

## End of Unit Assessment | Computing | Year 3 | Presentation Skills

All	Most	Some
All children should be able to create a simple presentation and create shapes.	Most children will be able to create a hyperlink to another slide, use slide transitions, insert audio and video files (where possible), record audio onto a slide, plan a branching story, create simple slide templates and copy and organise slides as required.	Some children will be able to use animations to introduce objects to a slide, find out which audio and video formats work in a particular presentation application, set when the audio or video plays and evaluate the layout of presentation slides effectively.
33%	33%	33%
Name Name Name Name	Name Name Name Name	Name Name Name Name

**End of Unit Assessment | Computing | Year 3 | Presentation Skills**

*\*Insert a character against the criteria the child has met. If they have not met the criteria leave it blank.\**

		Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	% of class	
% met by child		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Has the child met the all and most statements?		n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	0%	
<b>All</b>	Create a simple presentation.																																			0%	
	Create shapes.																																				0%
<b>Most</b>	Create a hyperlink to another slide.																																				0%
	Use slide transitions.																																				
	Insert audio and video files (where possible).																																				
	Record audio onto a slide.																																				
	Plan a branching story.																																				
	Create simple slide templates.																																				0%
	Copy and organise slides as required.																																				0%
<b>Some</b>	Use animations to introduce objects to a slide.																																				0%
	Find out which audio and video formats work in a particular presentation application.																																				
	Can set when the audio or video plays.																																				0%
	Can evaluate the layout of presentation slides effectively.																																				0%

End of Unit Assessment | Computing | Year 3 | Presentation Skills

Lesson Aim		Success Criteria																																								
		<i>"Insert a character against the criteria the child has met. If they have not met the criteria leave it blank."</i>																																								
		Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	% met by child		
		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
<b>1</b>	I can plan a branching story.																																							0%		
	I can create a story with different outcomes.																																								0%	
	I can organise the different outcomes into different branches.																																								0%	
<b>2</b>	I can create slide templates and organise slides with hyperlinks.																																								0%	
	I can create slide templates to match my story.																																								0%	
	I can copy the slide templates to create all the slides I need for my story.																																								0%	
<b>3</b>	I can add theme, transitions and animation to a presentation.																																								0%	
	I can set the presentation theme.																																								0%	
	I can use slide transitions.																																								0%	
	I can use animations to introduce objects to a slide.																																								0%	
<b>4</b>	I can use hyperlinks.																																								0%	
	I can create shapes.																																								0%	
	I can create a hyperlink to another slide.																																								0%	
<b>5</b>	I can insert audio and video.																																								0%	
	I can insert audio and video files (where possible).																																								0%	
	I can record audio onto a slide.																																								0%	
	I can change the audio button.																																									
	I can find out which audio and video file formats work in the presentation application I am using.																																								0%	
	I can set when the audio or video plays.																																								0%	
<b>6</b>	I can evaluate slide layout and make improvements.																																								0%	
	I can complete slides so as to maintain the design and an effective layout.																																								0%	
	I can edit as required to maintain the design and an effective layout.																																								0%	
	I can evaluate how effectively my work meets the requirements.																																								0%	

# NC Aims Covered in the Presentation Skills Unit

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

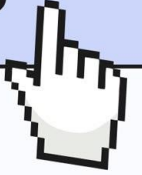


# I can...

# Computing | Year 3 | Presentation Skills

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>I can plan a branching story.</b>	<b>I can create slide templates and organise slides with hyperlinks.</b>	<b>I can add theme, transitions and animation to a presentation.</b>	<b>I can use hyperlinks.</b>	<b>I can insert audio and video.</b>	<b>I can evaluate slide layout and make improvements.</b>
I can create a story with different outcomes.	I can create slide templates to match my story.	I can set the presentation theme.	I can create shapes.	I can insert audio and video files (where possible).	I can complete slides so as to maintain the design and an effective layout
I can organise the different outcomes into different branches.	I can copy the slide templates to create all the slides I need for my story.	I can use slide transitions.	I can create a hyperlink to another slide.	I can record audio onto a slide.	I can edit as required to maintain the design and an effective layout.
	I can create the hyperlinks required from slide to slide.	I can use animations to introduce objects to a slide.		I can change the audio button.	I can evaluate how effectively my work meets the requirements.
				I can find out which audio and video file formats work in the presentation application I am using.	
				I can set when the audio or video plays.	

# Computing: Presentation Skills



**K**

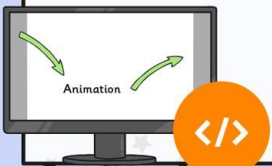
**W**

**L**

What I know

What I want to know

What I have learnt



# What I Like Doing At Home - Branching Story

You have been using your presentation skills at school to create a branching story.

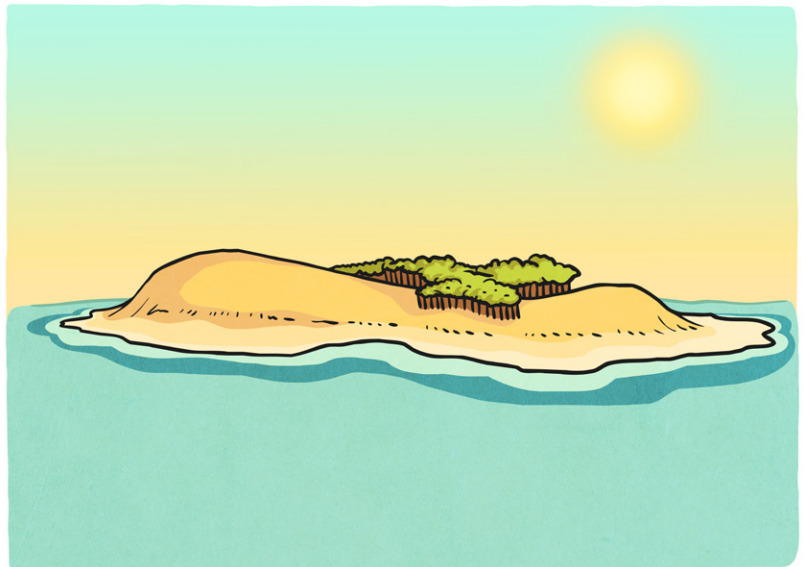
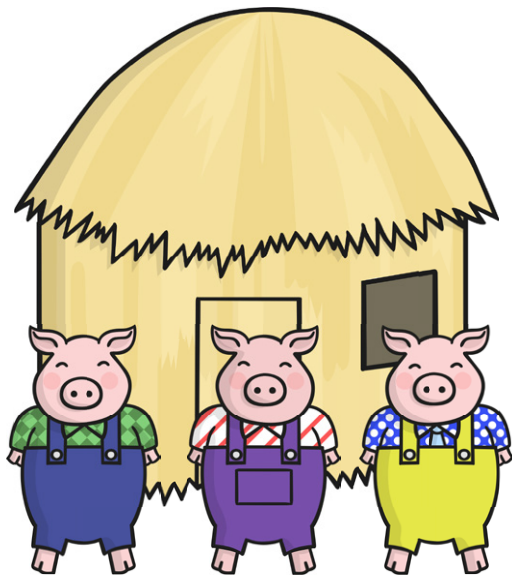
Remember if you haven't got a presentation application on your home computer, what about using Google Slides (free with a gmail email address)?

Create your own branching story using presentation software or an online tool like inkewriter:

Ideas for your branching story:

Rewrite a well-known story like The 3 Little Pigs.

Someone is stranded on a desert island. Can they escape?



# What I Like Doing At Home

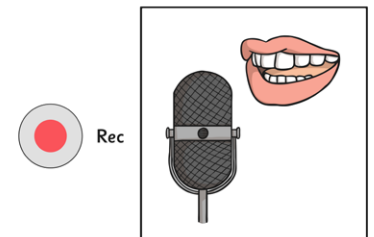
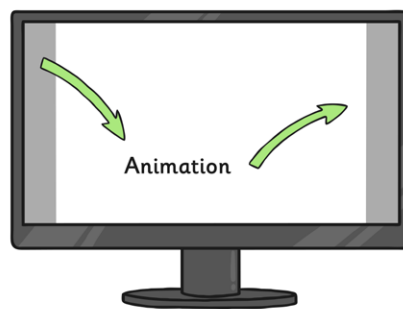
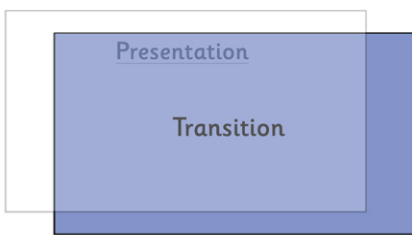
You have been developing your skills in using presentation applications.

Find out which applications you have at home.

If there isn't one on your home computer, what about using Google Slides (free with a gmail email address)?

Has the application at home got the features you have learnt about in school?

1. Themes and Slide Transitions
2. Animations
3. Action Settings (Hyperlinks)
4. Audio and Video



Here is a suggested task that will help to reinforce your learning.














1. Try out the features above, especially if you are using a different application or version.
2. Make a presentation about a topic that interests you, for example a hobby or activity you enjoy. Use as many of the features you have been learning about, as you can!

# Presentation Skills: Planning a Branching Story

<p><b>Aim:</b> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information This is the first lesson in a sequence of three lessons where children apply skills form to create a branching story. Here they plan their story.</p> <p>I can plan a branching story.</p>	<p><b>Success Criteria:</b> I can create a story with different outcomes. I can organise the different outcomes into different branches.</p>	<p><b>Resources:</b> <b>Lesson Pack</b> Desktop or laptop computers Presentation application Paper and pens/ pencils and/ or whiteboards and pens</p>
	<p><b>Key/New Words:</b> branching story, plan, link, image, picture, audio, video</p>	<p><b>Preparation:</b> <b>Planning a Branching Story Activity Sheet</b> - as required</p>

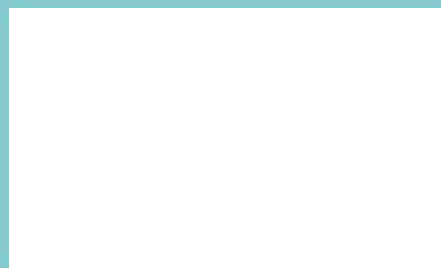
**Prior Learning:** Children need to be familiar with story planning.

## Learning Sequence

	<p>Talk to children about branching stories – what are they? Show presentation of Cinderella from Lesson pack – ask children to identify branches. An example based on Cinderella is provided in the pack, but other sorts of stories are also available _____</p> <p><b>The Plan:</b> Show children the plan from the lesson pack, and explain how the story is organised by branches.</p> <p><b>Branches:</b> Demonstrate how to use the <b>Planning a Branching Story Activity Sheet</b> to plan a story.</p>	
	<p><b>Plan a Branching Story:</b> Children plan their own branching story. As an extension they consider how images, audio or video could also be used.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div data-bbox="213 1046 564 1214">  <p>Children use the simple <b>Planning a Branching Story Activity Sheet</b> to plan a story they already know.</p> </div> <div data-bbox="612 1046 963 1191">  <p>Children use the advanced <b>Planning a Branching Story Activity Sheet</b> to plan a story.</p> </div> <div data-bbox="1011 1046 1362 1191">  <p>Children create their own branching story without a template. They will need to number their slides.</p> </div> </div>	
	<p><b>Share:</b> Children share their plans with a partner for ideas. Do the branches all work and make sense?</p>	
	<p><b>Edit the Plan:</b> Children make any necessary changes to the plan and number the required slides.</p>	
	<p><b>Templates:</b> Briefly prepare the children for creating the slides in the next lesson by showing the 2 slide templates they will need – one with options and one as a dead end.</p>	

