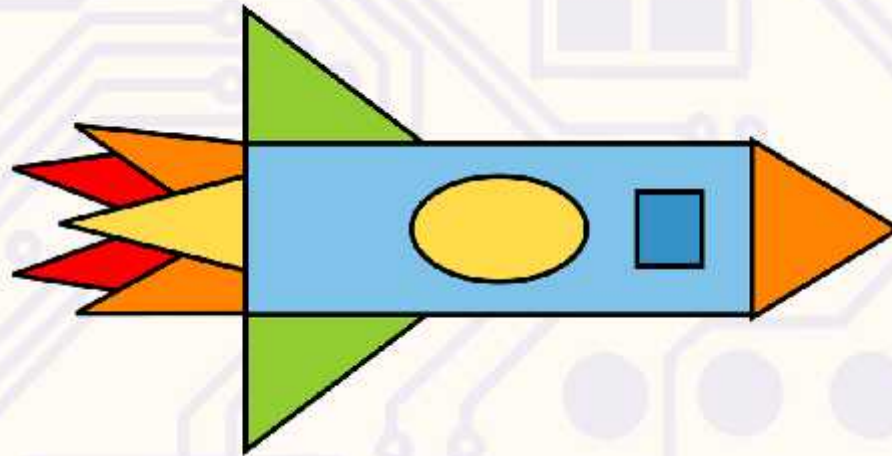
- Now, let's try making a picture from 2D shapes.
- See if you can remember the skills you learned about creating shapes and putting them together to form a picture.
- Look at the Shape Pictures Activity Sheet for more ideas!



# Improving Skills



- Let's have a look at some examples of pictures that have been created.
- Can we see how other children have used their skills to create the pictures?



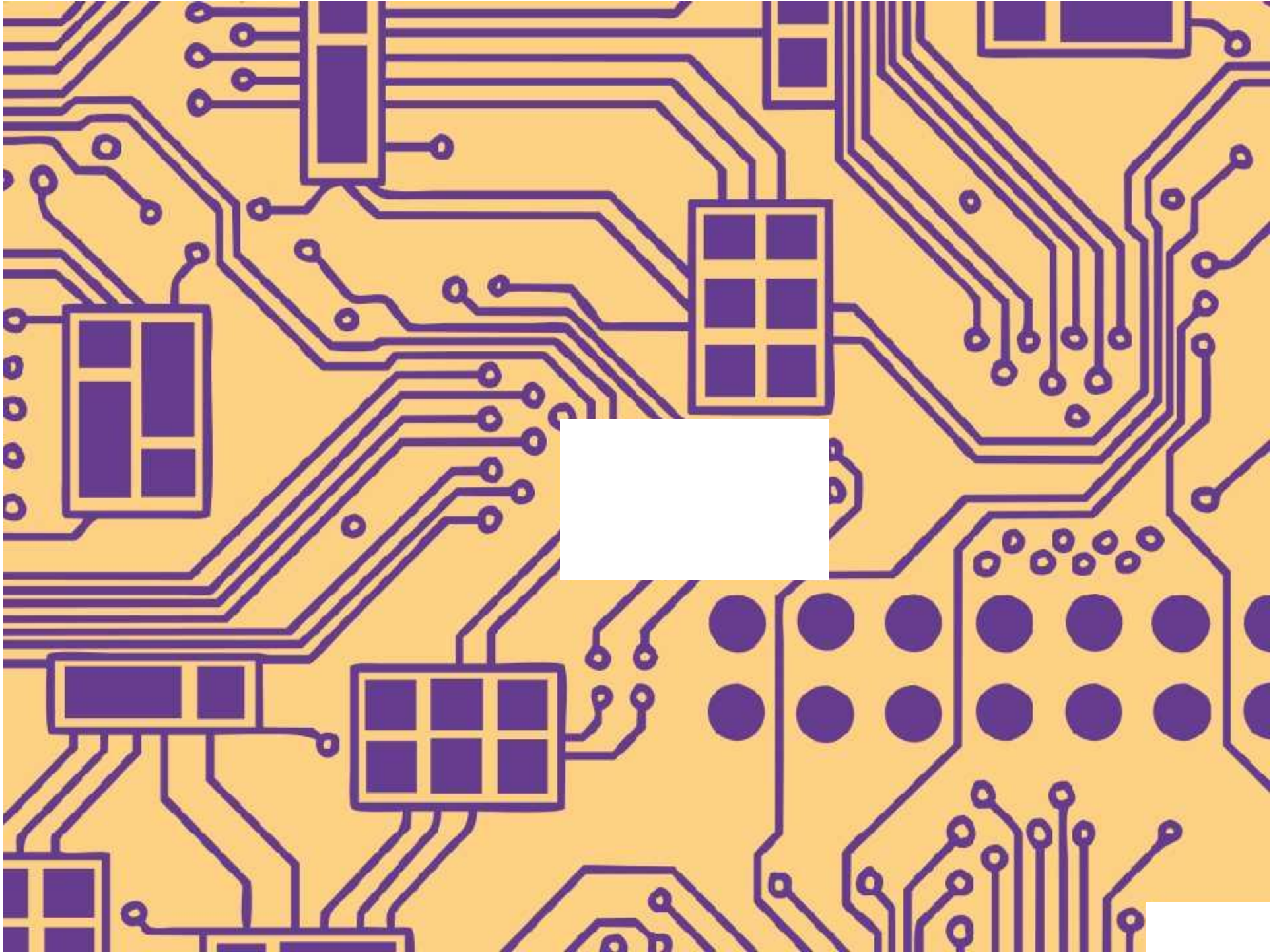
- Who thinks their own skills are improving?
- Tell us what you are getting better at doing!

# Aim

- I can use shapes to create a particular image.

# Success Criteria

- I can draw different shapes using paint software.
- I can make the shapes the size I want them to be.
- I can position the shapes correctly.
- I can choose and change colours of shapes.



Using and Applying | Paint with Shapes

I can use shapes to create a particular image.		
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Using and Applying | Paint with Shapes

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I can position the shapes correctly.		
I can choose and change colours of shapes.		



# Using and Applying Skills

The purpose of the Using and Applying Skills unit is for children to review and recap learning from prior units in the year. It provides a chance to reinforce the skills and apply them in a new context.

The format of the unit at KS1 is the same as other PlanIt Computing units with 6 lessons. However, there is an assumption that the Using and Applying unit will be done after some/all of the previous units.

Some Using and Applying lessons will only rely on the prior teaching of one previous unit or a particular lesson.

In this case, Lessons 4 and 5 are focused on the Computer Skills and the Painting units, reinforcing the skills children need for using simple paint software. As well as the specific skills of using brush and shape tools, these lessons help to revisit and apply general computer skills including using the mouse or trackpad from the Computer Skills unit.

Some children will have already created one or more of the pictures on the Shape Pictures Activity Sheets, if covered during the prior unit. Encourage them to choose a different picture to create or try to improve on a picture that they have tried previously.

Paint skills focus separately on shape and brush tools, with the option of combining them by use of TaskIt or Challenge Cards later. Discussion is encouraged about the advantages and disadvantages of using either the brush or shape tools. Children will commonly find the brush tools difficult to control with a mouse or trackpad so some reassurance may well be required.

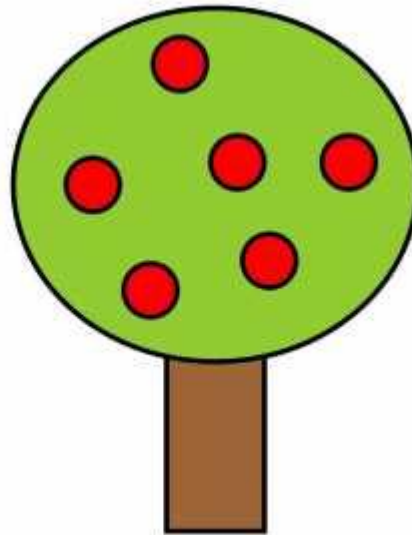
Less emphasis should be placed on a quality finished product and more on the comparison of tools and application of skills. Allow children to experiment and explore with tools, where possible being able to explain and justify their choices.



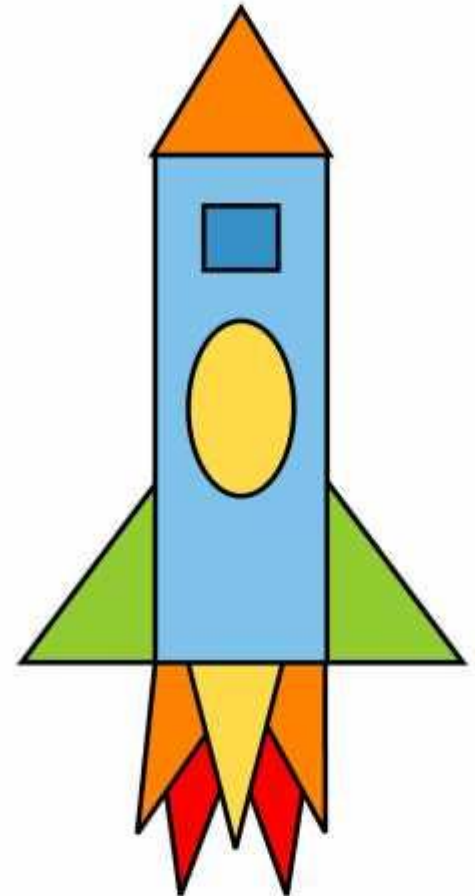
House



Apple Tree



Rocket





Flower



House



Boy

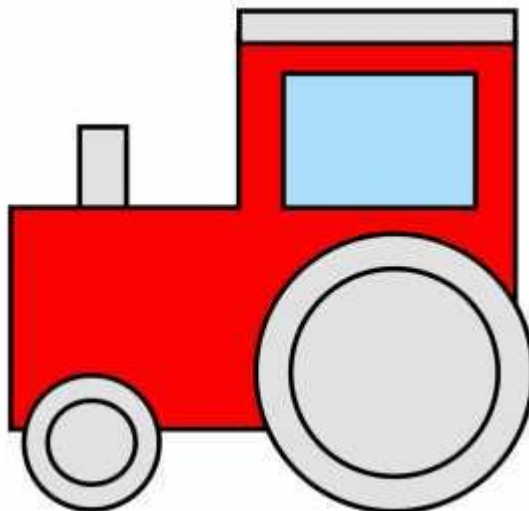




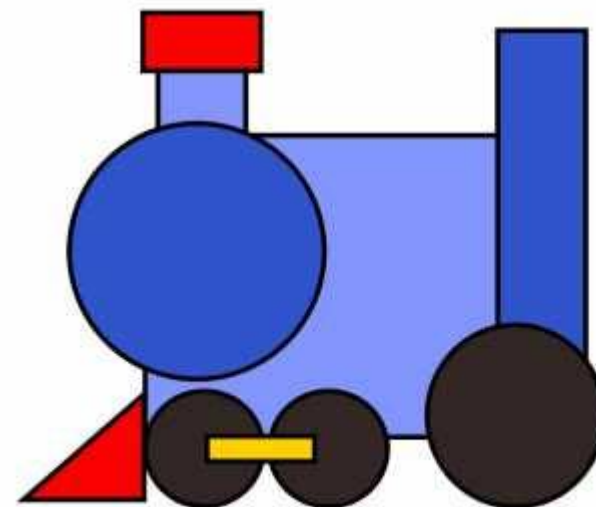
Girl



Tractor

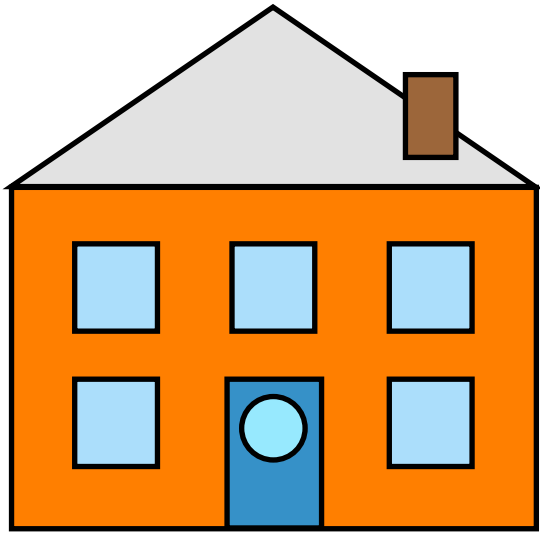


Train

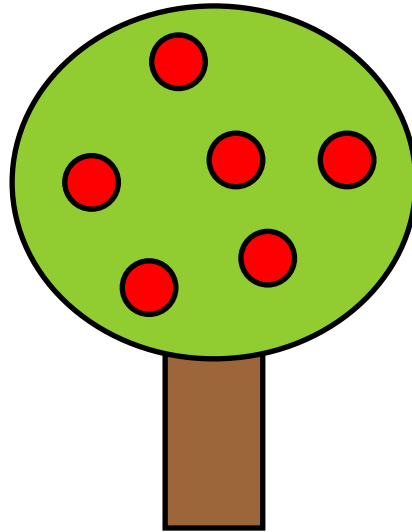




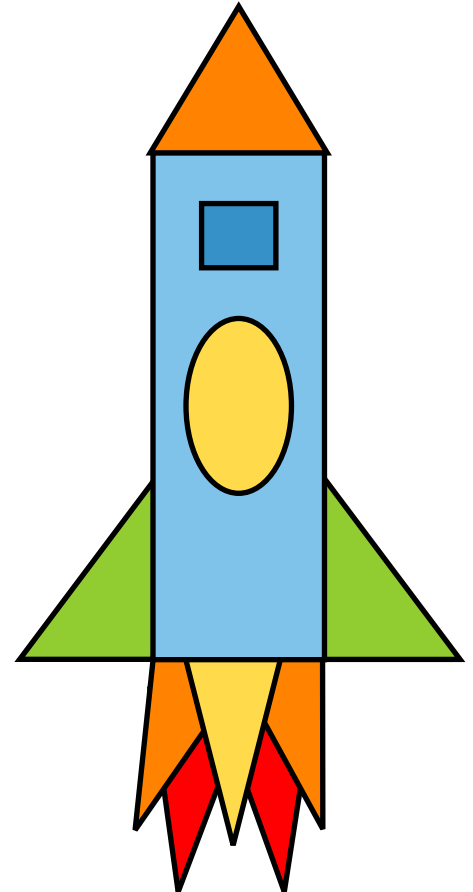
House



Apple Tree

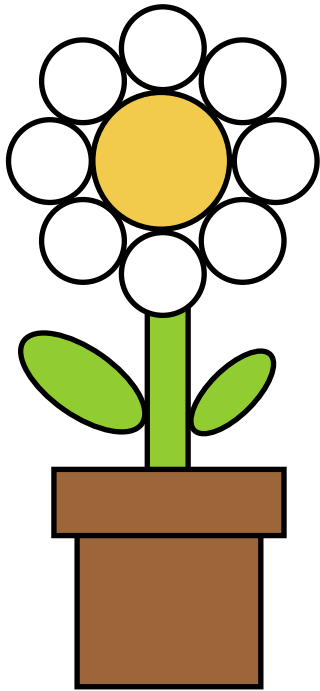


Rocket

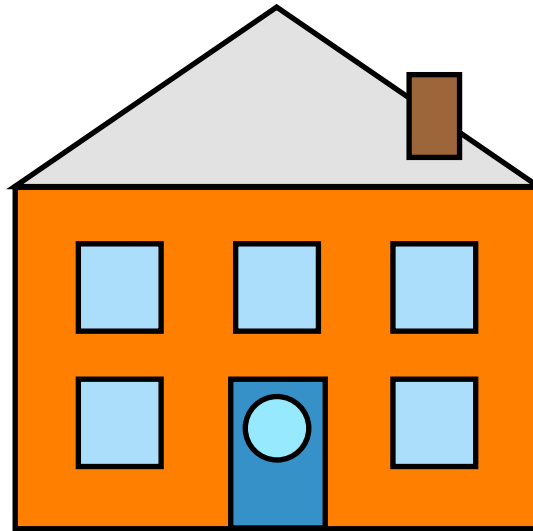




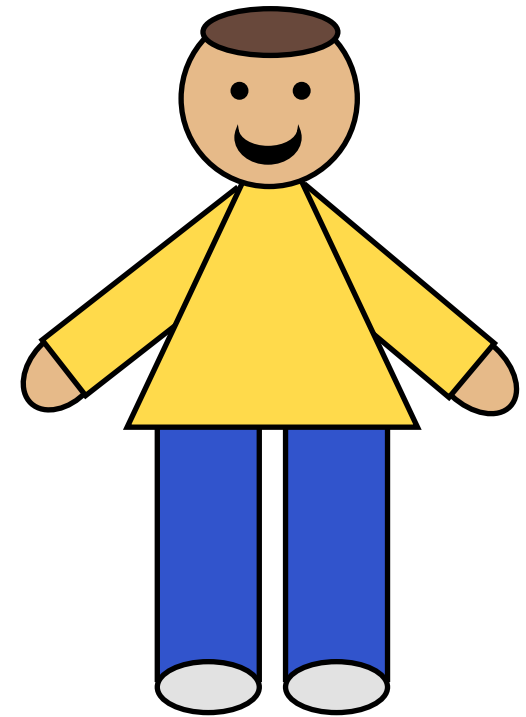
Flower



House

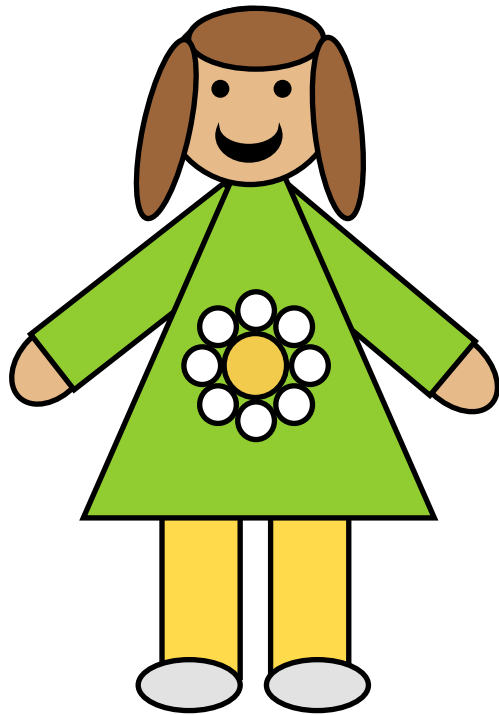


Boy

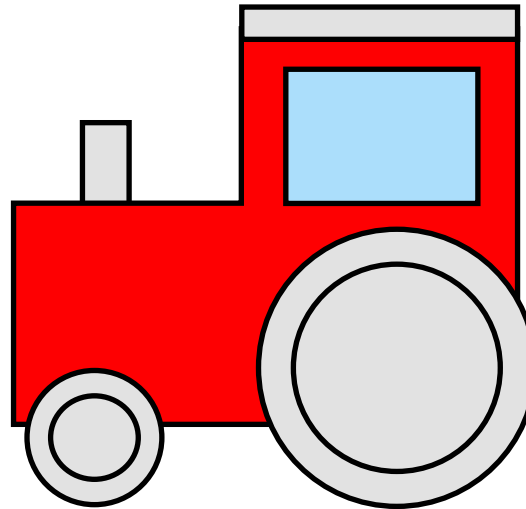




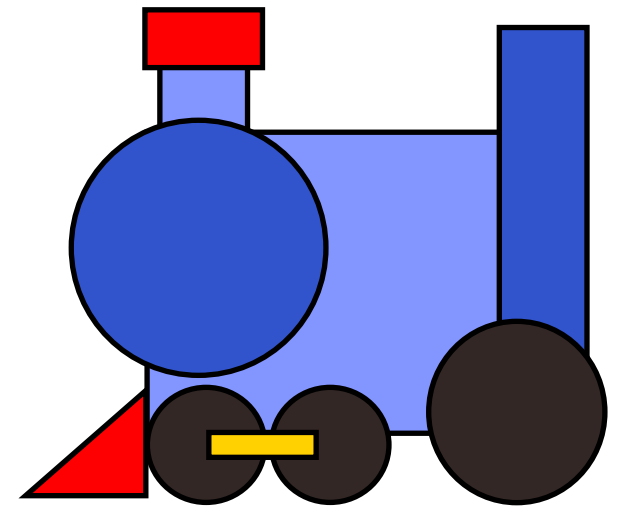
Girl



Tractor



Train















# Using and Applying: Paint with Brushes

<b>Aim:</b> Use technology purposefully to create and manipulate digital content in the context of using different brush tools with paint software.  I can use different brush tools to create a particular image.	<b>Success Criteria:</b> I can change the size of a brush.  I can change the colour of a brush.  I can select and compare different brush types.  I can choose the best brush style for a purpose.	<b>Resources:</b> Lesson Pack  Computers with MS Paint or similar software
	<b>Key/New Words:</b> Paint, colour, brush, tool, size, style.	<b>Preparation:</b> Differentiated <a href="#">Shape Pictures Activity Sheets</a> as required. It would also be valuable if children have recently painted with brushes

**Prior Learning:** Children will have studied painting skills in an earlier unit and had a recap of paint software in the previous lesson.