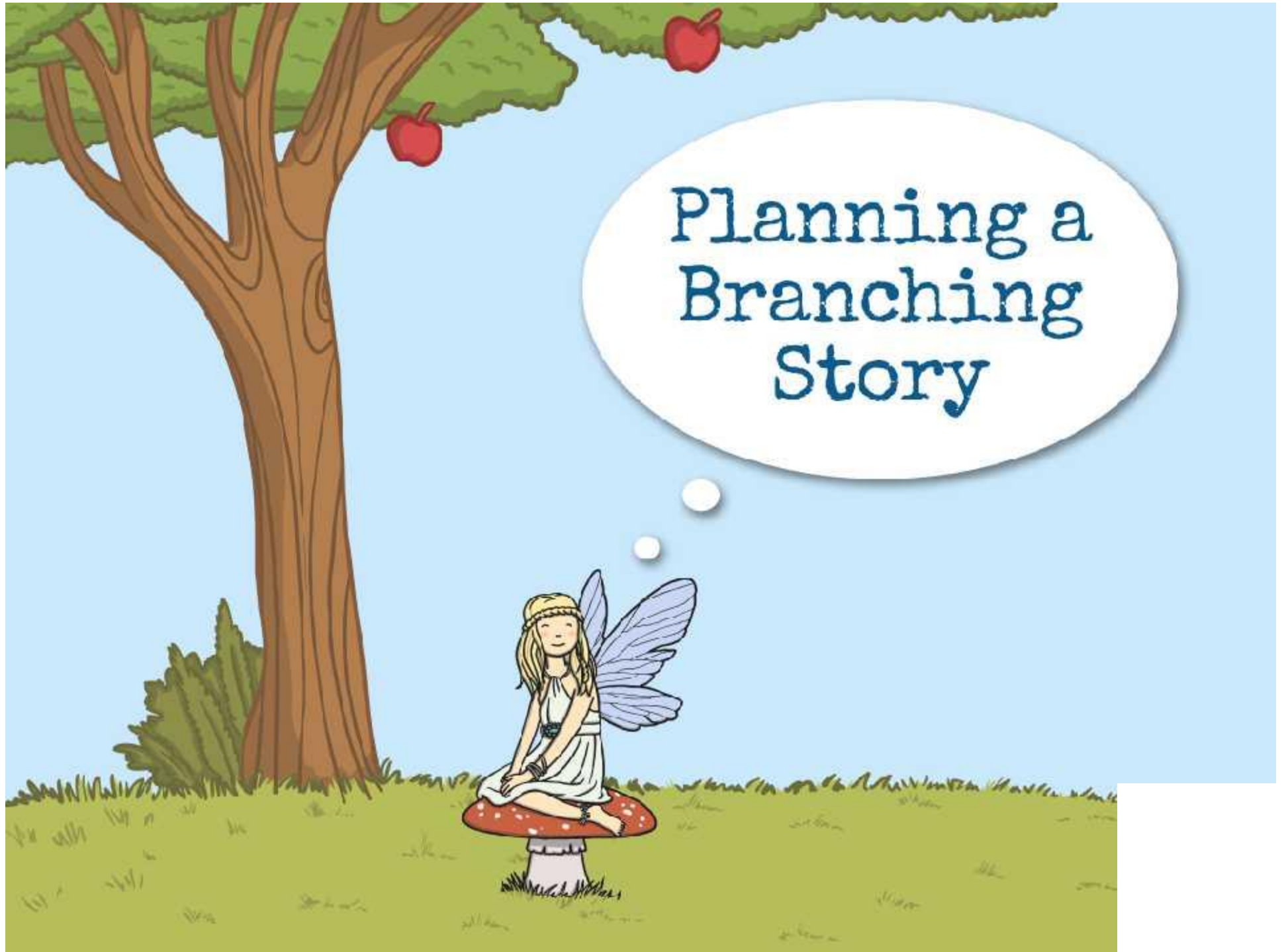
## Taskit

**Investigateit:** Children investigate other branching stories.



# Computing

## Presentation Skills





# Aim

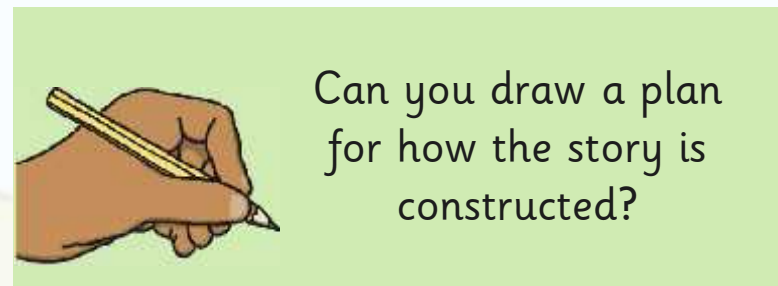
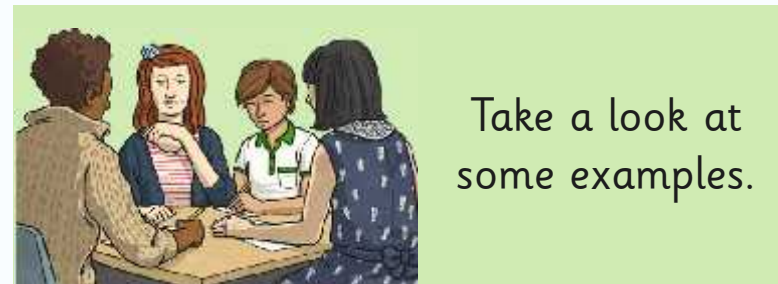
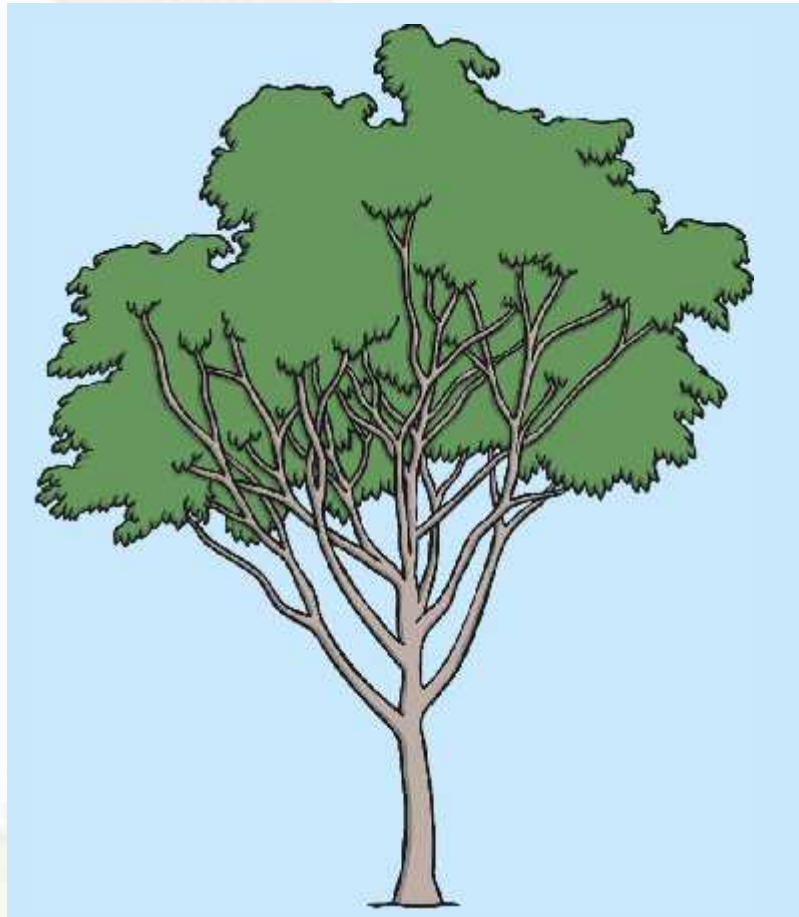
- I can plan a branching story.

# Success Criteria

- I can create a story with different outcomes.
- I can organise the different outcomes into different branches.



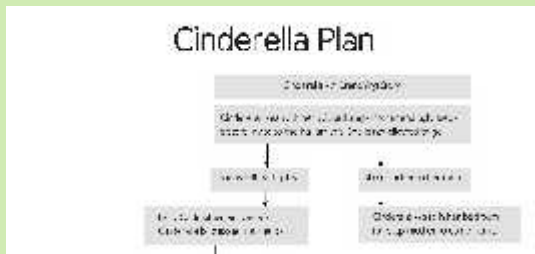
# Branching Story



# The Plan



Look at the plan for the Cinderella Branching Story.



Notice how some choices lead to a dead end.



Can you follow the route to a happy ending?



How could you use numbers to help you?

1 2 3 . . .

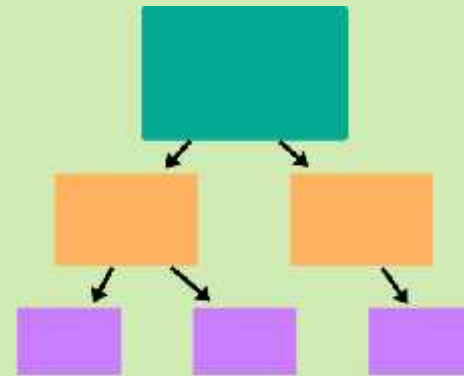
# Share



Share your plan with a partner.



Do the branches work and make sense?



Can you make any suggestions?

# Edit the Plan



Edit your plan following any comments or suggestions from your partner?

How might you use presentation features to make your story look good?

Think about your slide designs.

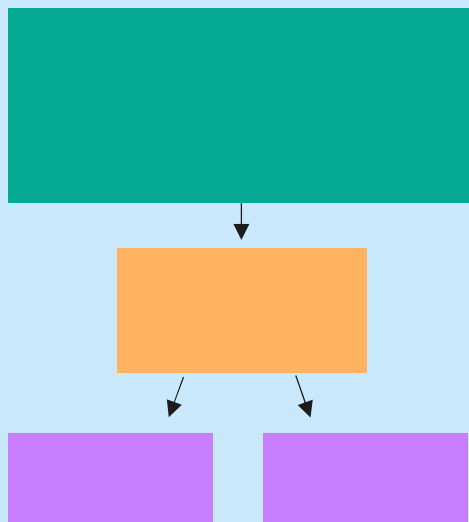




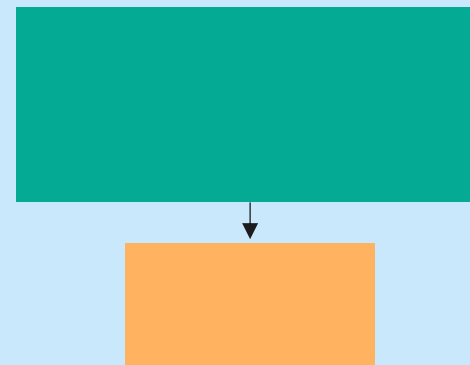
# Templates

You will need 2 templates for your presentation.

The choices template



The dead end template



**The choices template. . .**

# **The Wicked Step Mother**

Cinderella lives with her wicked step-mother and two ugly step sisters. They receive an invitation to the Prince's ball, where he will choose a wife. Cinderella is not allowed to go to the ball.

**She is locked in her bedroom.**

**She is left in the house  
with jobs to do.**



**The dead end template. . .**

# **The Wicked Step Mother**

The Fairy Godmother arrives but can't find Cinderella because she's locked in her room. Cinderella doesn't go to the ball.

**The end**



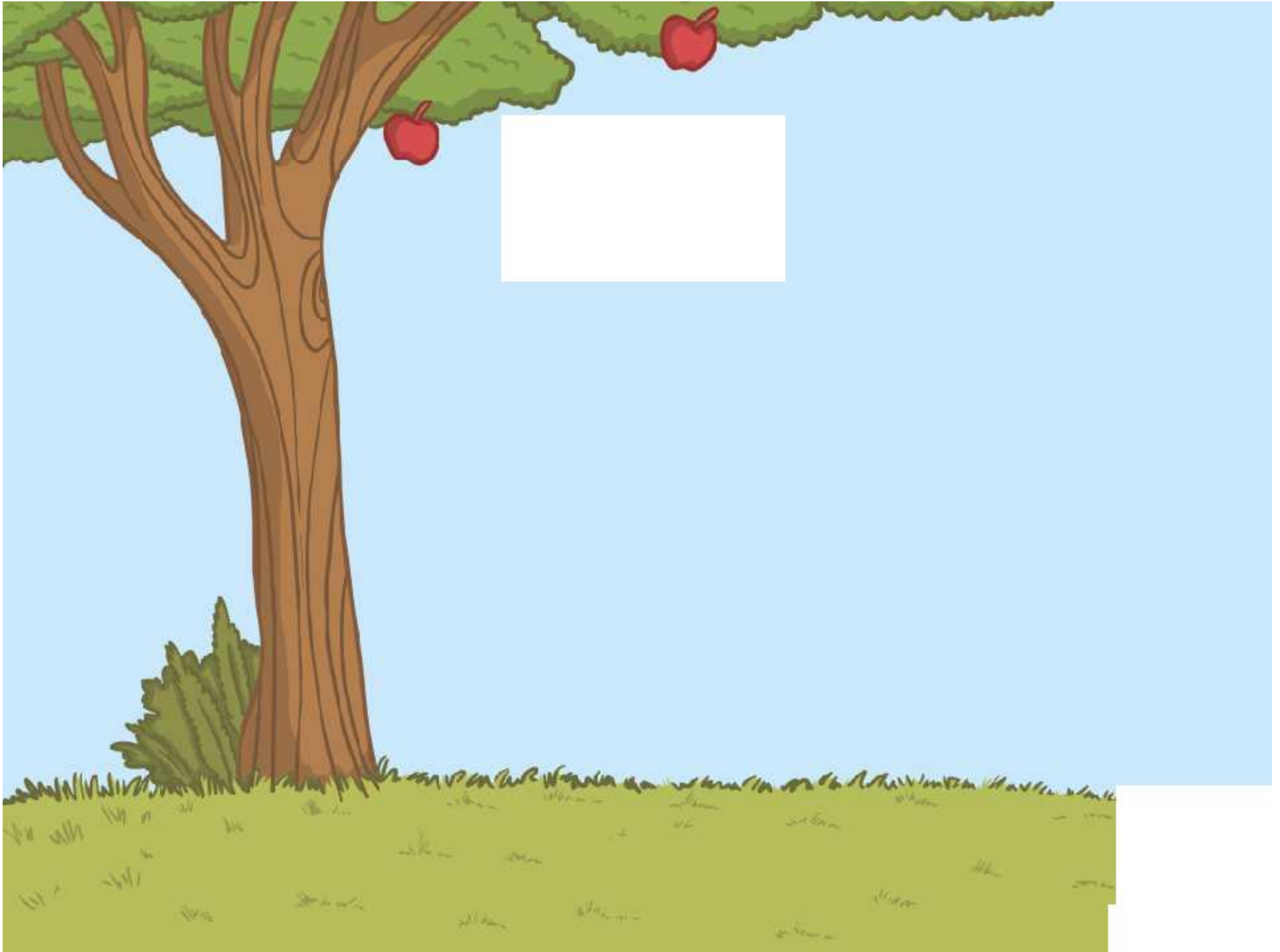
# Aim

- I can plan a branching story.

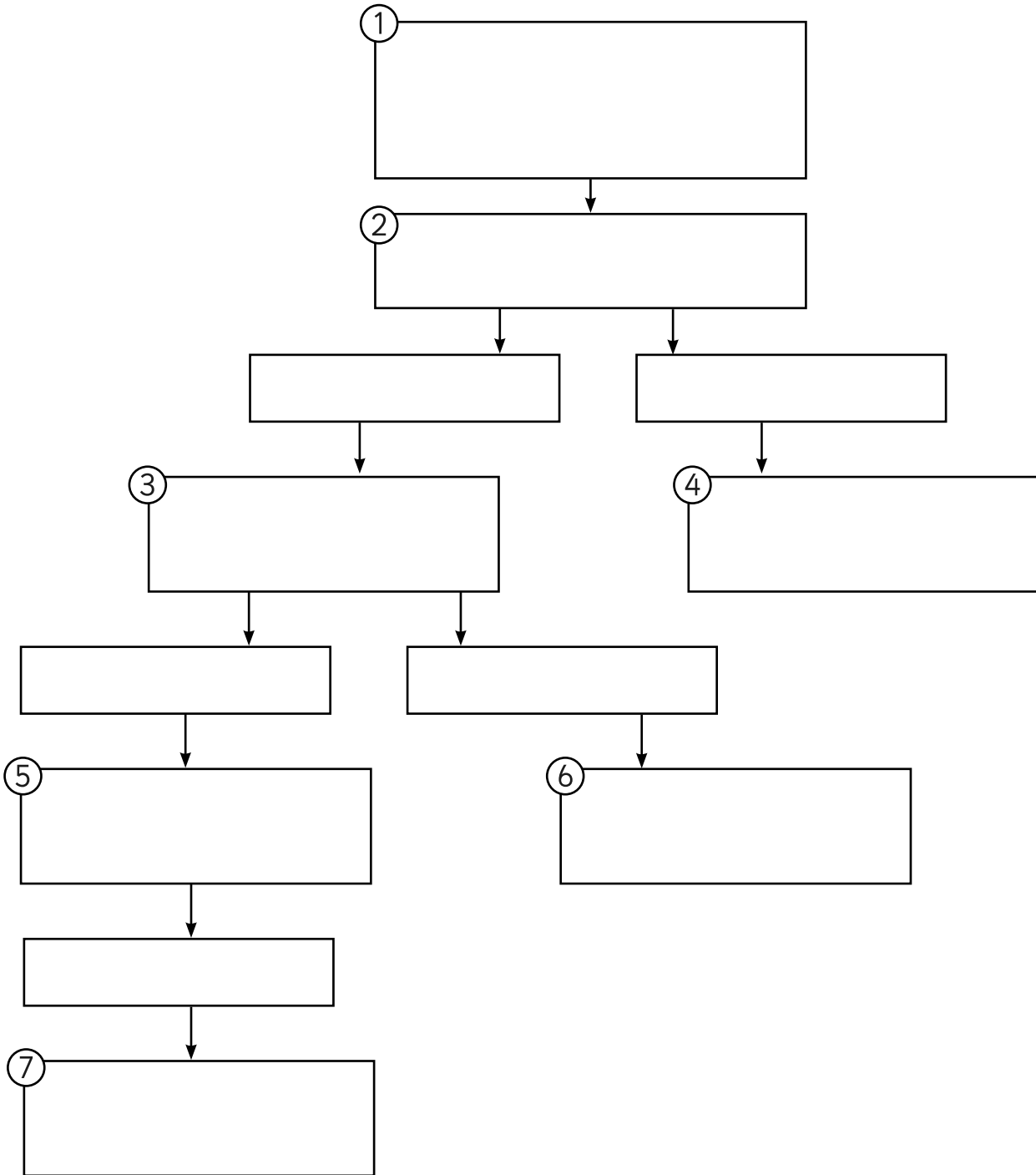
# Success Criteria

- I can create a story with different outcomes.
- I can organise the different outcomes into different branches.

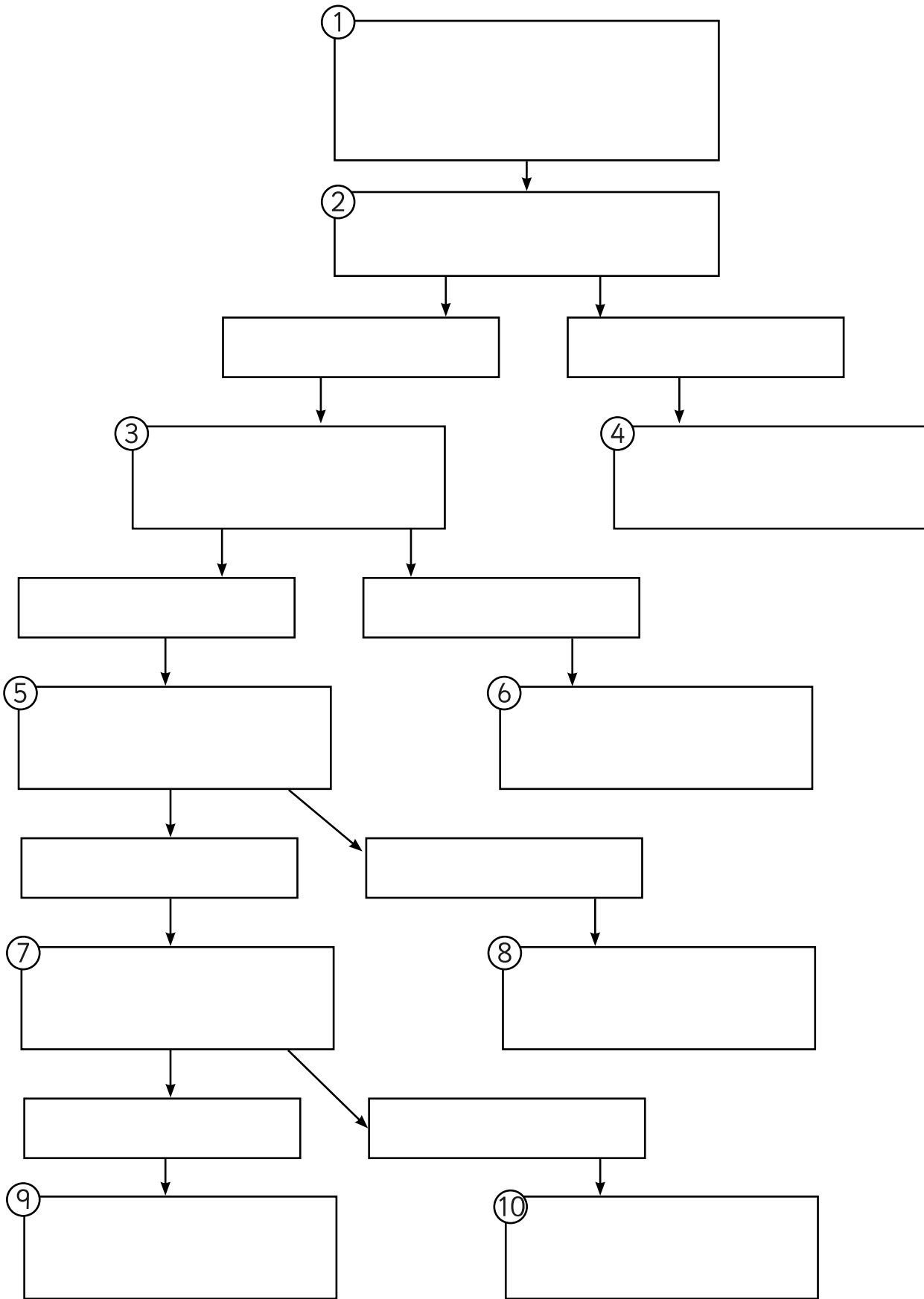




# Planning a Branching Story



# Planning a Branching Story



# Cinderella

## A Branching Story



# The Wicked Step Mother



Cinderella lives with her wicked step-mother and two ugly step sisters.

They receive an invitation to the Prince's ball, where he will choose a wife.

Cinderella is not allowed to go to the ball.

**She is locked in  
her bedroom.**

**She is left in the  
house with jobs  
to do.**



# The Fairy Godmother



The Fairy Godmother arrives.

Cinderella is given a beautiful dress, glass slippers and a carriage to get to the ball.

She is told she must be home by midnight.

**She goes to  
the ball.**

**The carriage gets  
lost on the way.**

# The Fairy Godmother



The Fairy Godmother arrives.

But she can't find Cinderella because she's locked in her room.

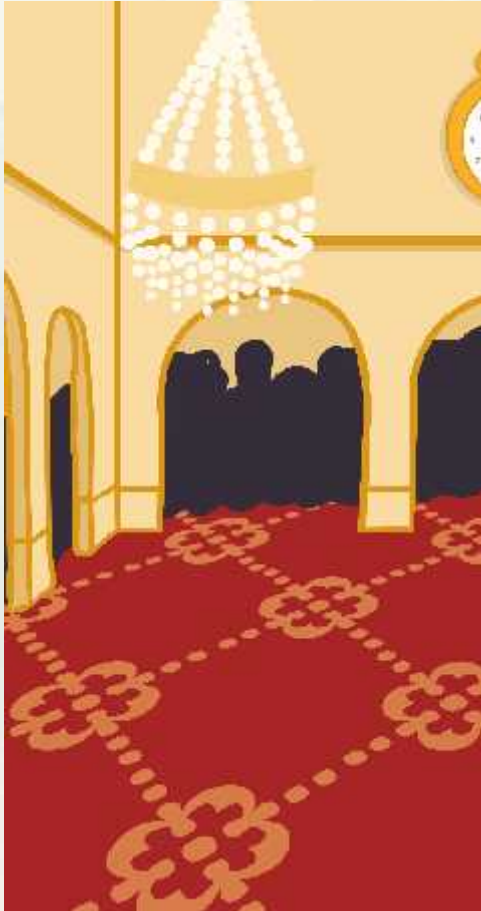
Cinderella doesn't go to the ball.

The



End

# The Ball



Cinderella arrives at the ball.

She meets the Prince.

She dances with him all night.

**She realises  
the time.**

**She doesn't realise  
the time.**



# The Lost Carriage



The carriage is lost.

Cinderella doesn't make it to the ball.

She has to walk home in the rain.

The



End

# The Clock



Cinderella looks at the clock.

She sees it's half past eleven.

She runs out to her carriage which takes her home.

**She wants to see  
the Prince again.**

**She is locked away  
by her step-mother.**

# Midnight



At midnight the clock strikes.

Cinderella realises she must leave.

She runs out of the castle, losing one of her glass slippers.

**The slipper is lost.**

**The Prince finds  
her slipper.**

# Poor Cinderella



Cinderella never sees the Prince again.



The



End



# Back to the Castle



Cinderella sneaks back to the castle.



**The Prince is at  
the gate.**

**The Prince is away.**

# Wedding Bells



The Prince finds Cinderella.

She tries on the slipper and it fits!

They get married, and live happily ever after.

The



End

# The Poor Prince



The Prince never finds Cinderella.



The



End



# At the Gate



The Prince sees Cinderella.

He runs to her and welcomes her back to the castle.

They get married, and live happily ever after.

The



End



# Poor Cinderella



Cinderella never finds the Prince and she goes home.



The



End

# Cinderella Plan



Computing | Planning a Branching Story

<b>I can plan a branching story.</b>		
I can create a story with different outcomes.		
I can organise the different outcomes into different branches.		

Computing | Planning a Branching Story

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Computing | Planning a Branching Story















<b>I can plan a branching story.</b>		
I can create a story with different outcomes.		
I can organise the different outcomes into different branches.		

# Presentation Skills: Creating Slides

<b>Aim:</b> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. This is the second of three lessons where children apply the learning from the previous lessons to create a branching story. Here they create their presentation structure.  I can create slide templates and organise slides with hyperlinks.	<b>Success Criteria:</b> I can create slide templates to match my story.  I can copy the slide templates to create all the slides I need for my story.  I can create the hyperlinks required from slide to slide.	<b>Resources:</b> Lesson Pack  Desktop or laptop computers  Presentation application  Branching Story Plan from previous lesson
	<b>Key/New Words:</b> template, link, text box, title	<b>Preparation:</b> Creating the Slides Activity Sheet - as required.

**Prior Learning:** Children need to be confident in creating slides, adding and formatting text boxes and have finished creating their plans of a branching story.

## Learning Sequence

	<b>Templates:</b> (3 slides) Show children how to create the 2 templates they need for their presentation. Firstly, the template with options. It will need a title box, text box and the 2 link text boxes. In the template put a short text to make it easier to start. Secondly, the dead end template, which will have a title, text and "The end" box, which can link back to the beginning. The second can be created from the first. <b>Hyperlinks:</b> Remind children how to make the text boxes link to the right slides, and when done that they need to edit the text box to say to which slide the box is linked.	
	<b>My Templates:</b> The children create their template slides, then copy the templates to create the slides they need for their branching story. Once created, they can start making the hyperlinks, labelling the link location in the text box. Children can work in pairs if they need support.	
	<b>Slides:</b> Children begin to create their design for their presentation.   Use <a href="#">Creating the Slides Activity Sheet</a> to support creating their slides. (A presentation template is provided in the pack for those who find this difficult.)  Children create their 2 templates and then use these to create the slides they need, using the lesson presentation slide as a prompt.	
	<b>Share:</b> Children share and check with a partner. Do all the hyperlinks work?	
	<b>Edit:</b> Children edit their presentation following any suggestions.	
	<b>Layout:</b> Show the 2 example slides linked from this slide and ask the children to comment on the layouts.	

## Taskit

**Templateit:** Children could try other template styles.



# Computing

## Presentation Skills

# Creating the Slides



# Aim

- I can create slide templates and organise slides with hyperlinks.

# Success Criteria

- I can create slide templates to match my story.
- I can copy the slide templates to create all the slides I need for my story.
- I can create the hyperlinks required from slide to slide.



# Templates

To create your two templates use a “Title and Content” slide layout.

The Title section will have a title for that part of the story, and makes linking to the slides easier.

The content will have the story text.

Create and format one or two other text boxes to be used as hyperlinks.



# Slides



Start to create your slide templates.

The Title

The text...

Choice 1

Choice 2

Labels 1

The Title

The text...

The end

Labels 1

## The Title

The text...

Choice 1

Choice 2

Click in the title box and type “The Title”.

Click in the content text box (use backspace to remove bullets) and type “The text”.

Insert a text box and type “Choice 1”. Right click and format shape to format the fill and line.

Copy the Choice 1 text box and change to “Choice 2”. Line up with the first box.

## The Title

The text...

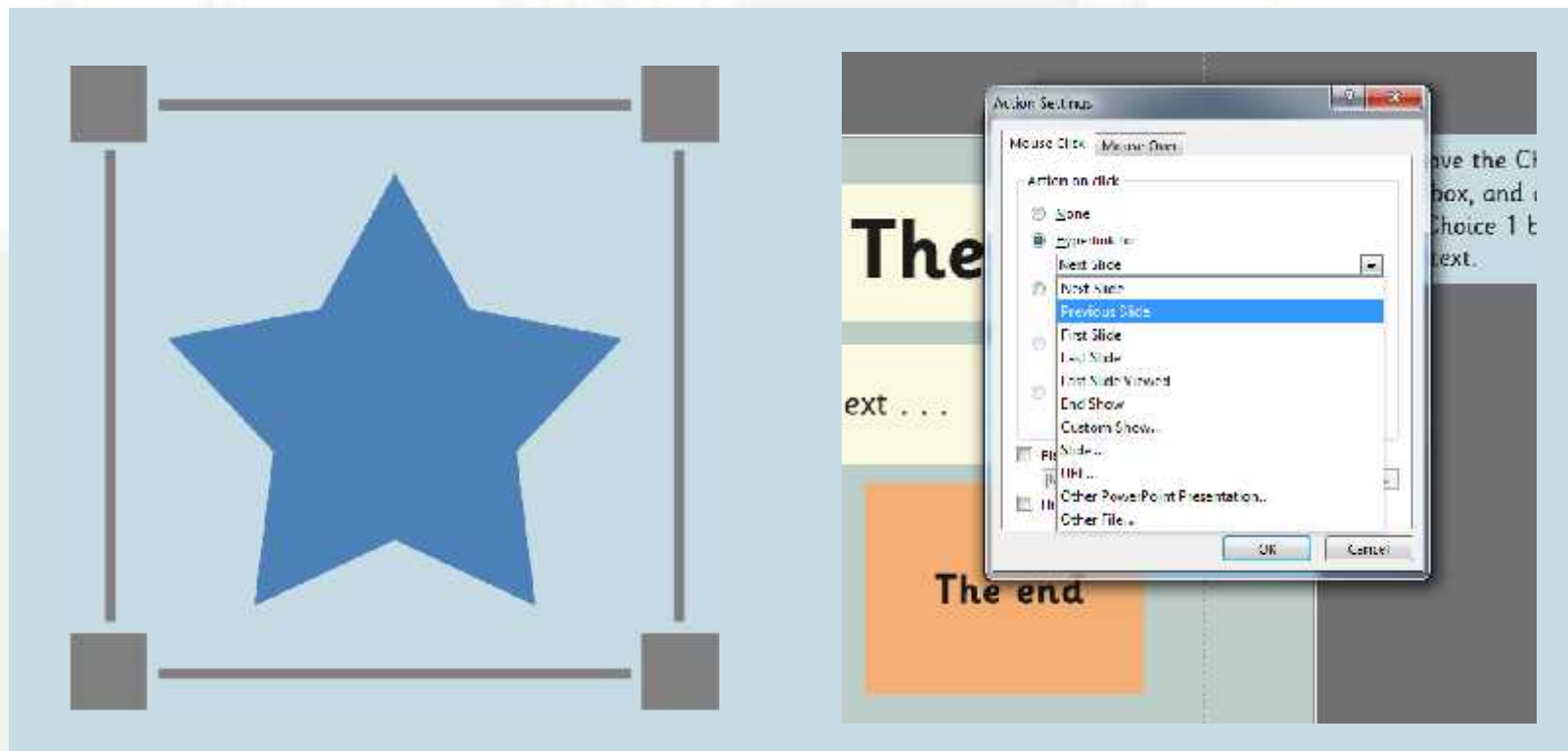
The end

Copy the previous slide.

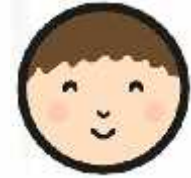
Remove the Choice 2 text box, and change the Choice 1 box size and text.

# Hyperlinks

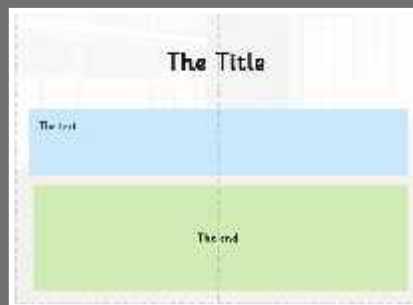
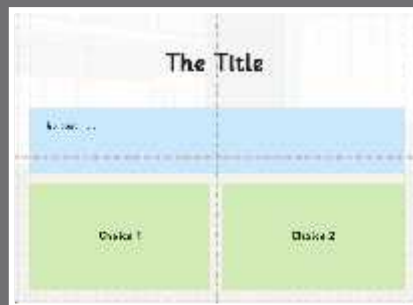
Use the Action Settings box to create hyperlinks to the required slide.



# My Templates



Create your templates for the choices and dead end slides.



Copy the relevant slides to match your plan.

Create the hyperlinks on the choices slides to the next slides.



# Share



Share your presentation templates with a partner.

Check each other's slides link to the right slides.

Can you make any suggestions?



# Edit



Edit your presentation following any comments or suggestions from your partner?

Consider how you would use images, audio or video to enhance your presentation.

Start your text.





# Layout



Look at the next two slides and think about the layout.

What could you do differently?

Consider the font, the colour and how the features are laid out.



# The Wicked Step Mother

Cinderella lives with her wicked step-mother and two ugly step sisters. They receive an invitation to the Prince's ball, where he will choose a wife. Cinderella is not allowed to go to the ball.

**She is locked in  
her bedroom.**

She is left in the house  
with jobs to do.

# The Wicked Step Mother

Cinderella lives with her wicked step-mother and two ugly step sisters. They receive an invitation to the Prince's ball, where he will choose a wife. Cinderella is not allowed to go to the ball.