## Learning Sequence

	<b>Brushes – What Can We Change?</b> Ask children if they can remember (before looking) what can be changed about the digital brush in a paint application or software. Answers may include the size (thickness), style (e.g. pen, crayon, spray) and colour.		
	<b>Real Brush or Computer Brush?</b> Which is best: painting with a real paintbrush and paints or using a computer paintbrush and paint software to create a picture? Encourage discussion about difficulty of handling, ability to undo/erase or start again, less preparation/mess, wider range of options, easier to change colours/styles. Take a vote on which children prefer. Establish that there are advantages and disadvantages of each.		
	<b>Demonstrating Brush Strokes:</b> Use paint software to demonstrate different brush strokes, changing size, then colour, then type. Show a simple brush stroke line and try to create each new adjacent line of a similar length in order to compare. <i>Discourage children from just drawing their lines all over the screen in different directions!</i>		
	<b>Show Your Brush Skills:</b> Children can begin by creating their own brush style line comparison as a 'warm-up', then try creating their own picture using just brush tools and no shapes or automatic lines.  Can children choose the best brush style for a purpose?		
	 Use brush skills to draw a picture of their own choice, demonstrating different brush types, colours and sizes.	 Children to try copying and recreating their shape picture from previous lesson, using only brushes. Change brush type, size and colour where needed. <a href="#">Shape Pictures Activity Sheet</a> can be used as reference or a copy of children's own picture from previous lesson.	
	<b>Brush or Shape Tool?</b> Do children prefer to use the brush tool or the shape tool to create a picture? Why? Is it possible to use a combination of both?  Can children select and compare different brush types?		

<b>Taskit</b> <b>Combineit:</b> Can you create a picture using a combination of brush and shape tools? How about a shape that has been altered with the addition of a brush tool? <b>Spellit:</b> Spell out the word 'Shapes' in paint software, using just shapes to make the letters. Spell out the word 'Brushes' using a mixture of different brush styles for each letter.
---

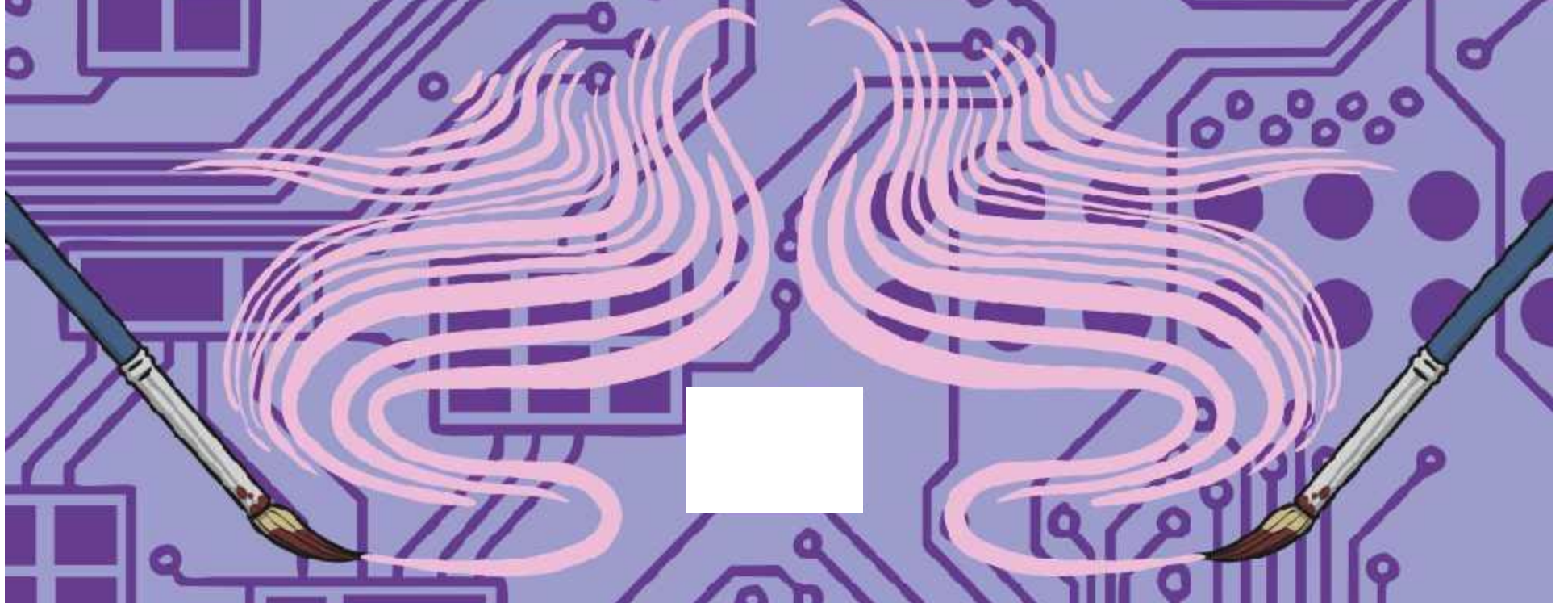




# Computing

Using and Applying

# Paint with Brushes



# Aim

- I can use different brush tools to create a particular image.

# Success Criteria

- I can change the size of a brush.
- I can change the colour of a brush.
- I can select and compare different brush types.
- I can choose the best brush style for a purpose.

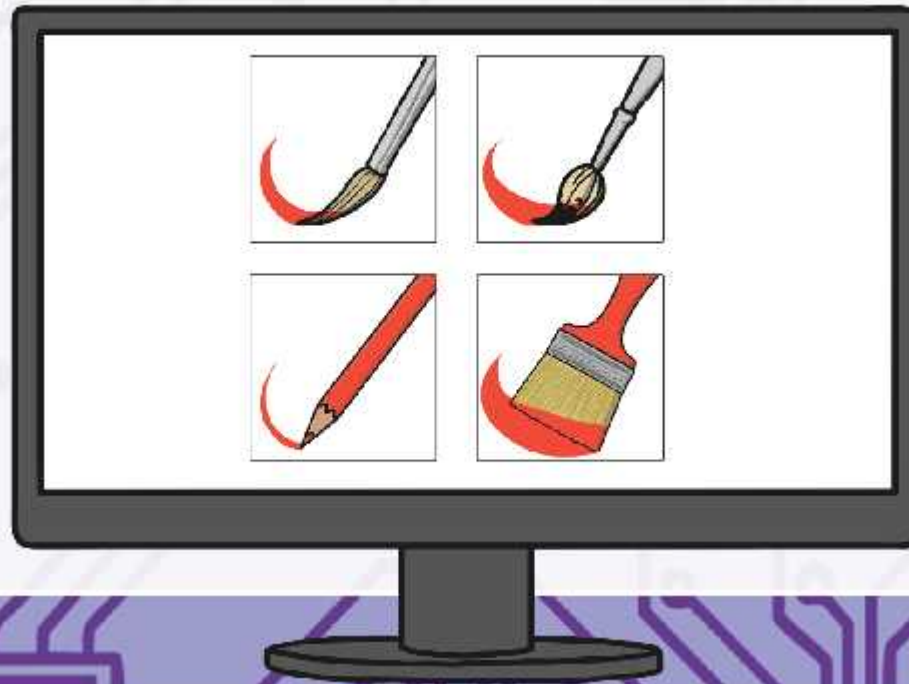
# Brushes – What Can We Change?



Before looking, can anyone remember what can be changed about the digital brush in a paint application or software?

OK, let's take a look!

You might have thought of the brush size (thickness), style (e.g. pen, crayon, spray) or colour.



# Real Brush or Computer Brush?



Which do you think is best: painting with a real paintbrush and paints or using a computer paintbrush and paint software to create a picture?

Which one is easier to control?

In which of the two cases, can you undo/erase or start again?

Which involves the most mess?

Which one has more brush style options to choose from?

Which one is easier to change from one colour to another?

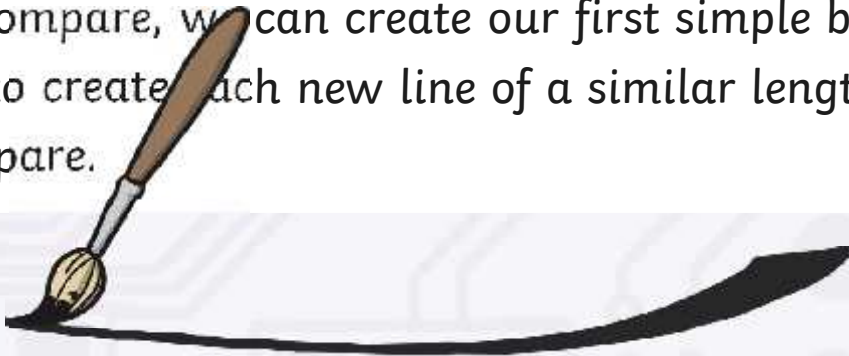
Let's take a vote on which you prefer!

# Demonstrating Brush Strokes

Which do you think is best: painting with a real paintbrush and paints or using a computer paintbrush and paint software to create a picture?