**She is locked in her  
bedroom.**

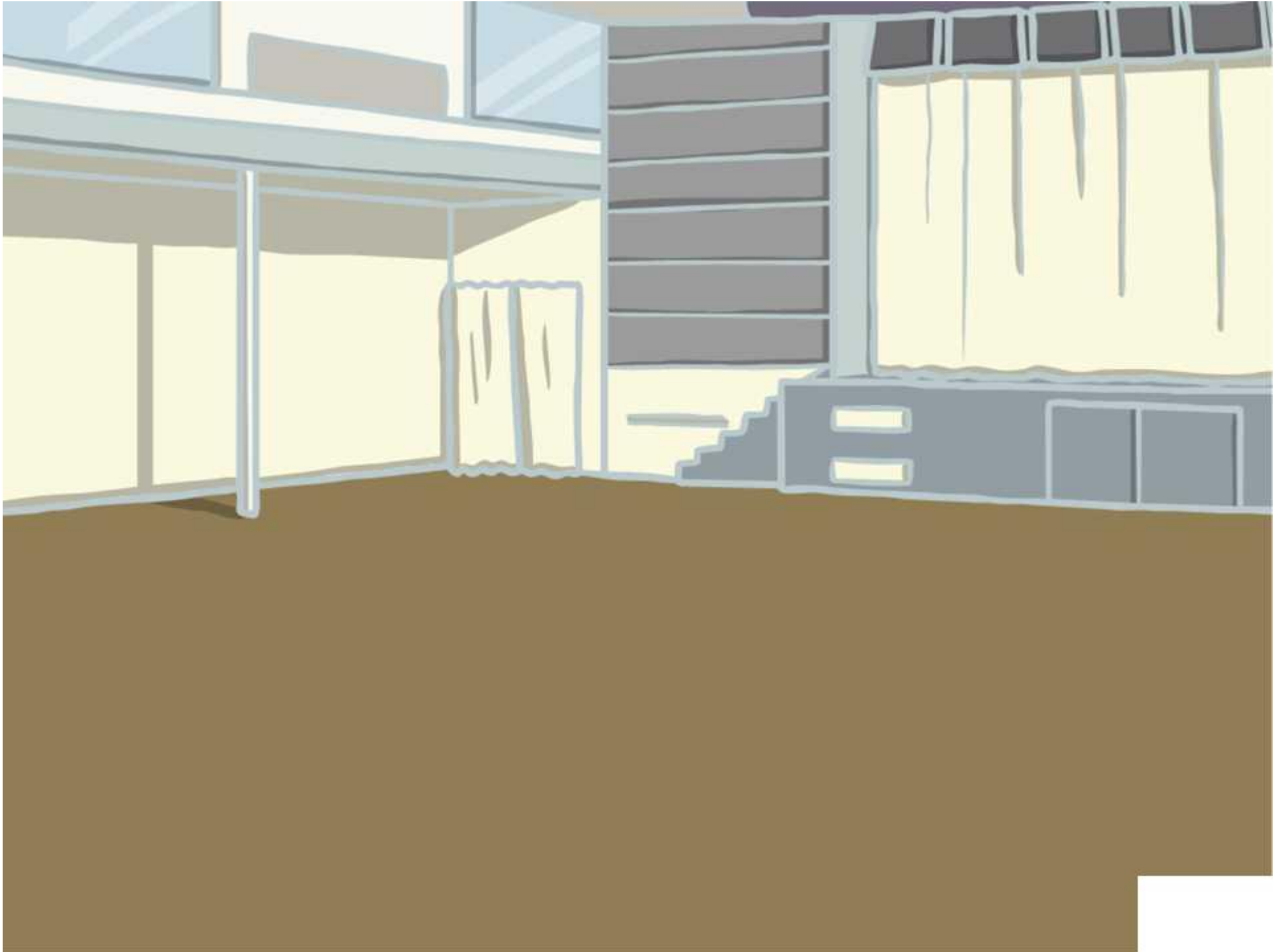
**She is left in the house  
with jobs to do.**

# Aim

- I can create slide templates and organise slides with hyperlinks.

# Success Criteria

- I can create slide templates to match my story.
- I can copy the slide templates to create all the slides I need for my story.
- I can create the hyperlinks required from slide to slide.

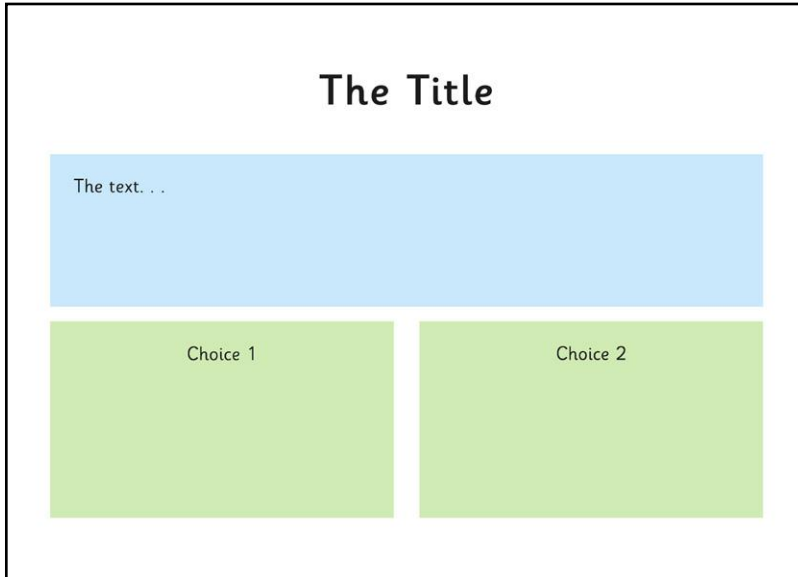




# Creating the Slides

Use these examples to create the slide templates you will need for your branching story.

## The Choices Slide



Click in the title box and type “The Title”.

Click in the content text box, backspace to remove bullet and type “The text”.

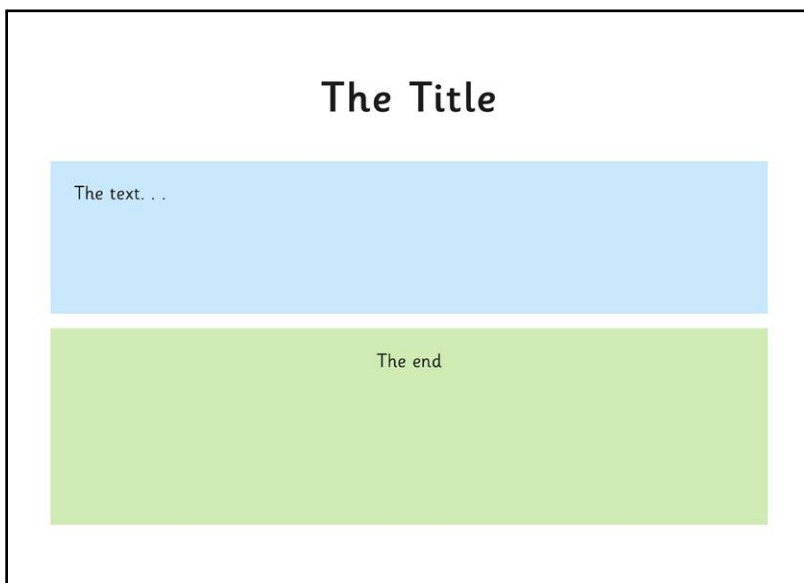
Insert a text box and type “Choice 1”.

Right click and format shape to format the fill and line.

Copy the Choice 1 text box and change to “Choice 2”.

Line up with the first box.

## The Dead End Slide



Copy the previous slide.

Remove the Choice 2 text box, and change the Choice 1 box size and text.

# Branching Story - Template

Insert your cover here!



# The Title

The text. . .

Choice 1

Choice 2

# The Title

The text. . .

Choice 1

Choice 2

# The Title

The text. . .

The end

# The Title

The text. . .

Choice 1

Choice 2

# The Title

The text. . .

The end

# The Title

The text. . .

Choice 1

Choice 2



# The Title

The text. . .

The end

# The Title

The text. . .

Choice 1

Choice 2

# The Title

The text. . .

Choice 1

Choice 2

# The Title

The text. . .

The end

Computing | Creating Slides

<b>I can create slide templates and organise slides with hyperlinks.</b>		
I can create slide templates to match my story.		
I can copy the slide templates to create all the slides I need for my story.		
I can create the hyper-links required from slide to slide.		

Computing | Creating Slides

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Computing | Creating Slides













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I can create slide templates to match my story.		
I can copy the slide templates to create all the slides I need for my story.		
I can create the hyper-links required from slide to slide.		

# Presentation Skills: Themes, Transitions and Animations

<p><b>Aim:</b> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. These plans are based on information about the local area/school, however teachers may choose their own context for the content of the presentation, it could relate to the current topic.</p> <p>I can add theme, transitions and animation to a presentation.</p>	<p><b>Success Criteria:</b> I can set the presentation theme. I can use slide transitions. I can use animations to introduce objects to a slide.</p>	<p><b>Resources:</b> <a href="#">Lesson Pack</a> Desktop computers or laptops Presentation application Branching story plan</p>
	<p><b>Key/New Words:</b> Theme, transition, animation, slide, object</p>	<p><b>Preparation:</b> Ensure desired Presentation application is installed on the computers.</p>

**Prior Learning:** Children able to insert images, audio and video if required in to presentations.

## Learning Sequence

	<p><b>Can you remember? / Can you remember how to?</b> Ask the children what skills they need to change their presentations to make their story more interesting.</p> <p>Transitions / Animation / Themes / Images / Video / Sound</p>	
	<p><b>Set a theme / Setting the presentation theme:</b> Demonstrate how to set a theme, using the sample twinkl PowerPoints in the pack. Ask the children which themes would be right for their presentation – do they need to change it now they have started their presentations?</p>	
	<p><b>Now set your theme:</b> Children to experiment with themes, on the presentation they started in this lesson, using their plans to help them decide on the best colours/fonts.</p>	
	<p><b>Setting slide transitions / Adding animations:</b> Ask the children why we would add animations to our presentations, what do they do? Demonstrate slide transitions and add animations.</p>	
	<p><b>Your turn:</b> Children to set slide transitions and animations in their presentation.</p>	
	<p><b>What do you think?</b> Children to evaluate each other's presentations. What is the effect of the transitions and animations the children have used?</p>	

## Taskit

**Themeit:** Children to consider presentations about different topics, choose a relevant theme and make a title slide.  
**Challengeit:** Use the [Challenge Cards](#) for extension activities.

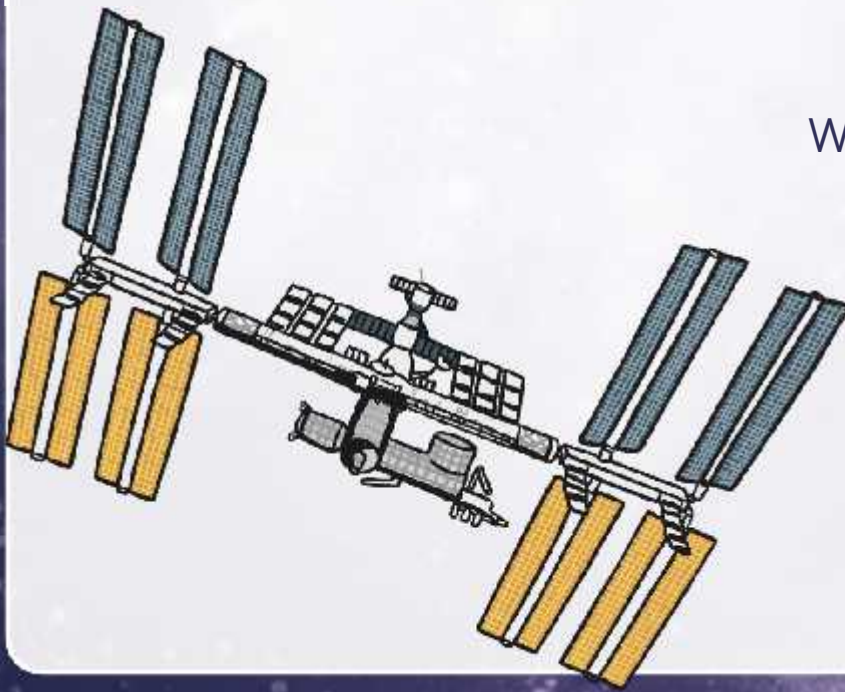




# Becoming an Astronaut

# First British Astronaut in Space for over 20 Years!

British astronaut Tim Peake will make history on the 15<sup>th</sup> December 2015 when he blasts off for the International Space Station to become the first British astronaut in space for over 20 years.



Who will the next British astronaut in space?

**It could be you!**



The background of the slide is a dark purple space scene with stars. On the left, a satellite with solar panels is visible. On the right, a portion of the Earth is shown. In the bottom right corner, the lower half of an astronaut in a white suit is visible.

# Do you have what it takes to be an astronaut?

A new era of space travel is dawning and the world Space Agencies will need willing volunteers to train as astronauts and fly the new missions. Plans include a manned mission to Mars, a return to the Moon and a manned mission to visit an asteroid.

Answer the scenario-based questions on the following slides to see whether you might have the qualities to make a good astronaut...

**Be as honest as you can!**



1. You are playing football and have made a good run towards the goal with the ball at your feet. You have just the goalkeeper to beat and you think you could score, but you also have a teammate with you across the pitch who would have an open goal if you passed the ball. What would you do?

a) Spend so long thinking about it that a defender catches up with you and tackles you.

**0 points** – An astronaut will need to be decisive and possibly make good decisions in time pressured situations.

Answer

b) Pass the ball to the teammate.

**3 points** – Astronauts need to be team players and this was the best decision to ensure success for the team.

Answer

c) Try to finish the move you started by scoring yourself.

**1 point** – You get credit for confidence in your own ability, which is a useful attribute for astronauts, but your choice showed you put personal glory ahead of team success!

Answer

d) Bend down and pick the ball up.

**0 points** – Space Agencies require high levels of intelligence in their astronauts – this would not be a clever thing to do!

Answer

2. You are in the middle of a long and boring car journey with your family and you are beginning to feel uncomfortable and irritable. What do you do?

a) See if you can annoy your brother or sister by imitating everything they say.

**0 points** – Astronauts need to find ways of getting along with near strangers in small spaces over long periods of time.

Answer

b) Repeatedly ask the adults, 'Are we nearly there?'

**0 points** – In Space the distances are huge and travelling times are far in excess of anything on Earth.

Answer

c) Try to find an imaginative way to entertain yourself and the others.

**2 points** – At times an astronaut may need to find the fun in a situation to beat boredom.

Answer

d) Look out of the window and carefully observe the surroundings, trying to notice anything interesting.

**3 points** – Astronauts need to have a real curiosity and desire to find out about new and interesting things. They should already take an interest in the world.

Answer

3. You go camping and one night your tent starts to feel unstable in very high winds. It is flapping wildly and looking like it might blow away. What do you do?

a) Roll over and try and go back to sleep.

**0 points** – You would not be able to ignore threatening situations as an astronaut – you need to be prepared to take some sort of action.

Answer

b) Get outside and try and figure out a way to strengthen the tent and windproof it.

**3 points** – As an astronaut you need to be ready to solve problems using common sense and ingenuity.

Answer

c) Sob, wail and scream with fear.

**0 points** – This will not achieve anything.

Answer

d) Leave the tent to its fate, get in the car and sleep there.

**1 point** – At least you may survive the night safely but abandoning equipment would be a last resort.

Answer

4. You are at an activity centre and your group has climbed a very tall tower in order to complete a zip wire run. One member of your group has suddenly felt frightened of the height and has hunched in the corner of the tower sobbing and shaking. What would you do?

a) Tell them to get up and be quiet – they are ruining the fun for you.

**0 points** – To be a successful astronaut you will need to consider others as well as yourself.

Answer

b) Report the situation to the nearest adult and then carry on with what you were doing

**1 point** – Taking this course of action will at least ensure that something gets done.

Answer

c) Take responsibility for helping the person, explain that everyone feels a bit scared and offer to hold their hand and look after them.

**3 points** – An astronaut needs to be able to take responsibility for situations.

Answer

d) Smile sympathetically and wait for someone else to deal with the problem.

**0 points** – This would not contribute anything towards a solution.

Answer



5. You are running in a cross country race that goes on much longer than you expected and your tired body wants to stop and walk. What do you do?

a) Stop – it's important to listen to signals from your body.

**0 points** – While this may be true, astronauts need more of a willingness to push themselves to their limits.

Answer

b) Have a little walk but promise yourself you will start to run again as soon as you can.

**1 point** – This strategy gets some credit as you are finding a way to continue.

Answer

c) Slow down and see how long you can ignore your body and keep going.

**2 points** – Choosing this option shows you have a desire to do your best even when things are tough.

Answer

d) Keep your mind firmly focused on the finish line and how good you will feel when you get there, keep running in the knowledge you are getting closer all the time.

**3 points** – This type of positive thinking and determination is exactly what is needed in an astronaut.

Answer

6. You are doing a science experiment – which of the following would best describe your notes?

a) Notes - what notes?

**0 points** – Performing scientific experiments is an important skill for astronauts.

Answer

b) Neatly organised and carefully presented.

**2 points** – This is important to ensure that the results of an experiment can be properly interpreted.

Answer

c) Half-finished and scribbly with water and ink blotches.

**0 points** – Half-finished notes are of no scientific value.

Answer

d) Clear and complete but with jottings about ideas about further investigations and extra observations.

**3 points** – A combination of curiosity, creativity and carefulness is perfect for a potential astronaut.

Answer

# How did you do?

## ***Grounded***

Astronaut may not be quite the right job for you based on your answers at the moment but there's plenty of time to change that!

**0 – 5 points**

## ***Launching***

You have the potential to be a good astronaut and you have time to become an even better candidate.