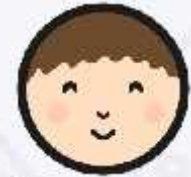
Let's use the Paint software to try out some different brush strokes, changing size, then colour, then type.

To compare, we can create our first simple brush stroke line, then let's try to create each new line of a similar length next to it, in order to compare.



Don't just create lots of lines in all different directions all over the page as it will be harder to compare them to each other!

# Show Your Brush Skills



After creating your own brush style line comparison as a 'warm-up', try creating your own picture using just brush tools and no shapes or automatic lines.

You could use your brush skills to draw a picture of your own choice, demonstrating different brush types, colours and sizes.

or

Try copying and recreating your shape picture from last lesson, using only brushes. You can change the brush type, size and colour where needed. Use the Shape Pictures Activity Sheet as reference or look at a copy of your own picture from last lesson.

# Brush or Shape Tool?



After creating your own brush style line comparison as a 'warm-up', try creating your own picture using just brush tools and no shapes or automatic lines.

Do you prefer to use the brush tool or the shape tool to create a picture?



Why?



Is it possible to use a combination of both?

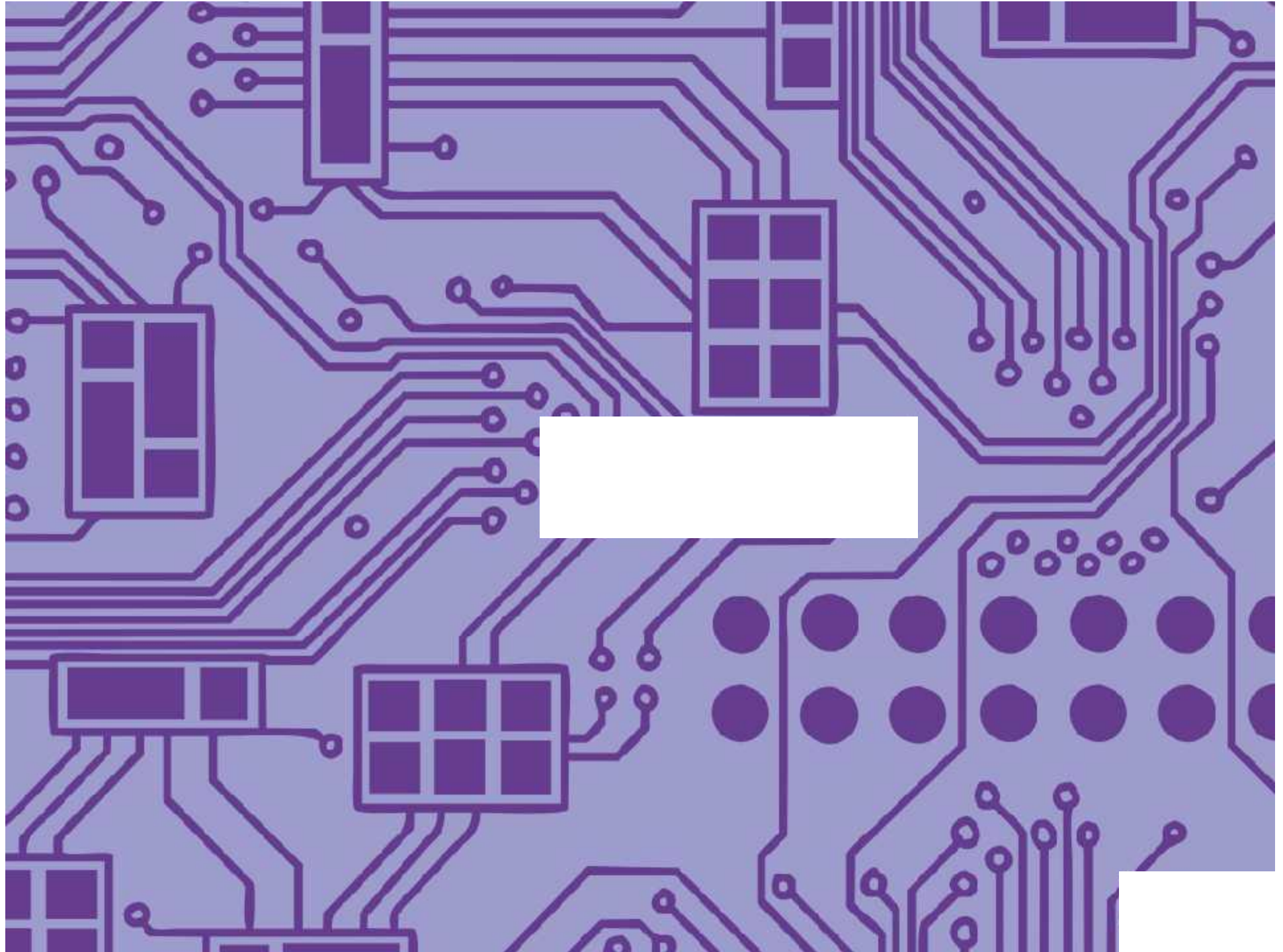


# Aim

- I can use different brush tools to create a particular image.

# Success Criteria

- I can change the size of a brush.
- I can change the colour of a brush.
- I can select and compare different brush types.
- I can choose the best brush style for a purpose.



# Using and Applying Skills

The purpose of the Using and Applying Skills unit is for children to review and recap learning from prior units in the year. It provides a chance to reinforce the skills and apply them in a new context.

The format of the unit at KS1 is the same as other PlanIt Computing units with 6 lessons. However, there is an assumption that the Using and Applying unit will be done after some/all of the previous units.

Some Using and Applying lessons will only rely on the prior teaching of one previous unit or a particular lesson.

In this case, Lessons 4 and 5 are focused on the Painting unit, reinforcing the skills children need for using simple paint software. As well as the specific skills of using brush and shape tools, these lessons help to revisit and apply general computer skills including using the mouse or trackpad from the Computer Skills unit.

Paint skills focus separately on shape and brush tools, with the option of combining them by use of TaskIt or Challenge Cards later. Discussion is encouraged about the advantages and disadvantages of using either the brush or shape tools. Children will commonly find the brush tools difficult to control with a mouse or trackpad so some reassurance may well be required.

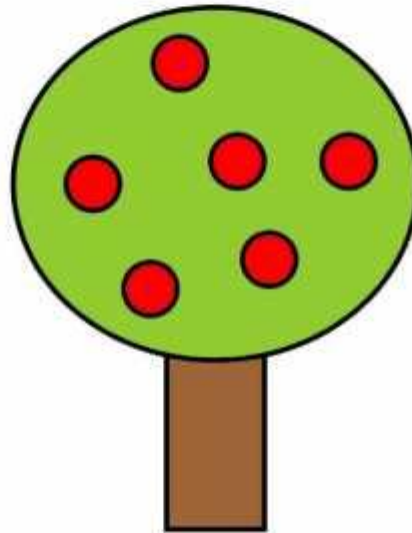
Less emphasis should be placed on a quality finished product and more on the comparison of tools and application of skills. Allow children to experiment and explore with tools, where possible being able to explain and justify their choices.



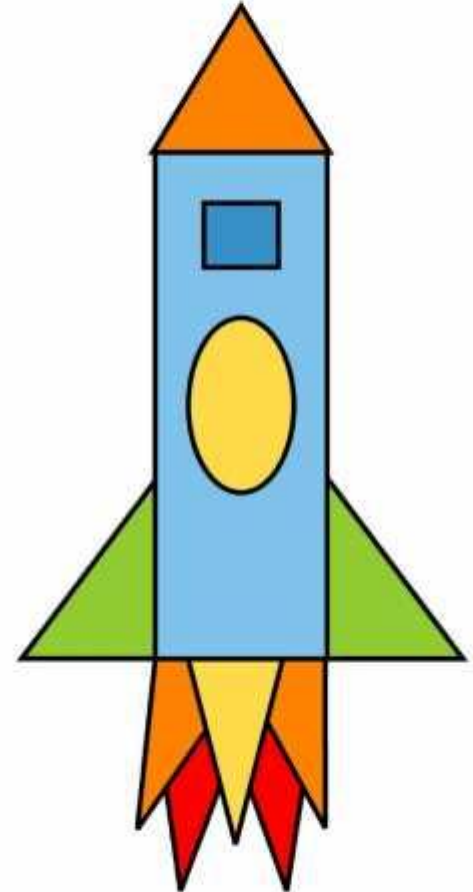
House



Apple Tree



Rocket





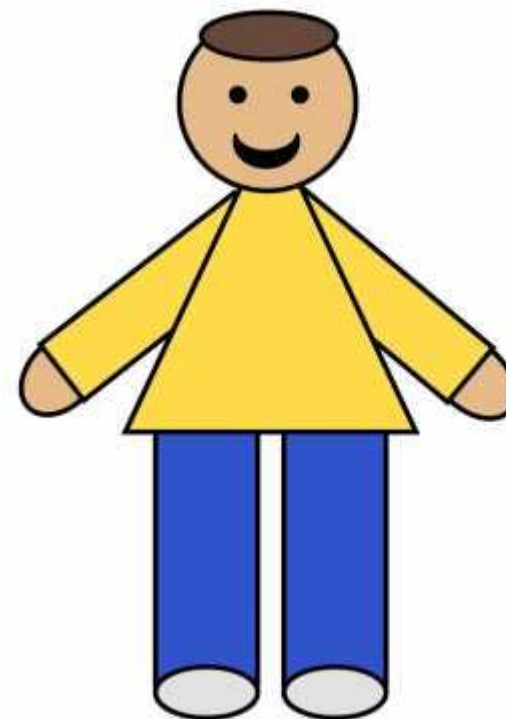
Flower



House



Boy

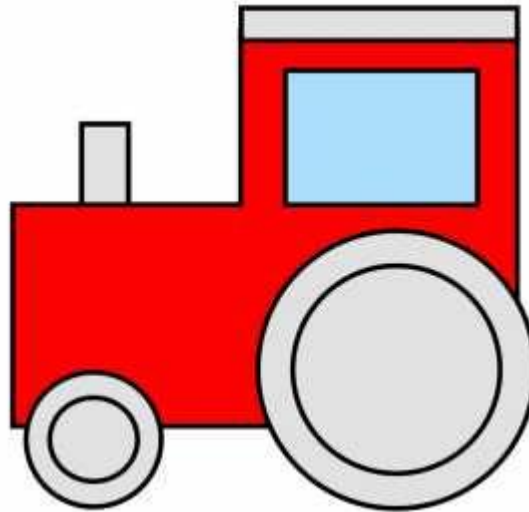




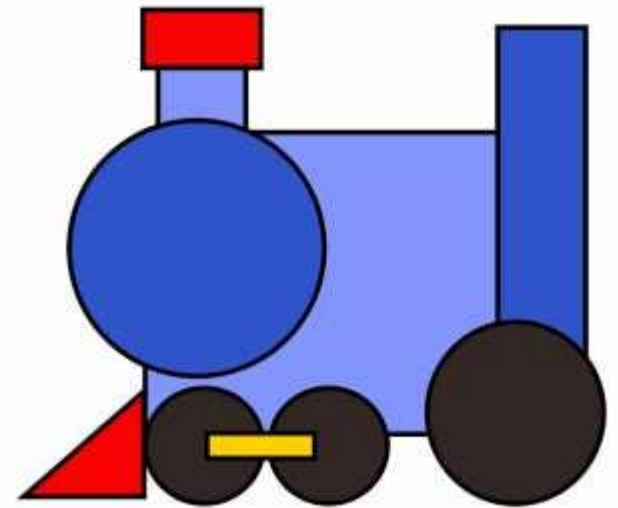
Girl



Tractor

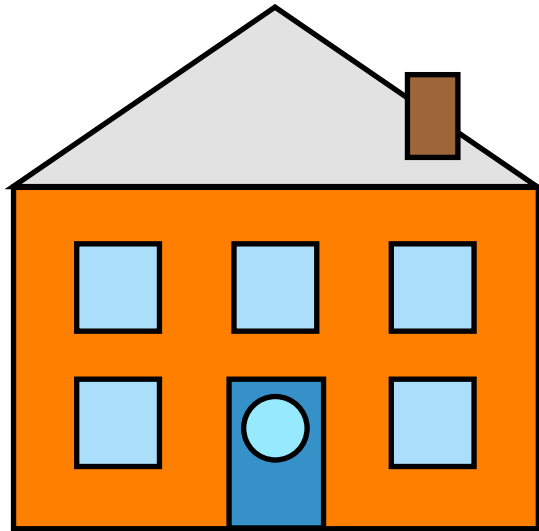


Train

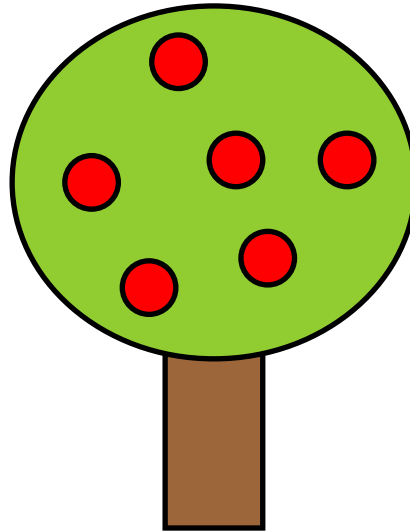




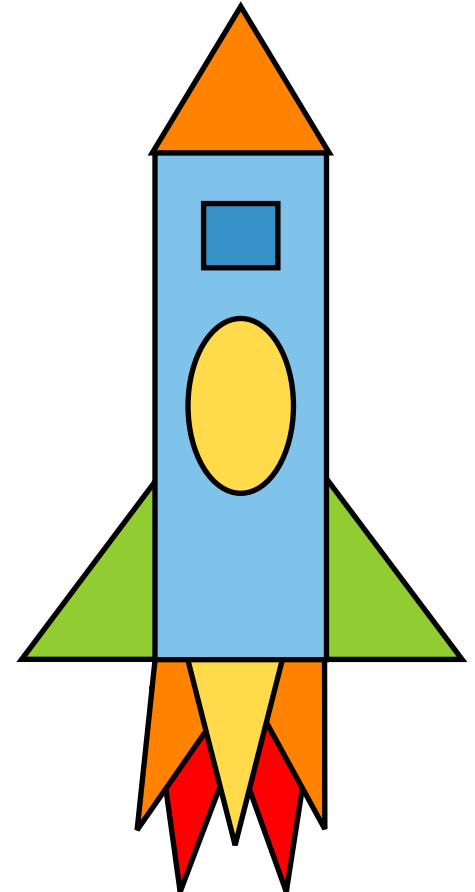
House



Apple Tree

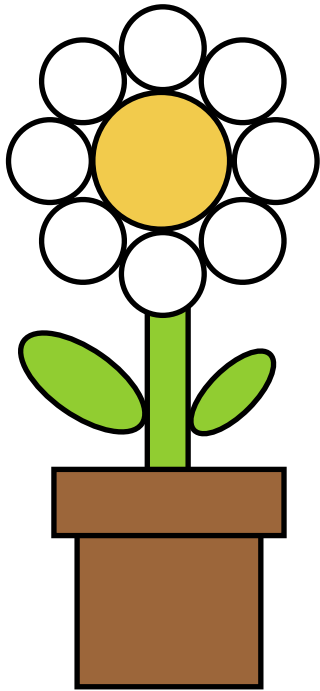


Rocket

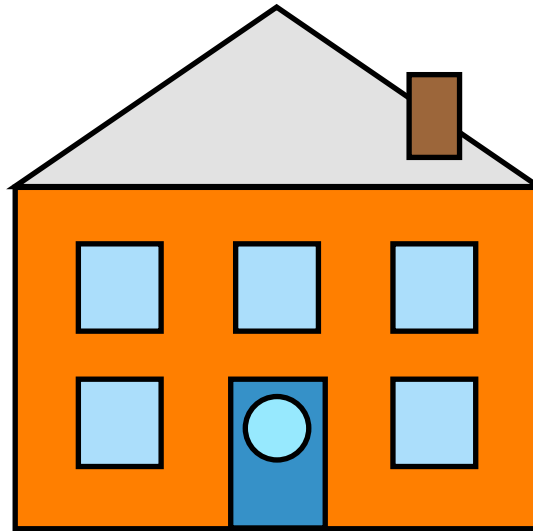




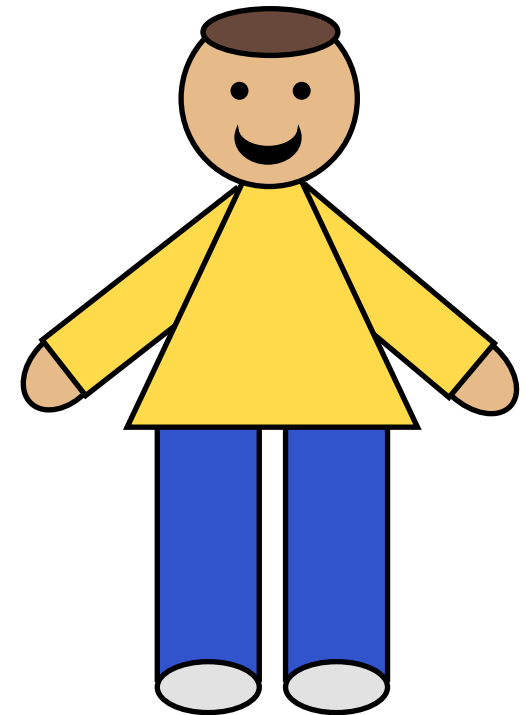
Flower



House



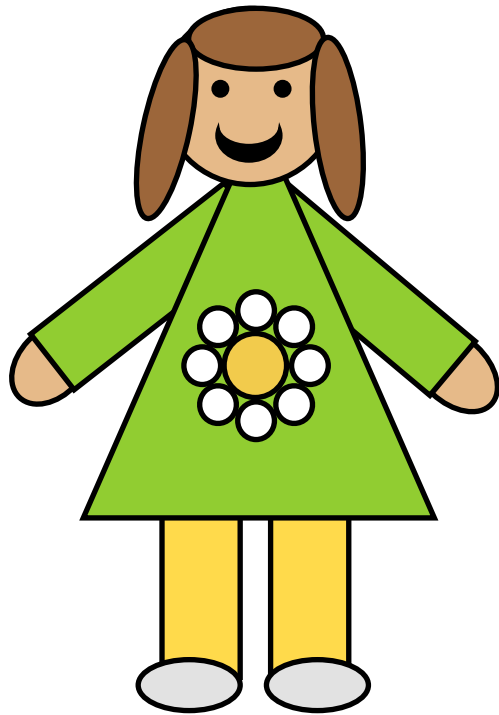
Boy



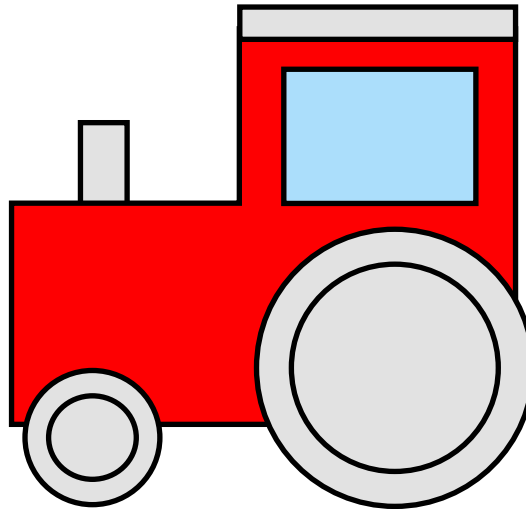




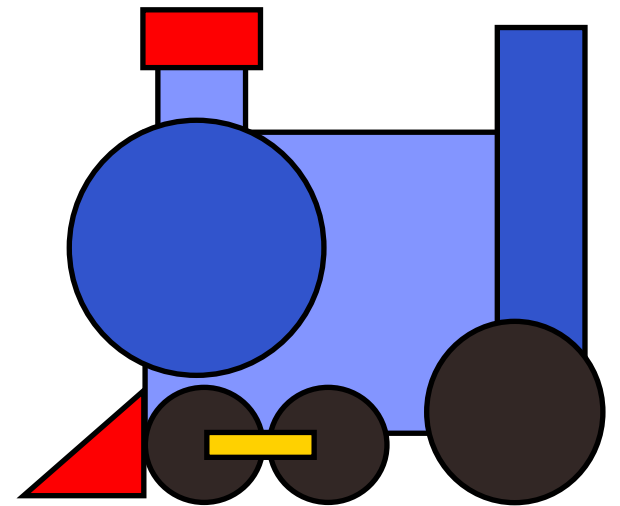
Girl



Tractor



Train



Using and Applying | Paint with Brushes

I can use different brush tools to create a particular image.		
I can change the size of a brush.		
I can change the colour of a brush.		
I can select and compare different brush types.		
I can choose the best brush style for a purpose.		