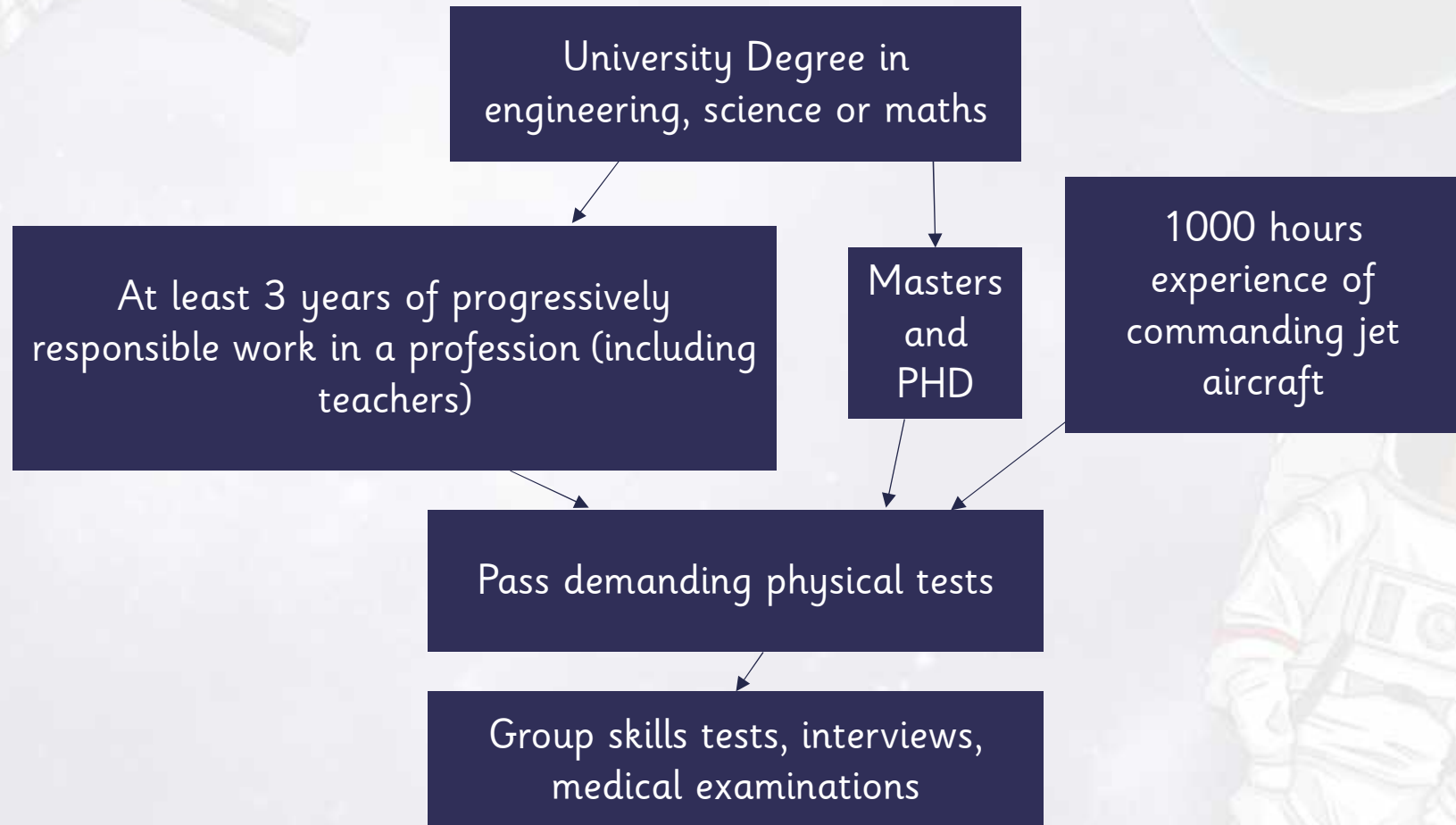
**5 – 10 points**

## ***Flying***


Keep doing what you're doing and you have a one-way ticket to the stars!

**15+ points**

# How to Become an Astronaut\*

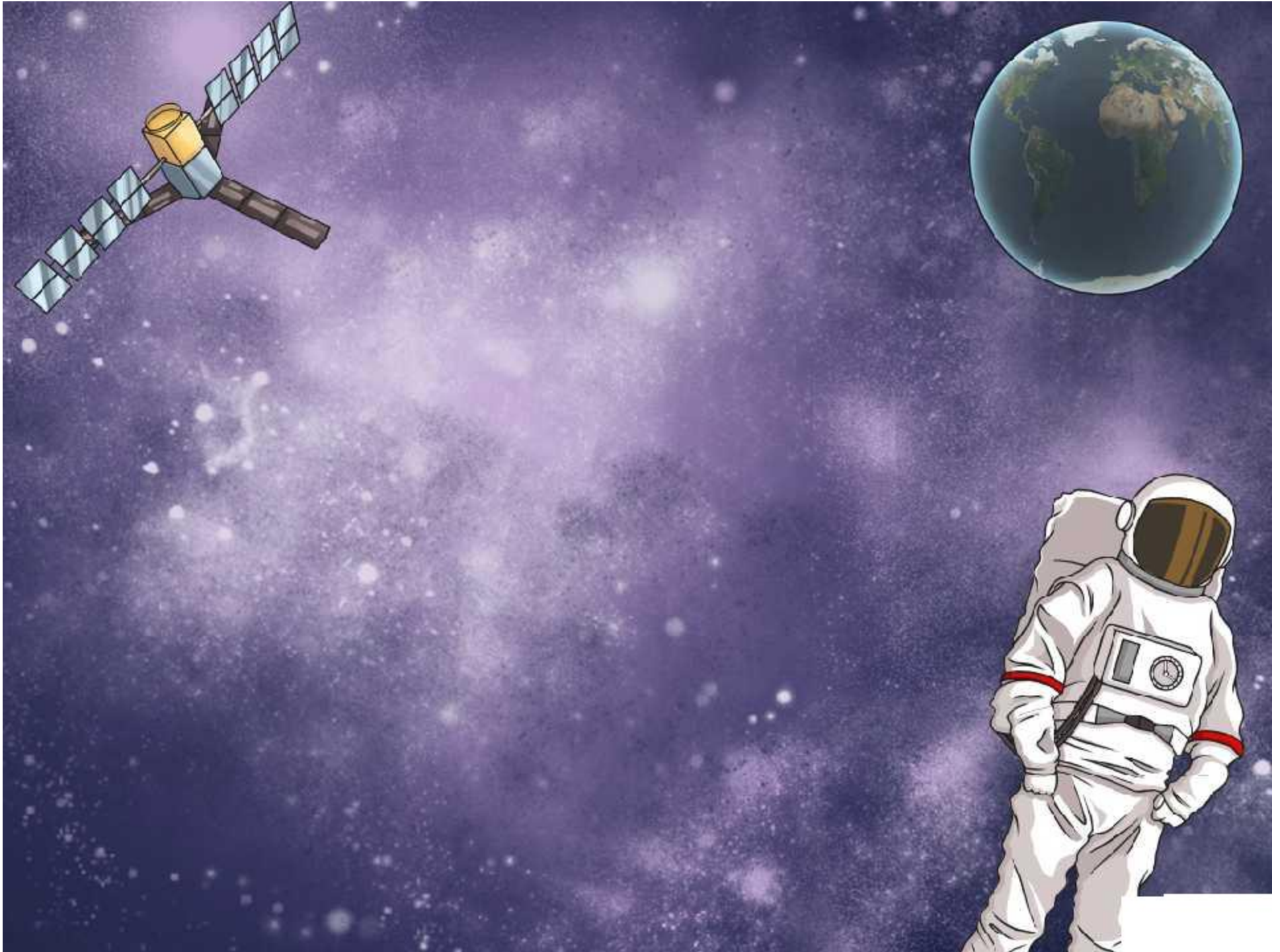


\*according to NASA guidelines

The background is a dark purple space scene with a satellite in the upper left, a large Earth in the upper right, and an astronaut in a white suit in the lower right. A large, semi-transparent white rounded rectangle is centered on the page, containing the text.

**Good Luck!**  
**Reach for the Stars!**







# Bonfire Night





# What is Bonfire Night?

Bonfire Night is celebrated on the 5<sup>th</sup> November of every year.

We celebrate it because in 1605, a man called Guy Fawkes and his friends from York decided to try and blow up the English government, along with King James I.



# Why celebrate?

King James wanted to celebrate the fact that he had lived through such a treacherous plot and therefore ordered that November 5<sup>th</sup> should be an official celebration for everyone in Great Britain!

How do you celebrate Bonfire Night?







**We celebrate with fireworks!**



...burning Guy Fawkes!



using sparklers...



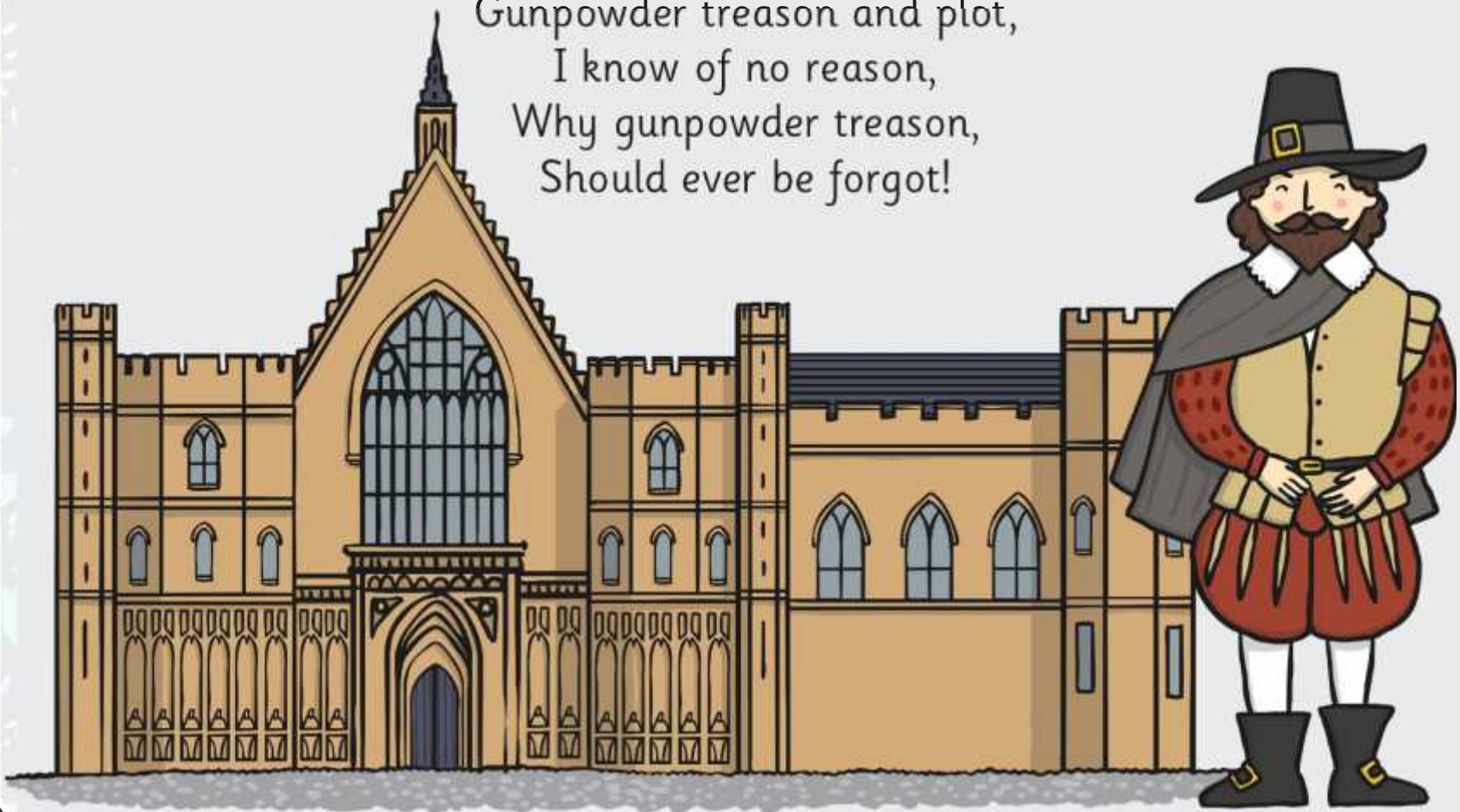


**...and eating toffee apples, jacket potatoes and bonfire toffee!**



# How to remember...

Remember, remember the fifth of November,  
Gunpowder treason and plot,  
I know of no reason,  
Why gunpowder treason,  
Should ever be forgot!

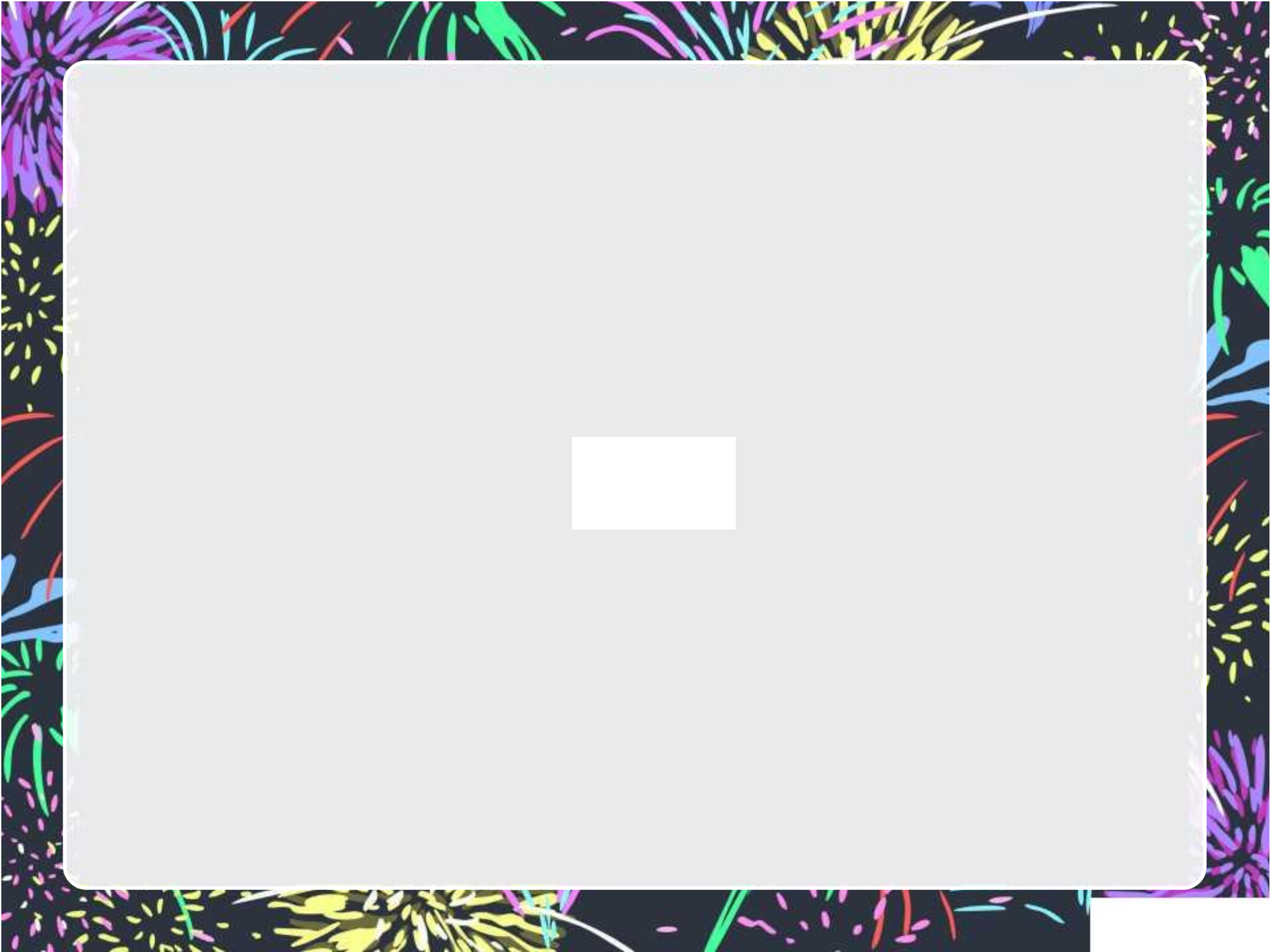




**Happy Bonfire Night!**



Photo courtesy of (rockbadger@flickr.com) - granted under creative commons licence - attribution







# Folktales

# What Are Folktales?

- Most traditional folktales are very old. They are stories which were passed down to new generations by storytellers. Later they were written down. Each tale may have many versions.
- Folktales are told all over the world.
- Often, folktales teach lessons.
- Fables and fairy tales are types of folktales.
- They have no specific author because they are stories that are handed down from storytellers around the world.
- Something extraordinary happens to an ordinary character.