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Using and Applying | Paint with Brushes













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# Using and Applying: Text and Images

<b>Aim:</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of combining text and pictures about a shared theme.  I can create text and pictures about a shared theme.	<b>Success Criteria:</b> I can use my computer skills to create a new piece of work.  I can draw a picture and add text at the side.  I can link my writing to my drawing.	<b>Resources:</b> <a href="#">Lesson Pack</a>  Computers with MS Word and MS Paint or similar software
	<b>Key/New Words:</b> Paint, draw, picture, image, type, text, copy, paste, select.	<b>Preparation:</b> <a href="#">Monster Text and Pictures Activity Sheets</a> as required.

**Prior Learning:** Children will have studied painting skills in an earlier unit and had a recap of paint software in the previous lesson.

## Learning Sequence

	<b>Text and Pictures Together:</b> Explain that the final task of this unit is to bring all of our computer skills together in creating pictures and typing text. We want to combine text and pictures, a bit like a page in a book! Explain that we're doing this in Paint, but it could be done in Word using a drawing tool or by combining both pieces of software.		
	<b>Start with a Picture:</b> First a picture is required in Paint software. This could be one that children have already created in a previous lesson; it could be edited or amended; or a new picture could be created depending on time available. Demonstrate the process ahead by opening up an existing picture. Remind children how to add text, as covered in lesson 5 the Painting unit.		
	<b>Big Book of Monsters:</b> We could create our own big book of monsters, if everyone begins by drawing their monster using the paint tools, then writes about them at the side (What is their name? What do they look like? What makes them scary?).		
	<b>Draw and Write:</b> Children can be given an alternative topic to draw and write about, linked with a current topic, or given the Big Book of Monsters task using the <a href="#">Monster Text and Pictures Activity Sheets</a> for other prompts.  Can children use their computer skills to create a new piece of work?		
	 Draw picture using paint, then add text at the side linked with the picture.	 Draw picture using paint, then add text at the side linked with the picture.  Children could also use skills in word to write more and use formatting and presentation skills.	
	<b>Skills Challenge:</b> Children work in pairs to challenge each other to remember and demonstrate a skill used during this unit. Share examples such as 'Can you draw a blue rectangle?' 'Can you type your name and underline it?' 'Can you make your writing a bigger size?'.		

## Taskit

**Explainit:** Can you explain to someone else the instructions on how to link text and pictures together?

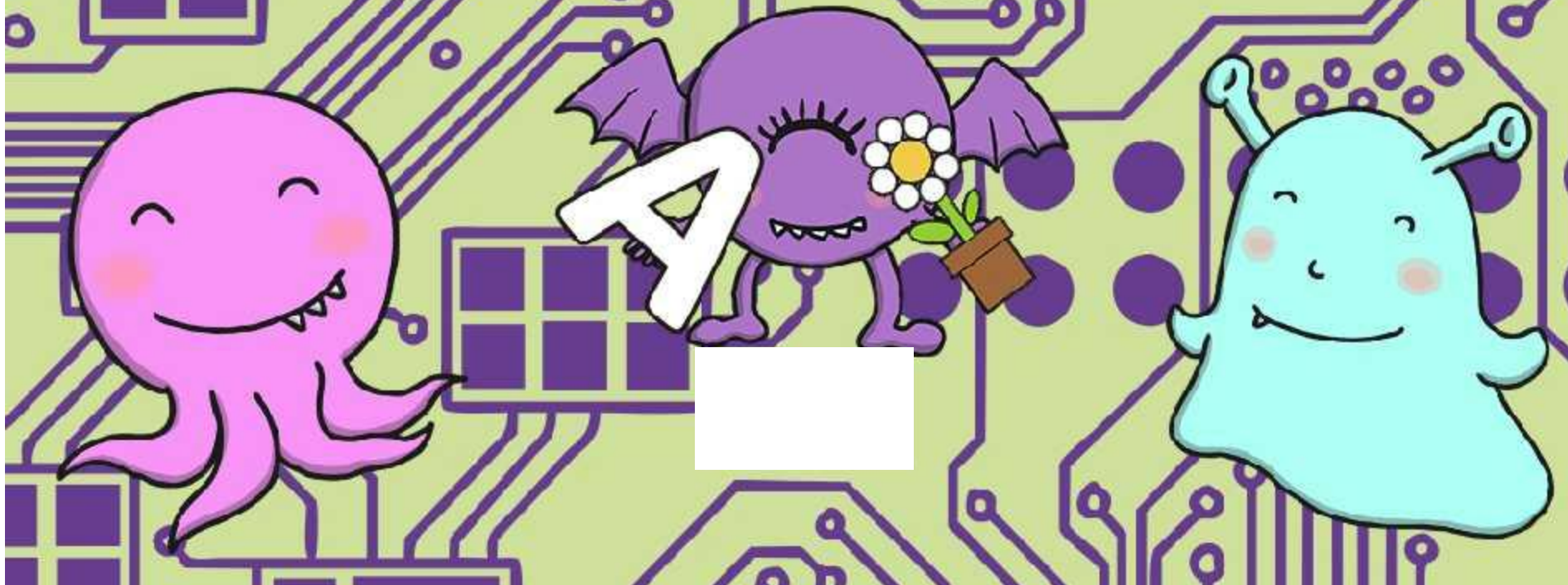
**Writeit:** Can you create your own storybook by combining words and pictures to tell a tale?



# Computing

Using and Applying

# Text and Images



# Aim

- I can create text and pictures about a shared theme.

# Success Criteria

- I can use my computer skills to create a new piece of work.
- I can draw a picture and add text at the side.
- I can link my writing to my drawing.

# Text and Pictures Together

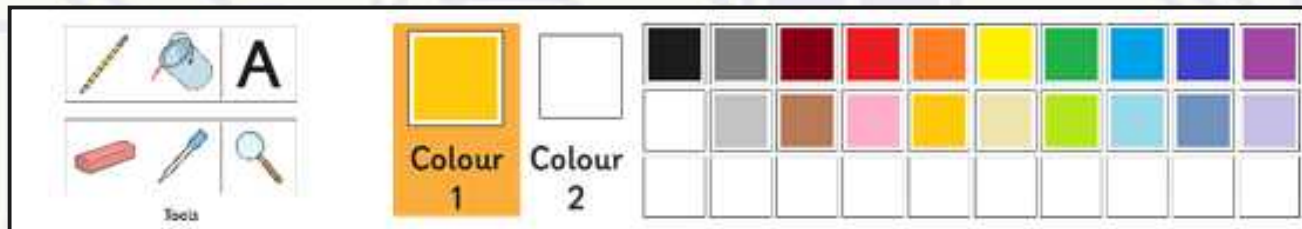
The final task of this unit is to bring all of our computer skills together in creating pictures and typing text.

We want to combine text and pictures, a bit like a page in a book!



# Start with a Picture

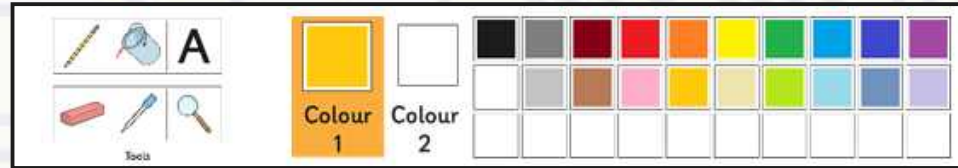
First, we need to create a picture in paint software.





# Big Book of Monsters

We could create our own big book of monsters, if everyone begins by drawing their monster using the paint tools, then writes about them at the side.



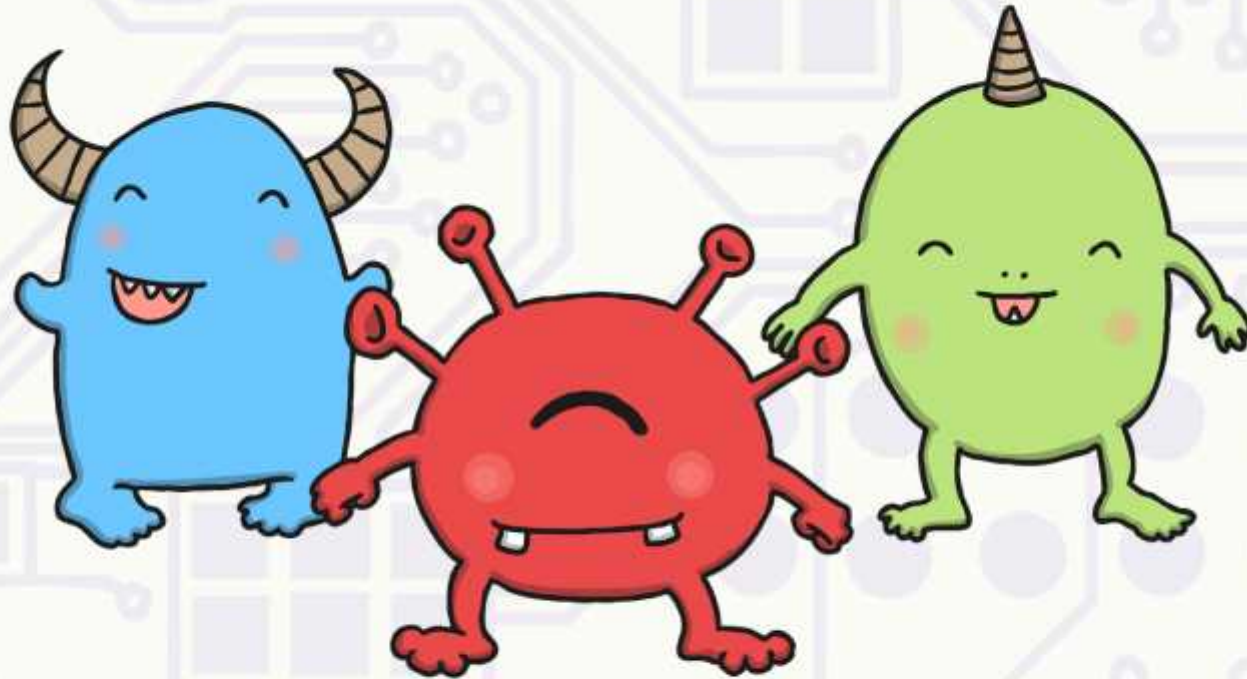
What is their name?  
What do they look like?  
What makes them scary?