# What Are The Key Features of Folktales?

- May use the phrase “Once upon a time.”
- May use the number three in the story ... number of characters, events, wishes, etc.
- Has good and bad characters.
- Uses repetition of phrases or responses, ex: “Little pig, little pig, let me in,” from The Three Little Pigs.
- Involves common people and/or animals.
- Main characters have a problem to solve.
- Has a happy ending. Problem is solved.
- Have no time frame, but most are thought to have happened in the past.
- Usually teach a lesson.



# Types Of Folktales



Trickster tales

Fables

Explanation stories

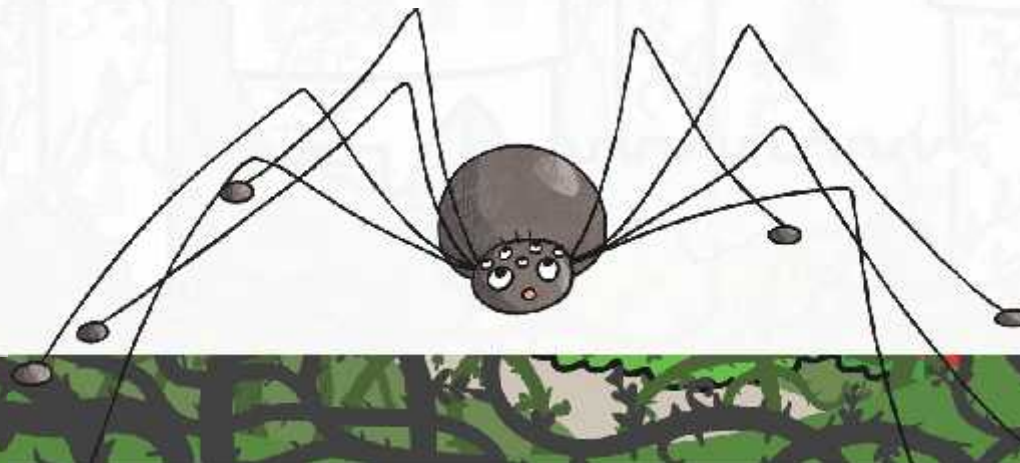
Fairytales





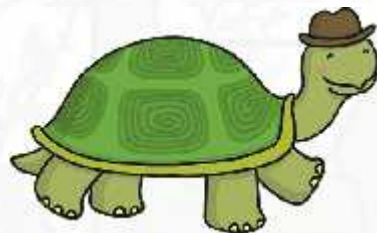
# Trickster Tales

- One character is clever and very tricky
- Trickster causes problems for another character
- He/she usually gets away with the trick
- Different cultures have specific tricksters. Example: Anansi the Spider in Ashanti tales



# Fables

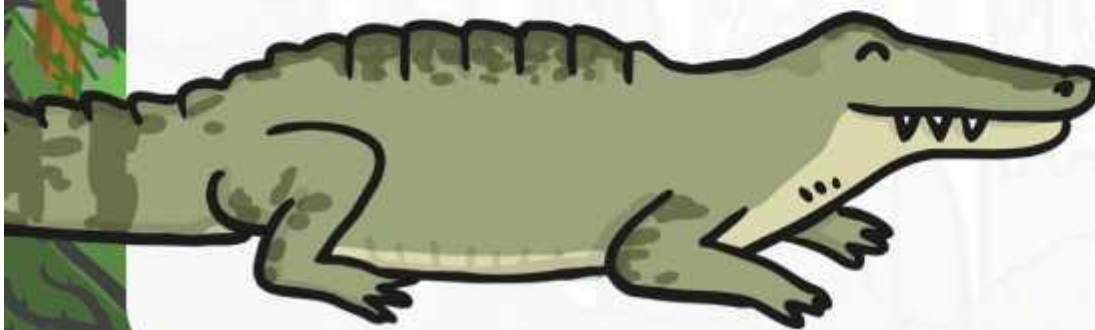
- Short stories
- Teach a lesson
- Animal characters with human characteristics
- Stress themes such as: the value of cooperation, looking at problems from different viewpoints, rewards if lesson is learned
- Lessons may not be stated directly
- Listener must find their own lesson in the tale





# Explanation Folktales

- Explain why something is as it is
- Sometimes explains a phenomena
- Explain how things came to be
- Example: Australian Aboriginal dreamtime stories



# Fairy Stories

- Include good and bad characters
- A hero or heroine
- Magic or fantasy
- Includes predictable beginnings and endings “Once upon a time” “Happily ever after”
- Problem which is usually overcome through kindness, courage, intelligence





# Famous Folktales

Could you retell some of these stories? How do you know they are folktales?



Stone Soup

The Three Little Pigs

Cinderella

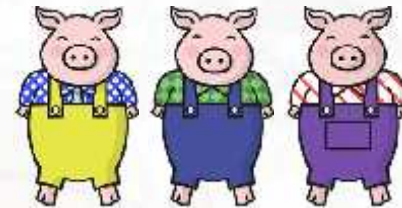
Tortoise and the Hare

Jack and the Beanstalk

Little Red Riding Hood

Goldilocks and the Three Bears

Rumpelstiltskin









# The Life of **Guru Nanak**



# Guru Nanak

Guru Nanak was the first Sikh Guru, he came from a small town called Talwandi in India, about 40 miles from Lahore (now in Pakistan), 500 years ago. Sikh traditions teach that his birth and early years were marked with many events that showed he was special.



# Growing Up



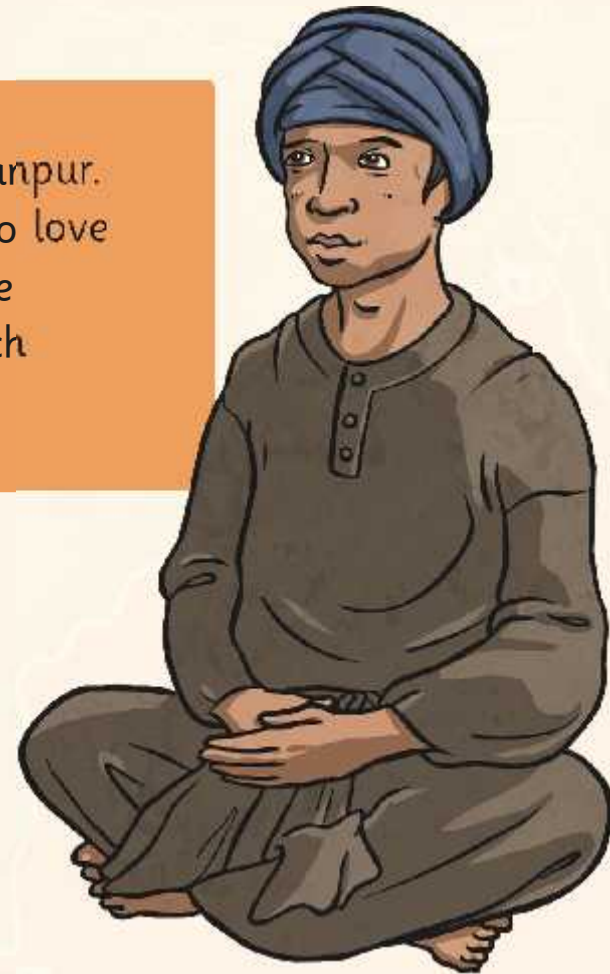
As Nanak grew and became a man he thought about God all of the time. He was thought of as a dreamer and was not interested in working. One day his father gave him 20 Rupees and told him to go to the city, buy something and then re-sell it to make a profit. When he arrived in the city he saw some monks who looked pale and ill. They told Nanak they had not eaten for 3 days. Nanak bought food for the monks and took it back to them.

When his Father found out he was very angry, but Nanak told him that feeding the hungry was a better way to spend the money. Nanak's sister could see how angry her father was and asked if Nanak could live with her and her husband instead. Nanak's father agreed.



# Nanak the Shopkeeper

Nanak's first job was as a shopkeeper at Sultanpur. He would often explain his ideas about how to love and follow God to people who gathered in the village. Some began to call him a 'Guru', which means 'teacher'.



# Nanak Disappers

One morning, when Nanak was 30 years old, he got up before dawn and went to the river to bathe and say his prayers; but he disappeared and all that was left were his clothes. The villagers searched everywhere for him, but could not find him and thought he had died.



# God's Message

Three days later, Nanak suddenly appeared and remained silent for a whole day. When he spoke, he said that he had been with God and had been told to tell the people how they could also become closer to God. He said that all people were equal in God's eyes, "There is only God's path and I shall follow God's path."



There is only God's path and I shall follow God's path."

# Nanak the Teacher



From that point onwards, Nanak's life changed and he travelled around different parts of India, teaching God's message. The people who listened to him were known as 'Sikhs', a word which means 'learner'. Nanak became known as Guru Nanak, God's teacher.



# Guru Nanak

Guru Nanak spent twenty years making four long journeys and sharing his messages. He finally settled on the banks of the River Ravi (pictured below), where people would gather and pray together. In the evening, everyone would cook and eat together, no matter if they were rich or poor.



Photo courtesy of Vjdchahun @ Wikimedia Commons

# A New Guru

One day, near the end of his life, Guru Nanak called a disciple to him, whose name was Lahna. He placed five coins and a coconut in front of him, these were a symbol of respect. Guru Nanak said “From today, you are the Guru of the Sikhs and I name you Angad (meaning part of my body).” The people were amazed and all the followers were told to follow him now.



# Guru Nanak's Death

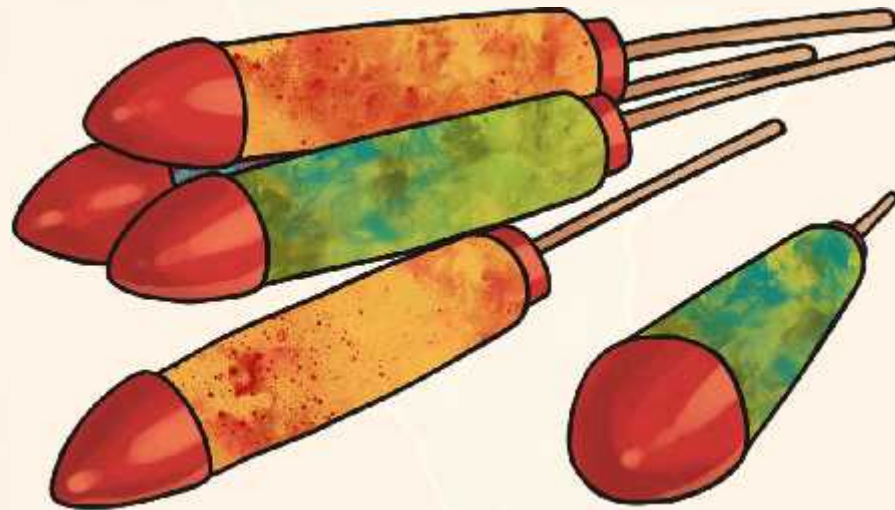
Days later, Guru Nanak died and his body was covered with a sheet. After his death, the Hindu and Muslim people argued about who should arrange the funeral service. The Hindus wanted him cremated, but the Muslims wanted him buried. A wise man appeared and told them to look under the sheet. They did as he said and discovered there was no body, just a few flowers. They realised that Nanak himself, was telling them not to argue. The flowers and the sheet were split into two halves, so the Hindus cremated their half whilst the Muslims buried theirs.



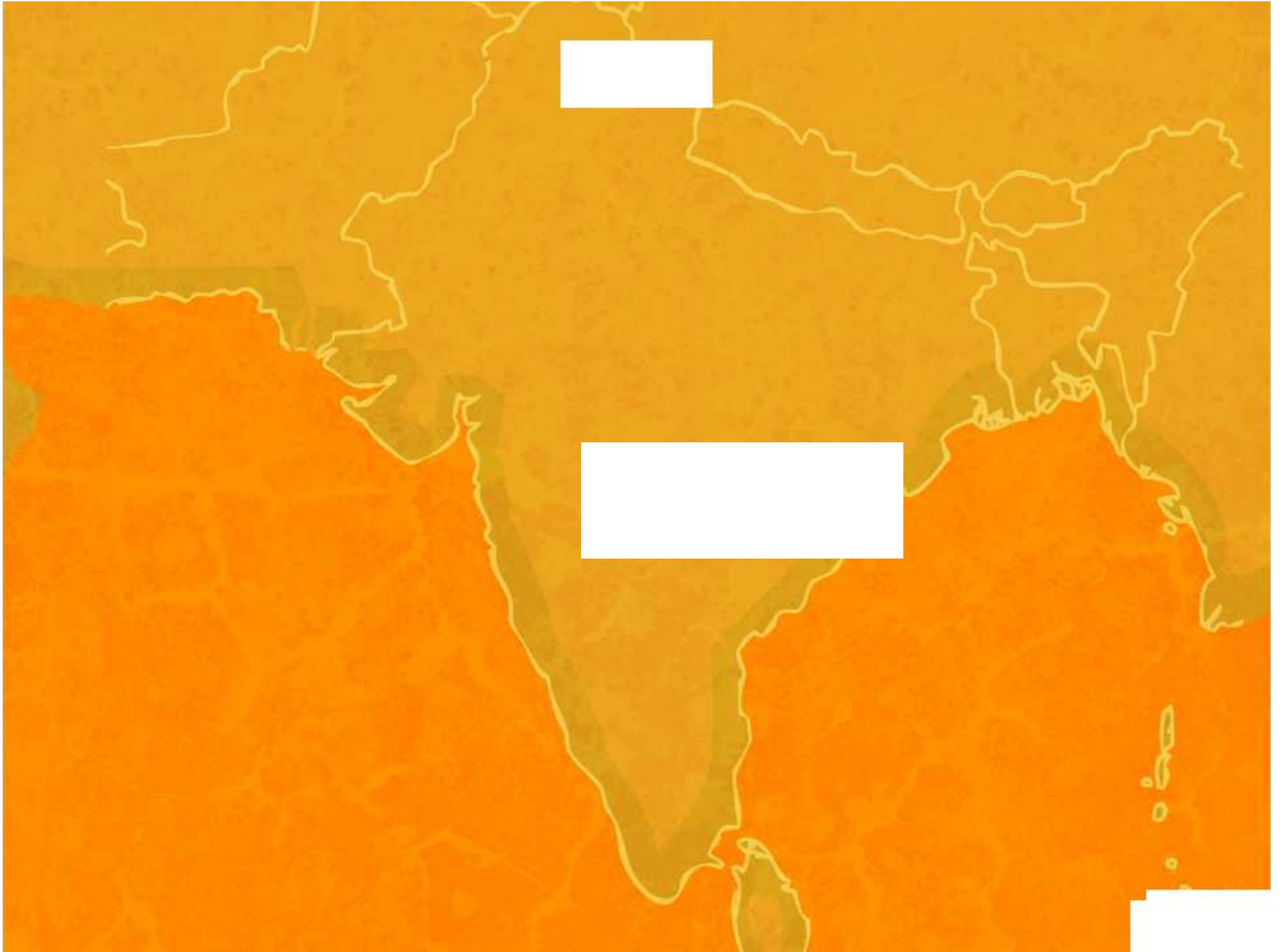


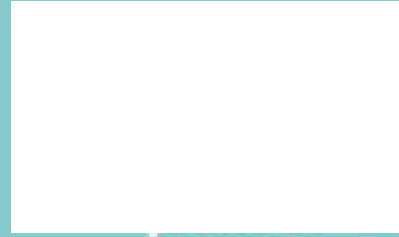
# Celebrations

Today, each year, people remember and celebrate the life of Guru Nanak. There are processions through the street and firework displays. In the Sikh temples called Gurdwaras, the Sikh holy book (the 'Guru Granth Sahib'), is read from beginning to end. Candles are lit in the Gurdwara and in homes, shops and offices. In the Punjab in India, where the Sikh religion began, children are given new clothes and have the day off school to join in the celebrations.









# Computing

## Presentation Skills

Themes,  
Transitions and  
Animations



# Aim

- I can add themes, transitions and animations to a presentation.

# Success Criteria

- I can set the presentation theme.
- I can use slide transitions.
- I can use animations to introduce objects to a slide.



# Can You Remember?



What skills did you learn to use with Presentation applications?

Add a text box.

Format a text  
and text box.