My monster is called Spike.  
He is blue with two horns.  
He smiles a lot.

## Draw and Write

Now, it's your turn to draw and write, adding text and images together about the same theme.



## Skills Challenge

Work in pairs to challenge each other to remember and demonstrate a skill used during this unit.

You could say:

'Can you draw a green rectangle?'



'Can you type your name and underline it?'

'Can you make your writing a bigger size?'

Take turns to challenge each other and then demonstrate!

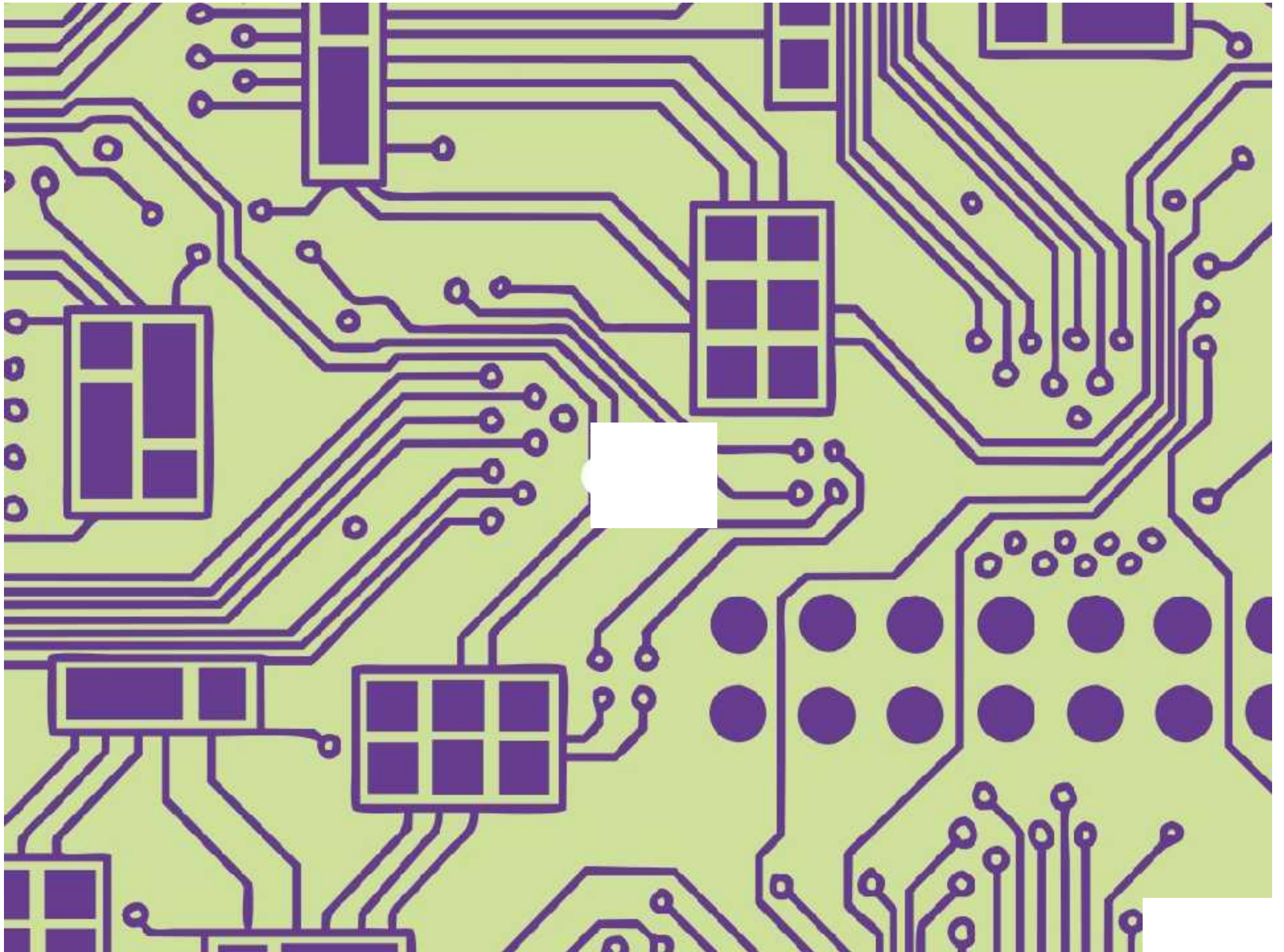


# Aim

- I can create text and pictures about a shared theme.

# Success Criteria

- I can use my computer skills to create a new piece of work.
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- I can link my writing to my drawing.



Using and Applying | Text and Images

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# Monster Text and Pictures

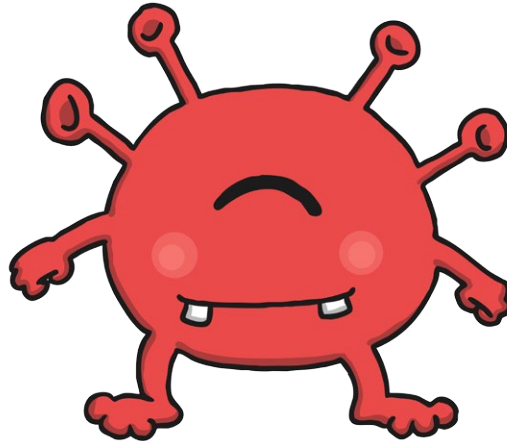
I can create text and pictures about a shared theme.



Choose a monster to copy onto your computer.

You can change the colour, shape or other features.

Give it a name and write about what it looks like or what it does.



Some of these words may help:

blue

red

yellow

green

orange

purple

scary

happy

small

round

big

tall

short

arms

legs

horns

tail

teeth

wings



# Monster Text and Pictures





I can create text and pictures about a shared theme.



Copy this monster on your computer or make up one of your own.

You can change the colour, shape or other features.

Write some sentences at the side about your monster.

		
	<p>Colour 1</p> <p>Colour 2</p>	
<p>Tools</p>		



My monster is called Spike.  
He is blue with two horns.  
He smiles a lot.

You can write more about your monster or what it gets up to using Word.





# Monster Text and Pictures

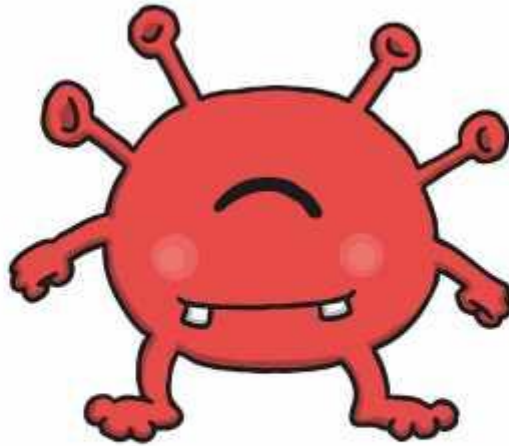
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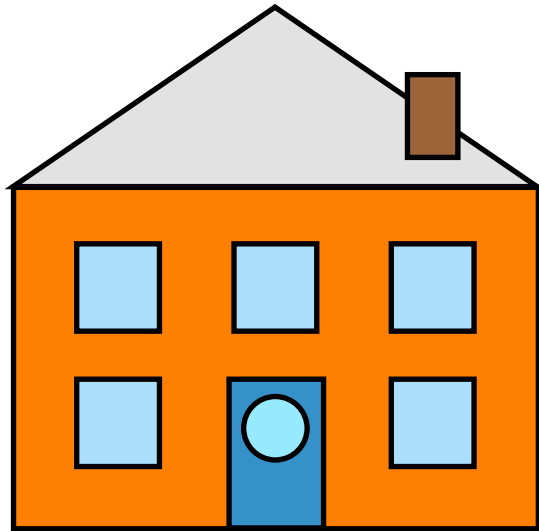
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He smiles a lot.

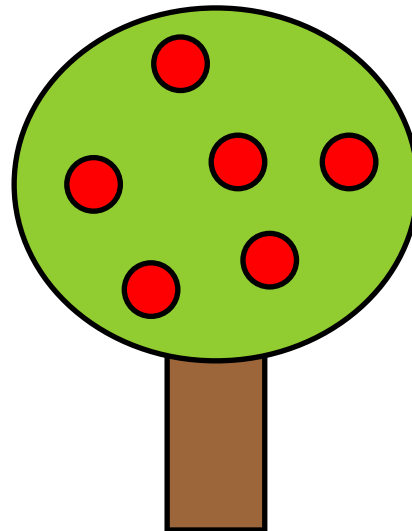
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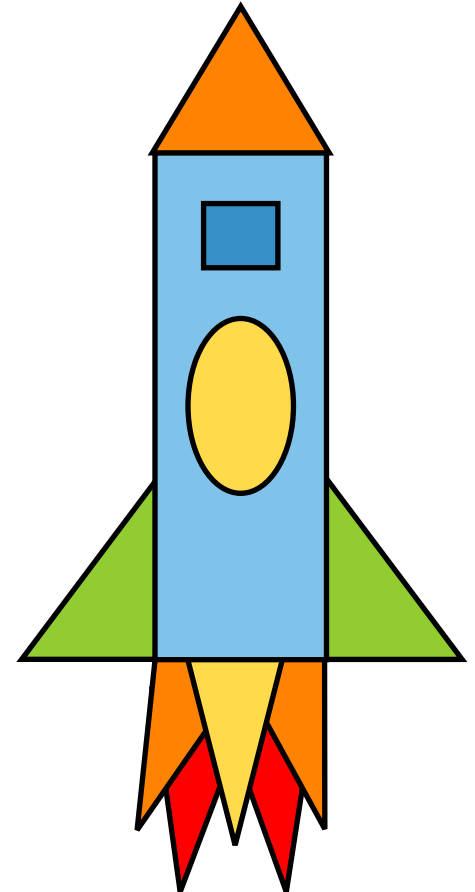
House



Apple Tree

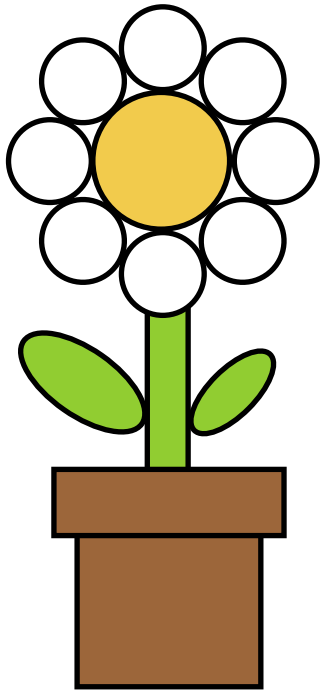


Rocket

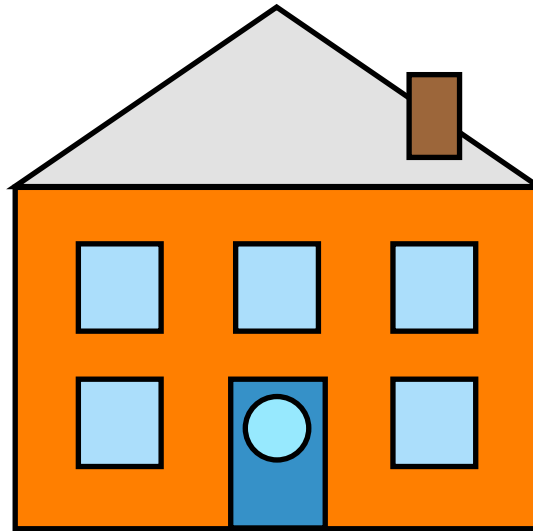




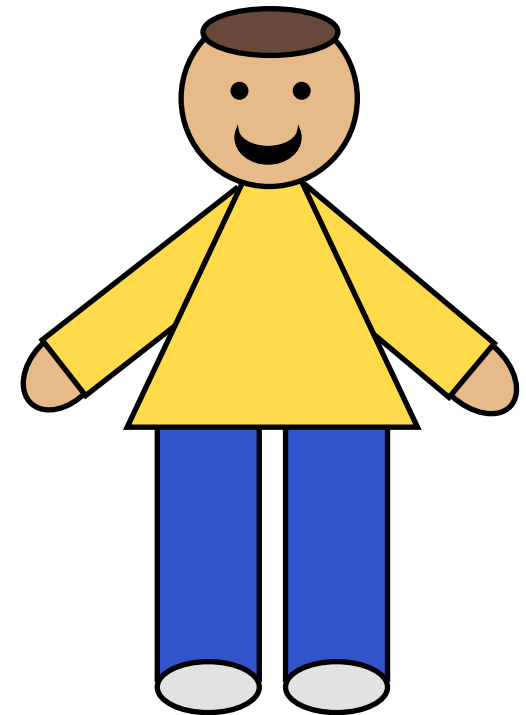
Flower



House

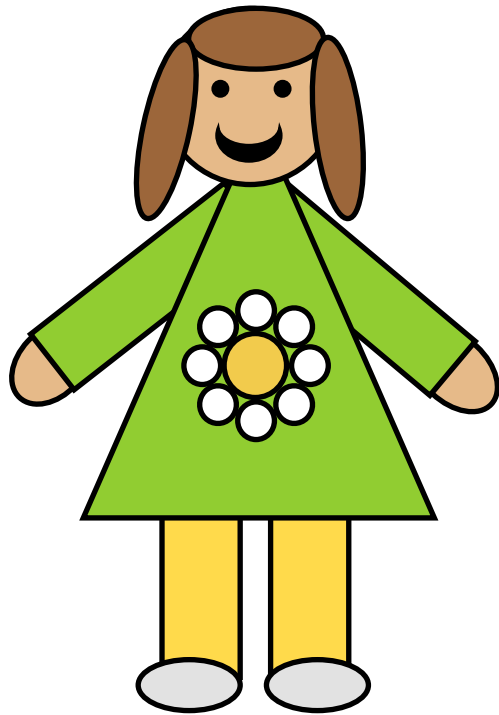


Boy

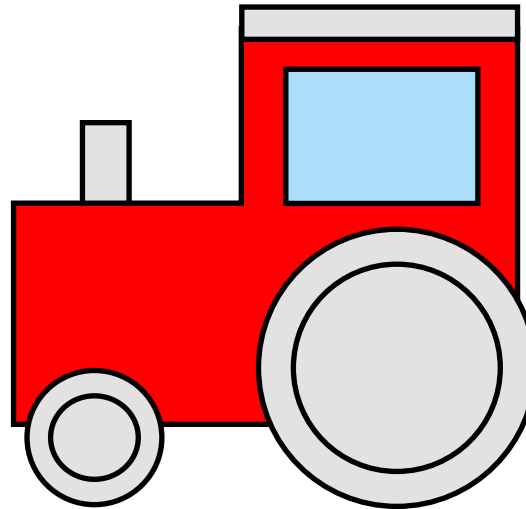




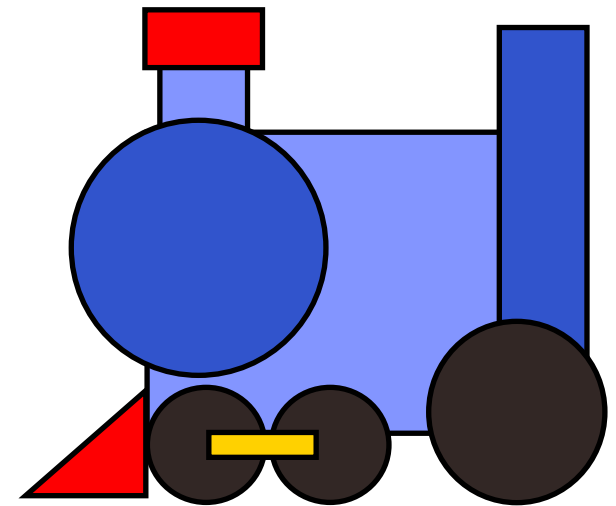
Girl



Tractor



Train



# Using and Applying Skills

The purpose of the Using and Applying Skills unit is for children to review and recap learning from prior units in the year. It provides a chance to reinforce the skills and apply them in a new context.

The format of the unit at KS1 is the same as other PlanIt Computing units with 6 lessons. However, there is an assumption that the Using and Applying unit will be done after some/all of the previous units.

Some Using and Applying lessons will only rely on the prior teaching of one previous unit or a particular lesson.

In this case, Lesson 6 brings together some skills in word processing and painting from earlier units, combining the work of previous Using and Applying lessons.

This gives Year 1 children a chance to combine and demonstrate all their skills in using text and images about the same theme.

An example theme is provided with the 'Big Book of Monsters', enabling children to draw and write about their own fictional monster. If each page is printed, they can be combined to make a book. Alternatively, children may be given a theme to write about, linked to a current topic or foundation subject.

## Introduction

This unit reinforces skills taught throughout the year. Children are given the opportunity to use their skills in a new context and apply them with the software they are familiar with, in order to reinforce their learning. The lessons focus primarily on the three units of Computer Skills, Word Processing and Painting.



## Health & Safety

Ensure good posture when sitting at the computer. Establish rules of using equipment safely, carefully and respectfully.



## Home Learning

**Home Learning Challenge 1: Typing Practice.** An opportunity for children to follow up at home, the word processing skills practised at school. A computer is required and adult supervision recommended. Linked with Lessons 2 and 3 of the Using and Applying unit.

**Home Learning Challenge 2: Shape Picture.** Children draw and colour a picture made just from shapes, which could also then be copied to make a computer version. Linked with Lesson 5 of the Using and Applying unit. Computer not necessarily required at home for this task.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- turn on a computer and open an application;
- type letters and symbols, including use of the shift key;
- format text in different ways (bold, italic, underline);
- draw different shapes using paint software;
- use a brush in a paint application and change the size and colour.

### ...most children will be able to:

- click, double-click and drag objects;
- save and open files;
- make shapes [in Paint software] the size they desire;
- position shapes correctly;
- select and compare different brush types.

### ...some children will be able to:

- move, resize, minimise and restore windows;
- select text and change the size, type or colour;
- use Undo and Redo effectively;
- edit text using the arrow keys and delete or backspace buttons;
- create a particular image using shapes or brush tools;
- choose the best brush style for a purpose.

# Lesson Breakdown

# Resources

## 1. Skills Check

Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of applying basic skills of using a computer.

- I can demonstrate a range of basic skills to use a computer and its software.

- Desktop computers or laptops

## 2. Typing

Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using word processing skills to type, format and save.

- I can type and format text, then save my work.

- Computers or laptops with MS Word or similar software

## 3. Editing

Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using word processing skills to open a file, edit and save work.

- I can open saved work and edit text.

- Computers or laptops with MS Word or similar software

## 4. Paint with Shapes

Use technology purposefully to create and manipulate digital content in the context of creating digital drawing images with paint software.

- I can use shapes to create a particular image.

- Computers with MS Paint or similar software

## 5. Paint with Brushes

Use technology purposefully to create and manipulate digital content in the context of using different brush tools with paint software.

- I can use different brush tools to create a particular image.

- Computers with MS Paint or similar software

## 6. Text and Images

Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of combining text and pictures about a shared theme.

- I can create text and pictures about a shared theme.

- Computers with MS Word and MS Paint or similar software