Change the  
slide layout.

Add and  
format images.

Add a new slide.

Reorder slides.

Plan a  
Presentation.

Present your  
presentation.



# Can You Remember How To?

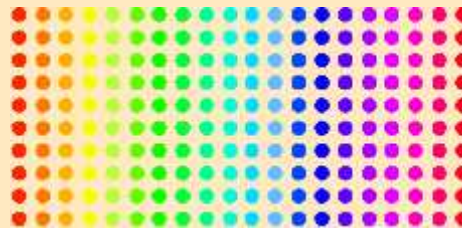


Can you change your presentation with the following features?

3 different slide layouts, including a title page (Title, Choice, End).



Text in different coloured boxes.



Use at least one image from your school network and one from another document or webpage.

Reorder your slides and save in preparation to present.

Extension: Using your plan, improve the look of your presentation and add some more slides.



# Set a Theme

Look at some different PowerPoints and consider the themes used.

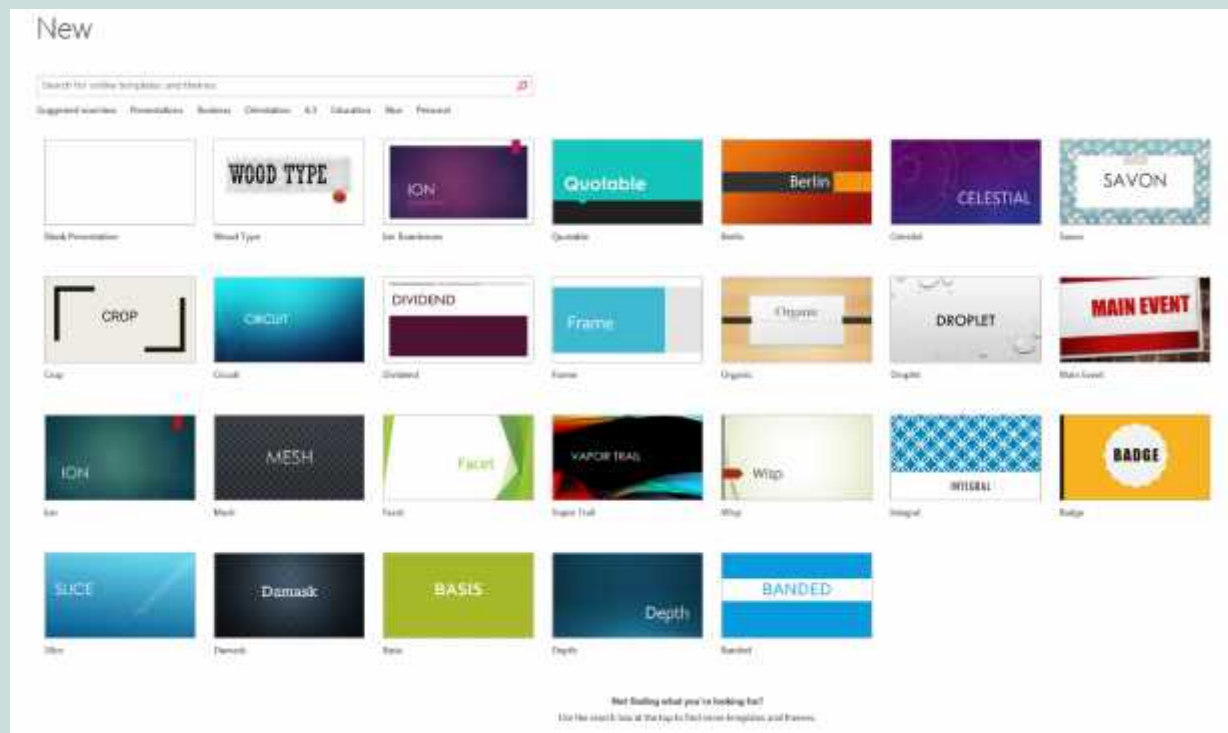


Do you know how to change the theme of your presentation?



# Setting the Presentation Theme

Most presentation applications offer built in themes:





# Now Set Your Theme



Choose a theme for your presentation.

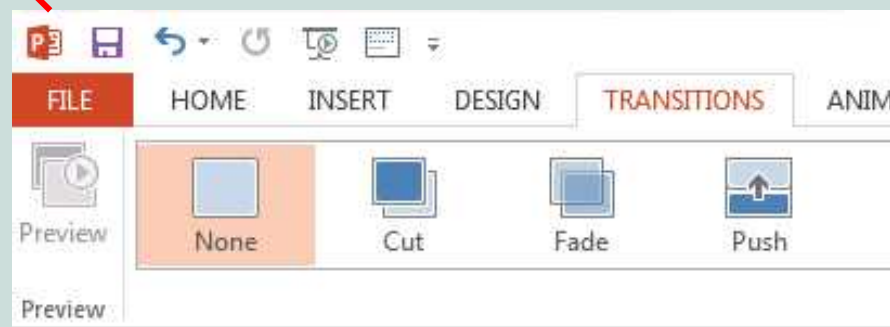
Which themes do you like and why?

Watch what happens now!



# Setting slide transitions

You can set the way in which one slide transitions to another.



# Your Turn



Set slide transitions and animations for your presentation.



Think about what works well for your presentation.



# What Do You Think?



Discuss together the impact of your transitions and animations.



What dangers are there with using transitions and animations?

Did the animations on the page help or hinder?



# Aim

- I can add themes, transitions and animations to a presentation.

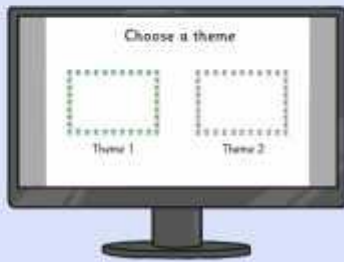
# Success Criteria

- I can set the presentation theme.
- I can use slide transitions.
- I can use animations to introduce objects to a slide.



# Theme, Transitions and Animation

## Challenge Cards



You are to create a presentation about a Science topic you have learnt about recently. Choose a theme and create a title page.

You could create some slides to go with it.



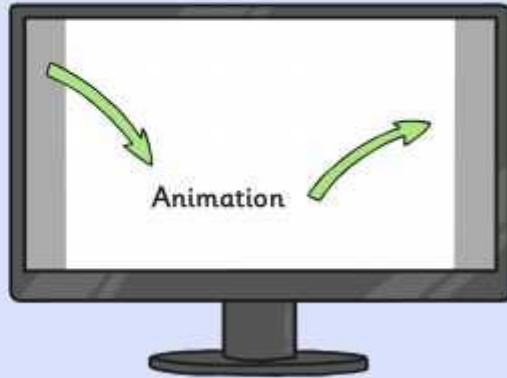
You are to create a presentation to tell a story. Choose a theme and create the title slide.



Create a 5 slide presentation, choose a theme and give it the title "Slide transitions." Use 2 slide transitions you like and 2 you don't and after each transition, on the next slide, explain what you like or don't like about the



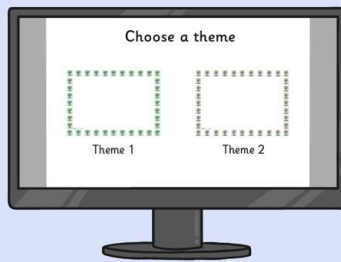
Create a single slide presentation and use single words with animations to explain how the animations make the text boxes appear





# Theme, Transitions and Animation

## Challenge Cards



You are to create a presentation about a Science topic you have learnt about recently. Choose a theme and create a title page.

You could create some slides to go with it.



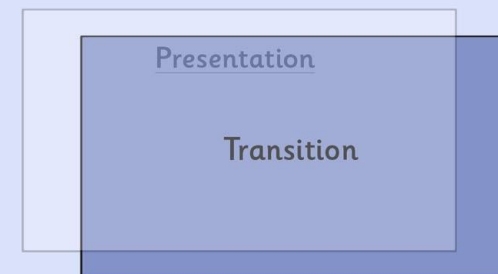
You are to create a presentation to tell a story. Choose a theme and create the title slide.

You could create some slides to go with it.

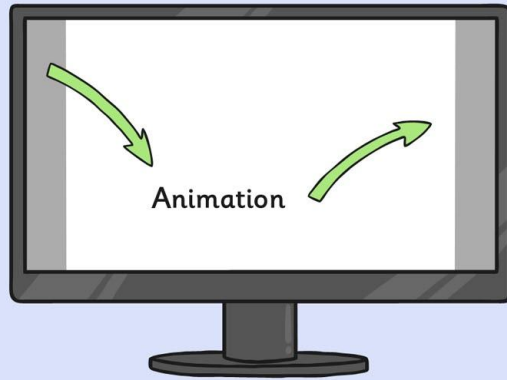


Create a 5 slide presentation, choose a theme and give it the title "Slide transitions."

Use 2 slide transitions you like and 2 you don't and after each transition, on the next slide, explain what you like or don't like about the transition.



Create a single slide presentation and use single words with animations to explain how the animations make the text boxes appear on the slide.



Computing | Theme, Transitions and Animation

<b>I can add theme, transitions and animation to a presentation.</b>		
I can set the presentation theme.		
I can use slide transitions.		
I can use animations to introduce objects to a slide.		

Computing | Theme, Transitions and Animation

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I can use slide transitions.		
I can use animations to introduce objects to a slide.		

Computing | Theme, Transitions and Animation

<b>I can add theme, transitions and animation to a presentation.</b>		
I can set the presentation theme.		
I can use slide transitions.		
I can use animations to introduce objects to a slide.		

Computing | Theme, Transitions and Animation

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Computing | Theme, Transitions and Animation











<b>I can add theme, transitions and animation to a presentation.</b>		
I can set the presentation theme.		
I can use slide transitions.		
I can use animations to introduce objects to a slide.		

# Presentation Skills: Action Settings

<b>Aim:</b> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Teachers may choose their own context for the content of the presentation, but it could relate to the current topic. The lesson focuses slides and adding text.  I can use hyperlinks	<b>Success Criteria:</b> I can create shapes.  I can create a hyperlink to another slide.	<b>Resources:</b> Lesson Pack  Desktop computers or laptops Presentation application Branching Story plan
	<b>Key/New Words:</b> Object, link, hyperlink, button, shape, action settings.	<b>Preparation:</b> Ensure desired Presentation application is installed on the computers.  Ensure children can open presentation from previous lesson.

**Prior Learning:** Children will have experience of typing and editing text; adding and formatting text and images in a presentation.

## Learning Sequence


	<b>Do you have to? / What do hyperlinks do? How to link objects to different slides:</b> Using the PowerPoint, demonstrate how links to slides can be used using the twinkl quiz PowerPoints, and then how to create objects that act as links.  Demonstrate how create a hyperlink in their branching story.	
	<b>Your turn:</b> Children to add hyperlinks into their branching story presentation.	
	<b>Test your questions:</b> Children test each other's hyperlinks. Do they work? Can they work out what is wrong if they don't work?	
	<b>Correct and Complete:</b> Children correct and complete hyperlinks, check they all work!	
	<b>Let's try some out:</b> Try out some of the children's branching stories. If any don't work, can the children see what the problems is?  In preparation for the next lesson, consider how sound and video might be used in their presentation. Possibly get the children to record some sound and/or video in preparation for the next lesson.	

## Taskit

**Linkit:** Children create an index slide for the beginning of their presentation being created in this unit and add hyperlinks to the appropriate slides.

**Challengeit:** Use the **Challenge Cards** for extension activities.





# China Facts Quiz

1

What animal is China famous for?

a

grasshoppers

b

red panda

c

giant panda

d

horses



**Go  
Back**

**Yikes! Try again!**



**Next!**

**Correct.  
Well done!**



2

In which continent can China be found?

a

Asia

b

Antarctica

c

Europe

d

Africa



**Go  
Back**

**Yikes! Try again!**



**Next!**

**Correct.  
Well done!**

3

How many time zones does China technically have?

a

5

b

6

c

7

d

8





**Go  
Back**

**Yikes! Try again!**



**Next!**

**Correct.  
Well done!**

4

What is the main language spoken in China?

a

Hakka

b

Mandarin Chinese

c

Asian

d

English





**Go  
Back**

**Yikes! Try again!**





**Next!**

**Correct.  
Well done!**

5

What is the currency of China?

a

dollars

b

cents

c

pounds

d

yuan



**Go  
Back**

**Yikes! Try again!**





**Next!**

**Correct.  
Well done!**



6

What was invented in China 1400 years ago?

a

coins

b

paper money

c

dumplings

d

shoes



**Go  
Back**

**Yikes! Try again!**



**Next!**

**Correct.  
Well done!**

7

What is the national sport of China?

a

fencing

b

basketball

c

table tennis

d

hockey





**Go  
Back**

**Yikes! Try again!**



**Next!**

**Correct.  
Well done!**

8

What was used as a form of torture in ancient China?

**a**

tickling

**b**

pinching

**c**

clapping

**d**

laughing





**Go  
Back**

**Yikes! Try again!**





**Next!**

**Correct.  
Well done!**

9

What colour is considered lucky in China?

a

orange

b

yellow

c

red

d

green



**Go  
Back**

**Yikes! Try again!**





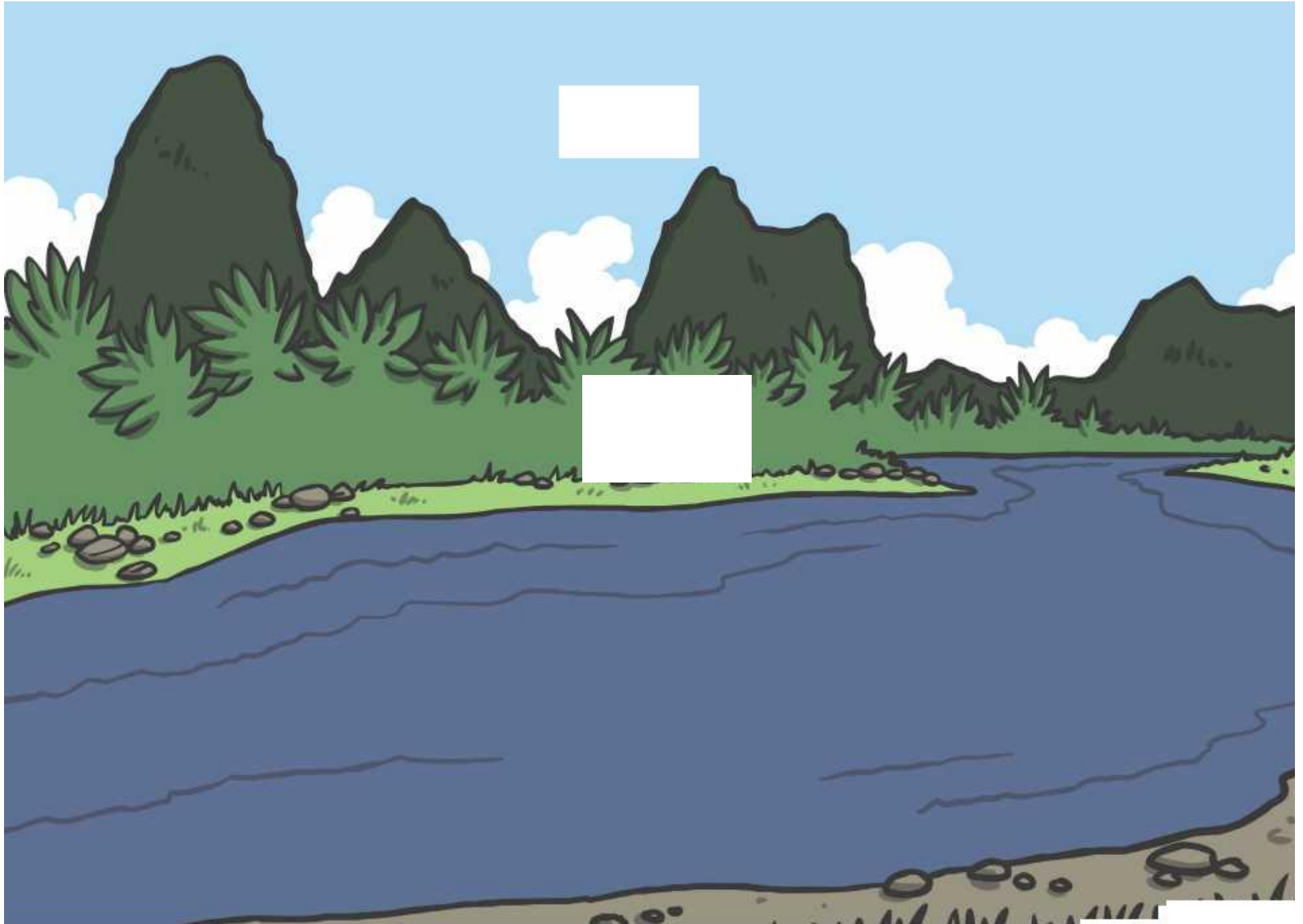
**Next!**

**Correct.  
Well done!**





**You've completed  
the quiz.  
Amazing!**





# Computing

## Presentation Skills

# Action Settings





# Aim

- I can use hyperlinks.

# Success Criteria

- I can create shapes.
- I can create a hyperlink to another slide.

# Do You Have To?

Can you go to another slide in a presentation other than the next one?

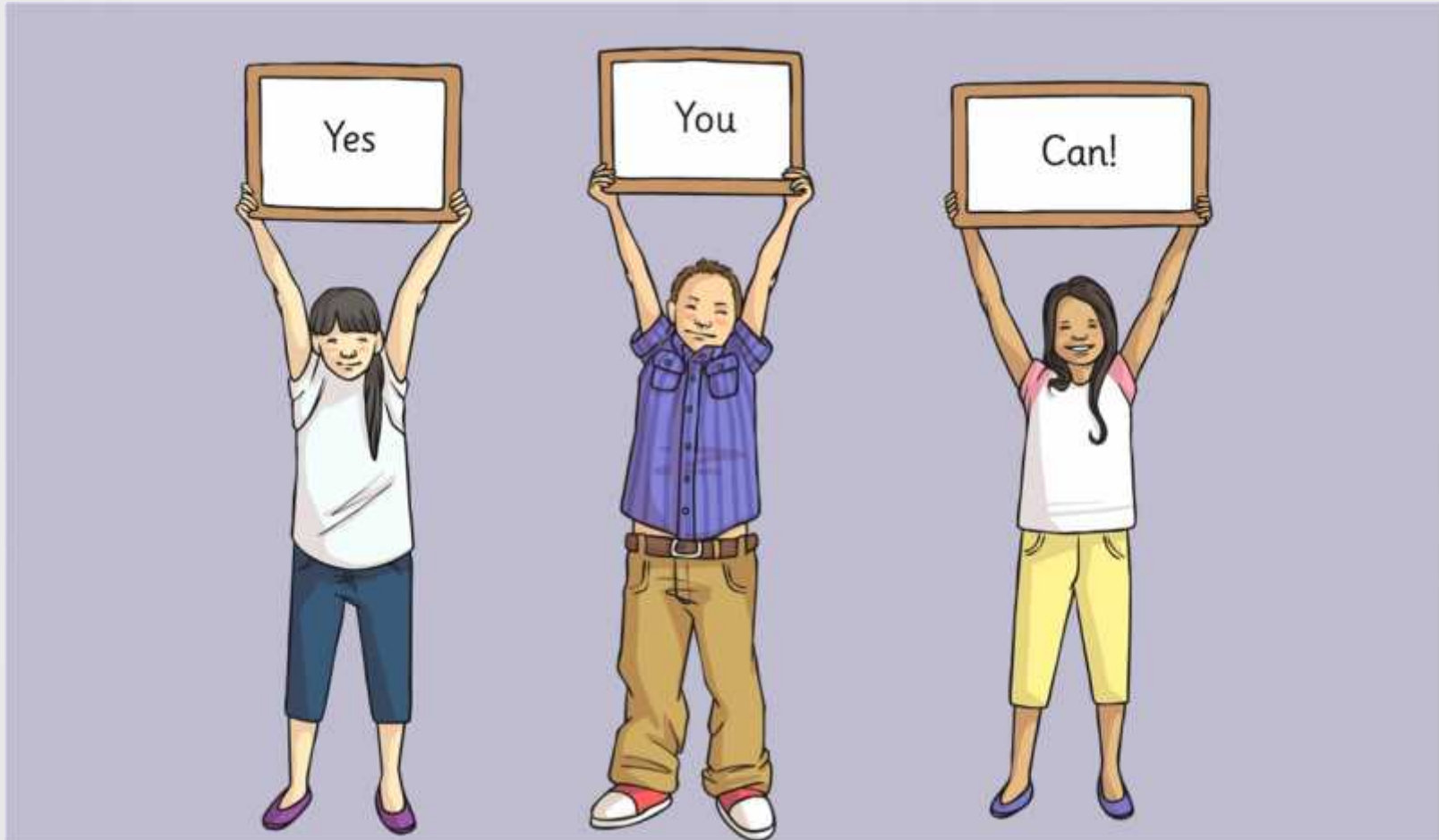
**Yes**

**No**

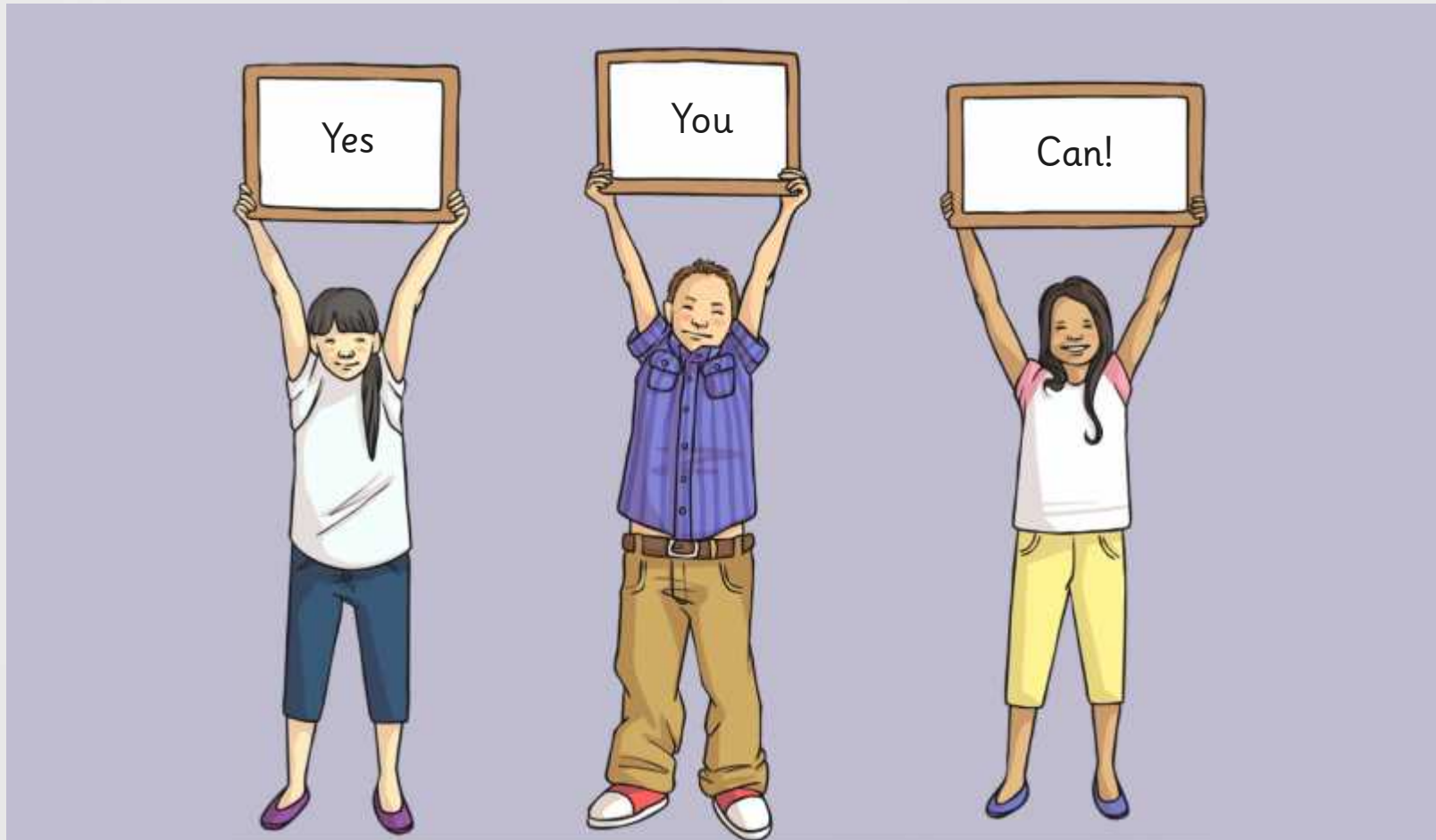


Click on your answer to find out if you're correct.

# Correct!



# Wrong!



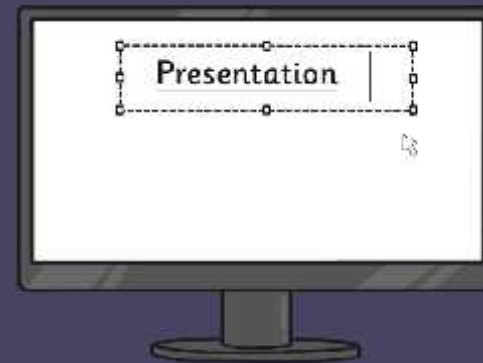


# What Do Hyperlinks Do?



Hyperlinks allow a presentation to go in a different order.

Hyperlinks allow the presenter to go to different slides and not just the next one.



# What Do Hyperlinks Do?

Here are some examples of presentations with hyperlinks.



# How to Link Objects to Different Slides.

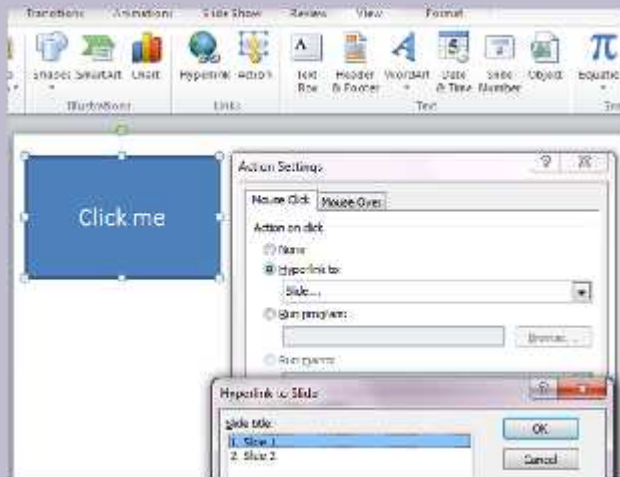
Create a shape.

Add some text.

Link it to whichever slide you want.

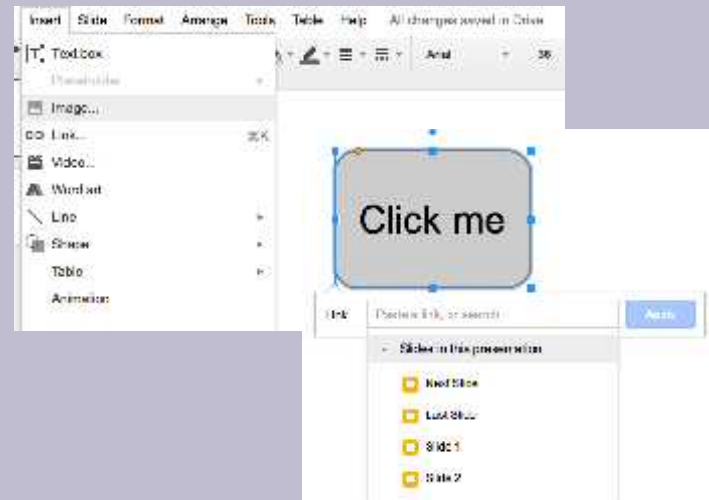
## PowerPoint

Use the Action Settings button.



## Google Slides

Use the insert link menu.



# Your Turn



Open your presentation from the last lesson.



Create actions that link the answer buttons to the relevant answer response slide.



Add a button on the slide to link to your choice slide; the next part of the story.

Choice

Add a button on the slide to link to your end slide; the next part of the story.

End

Could you include a back button?





# Test Your Links

With a partner, test whether your hyperlinks work.



If it doesn't work,  
can you find and  
solve the problem?

# Correct and Complete



Finish your story with the correct hyperlinks and buttons.



# Let's Test some Out

Let's test some of our stories...



Do the hyperlinks work?



What changes do we need to make?



How could we use audio or video in our presentations?



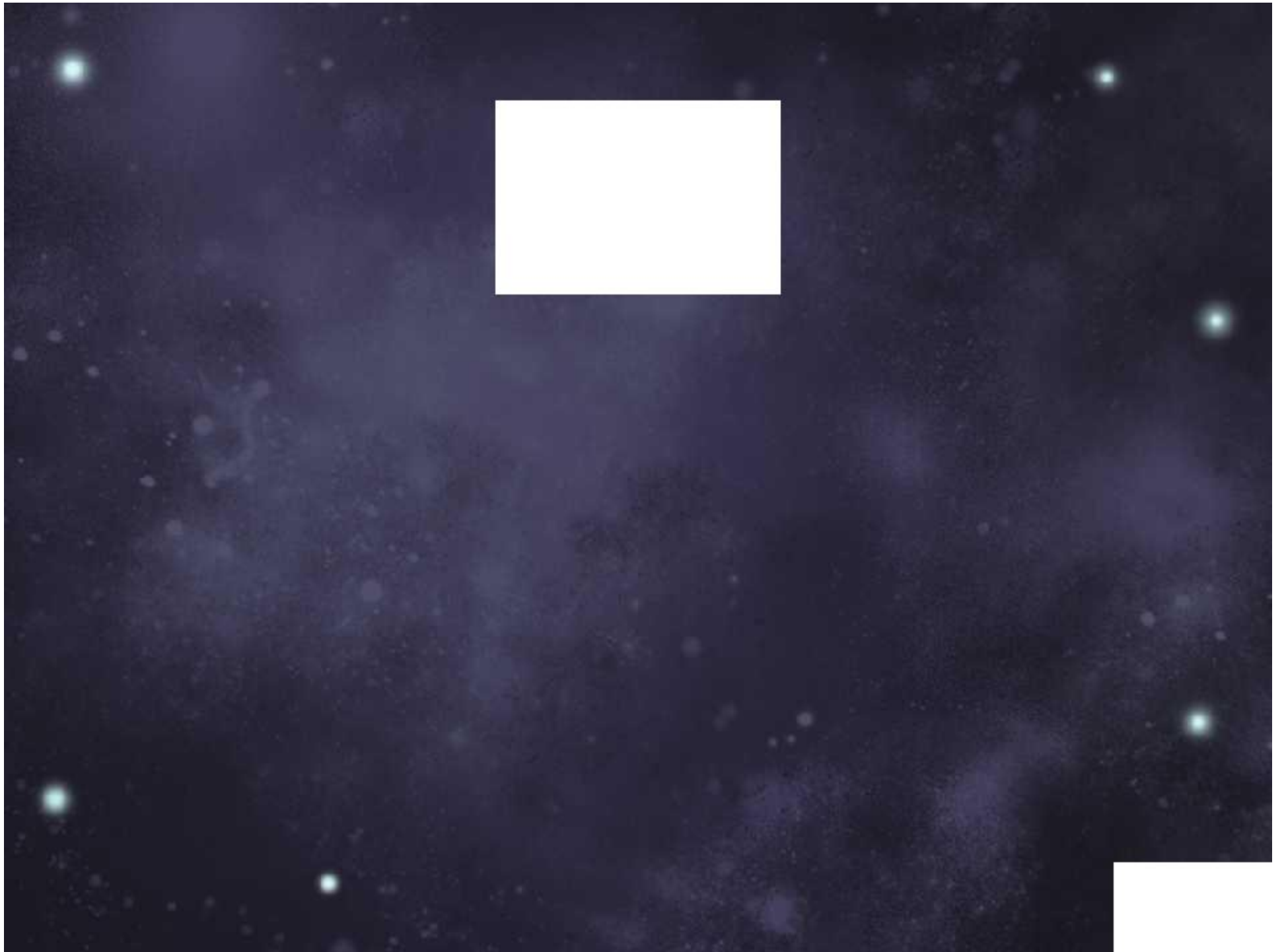
# Aim

- I can use hyperlinks.

# Success Criteria

- I can create shapes.
- I can create a hyperlink to another slide.







# Plants Science Quiz







What happens to a plant when it is left in the dark?

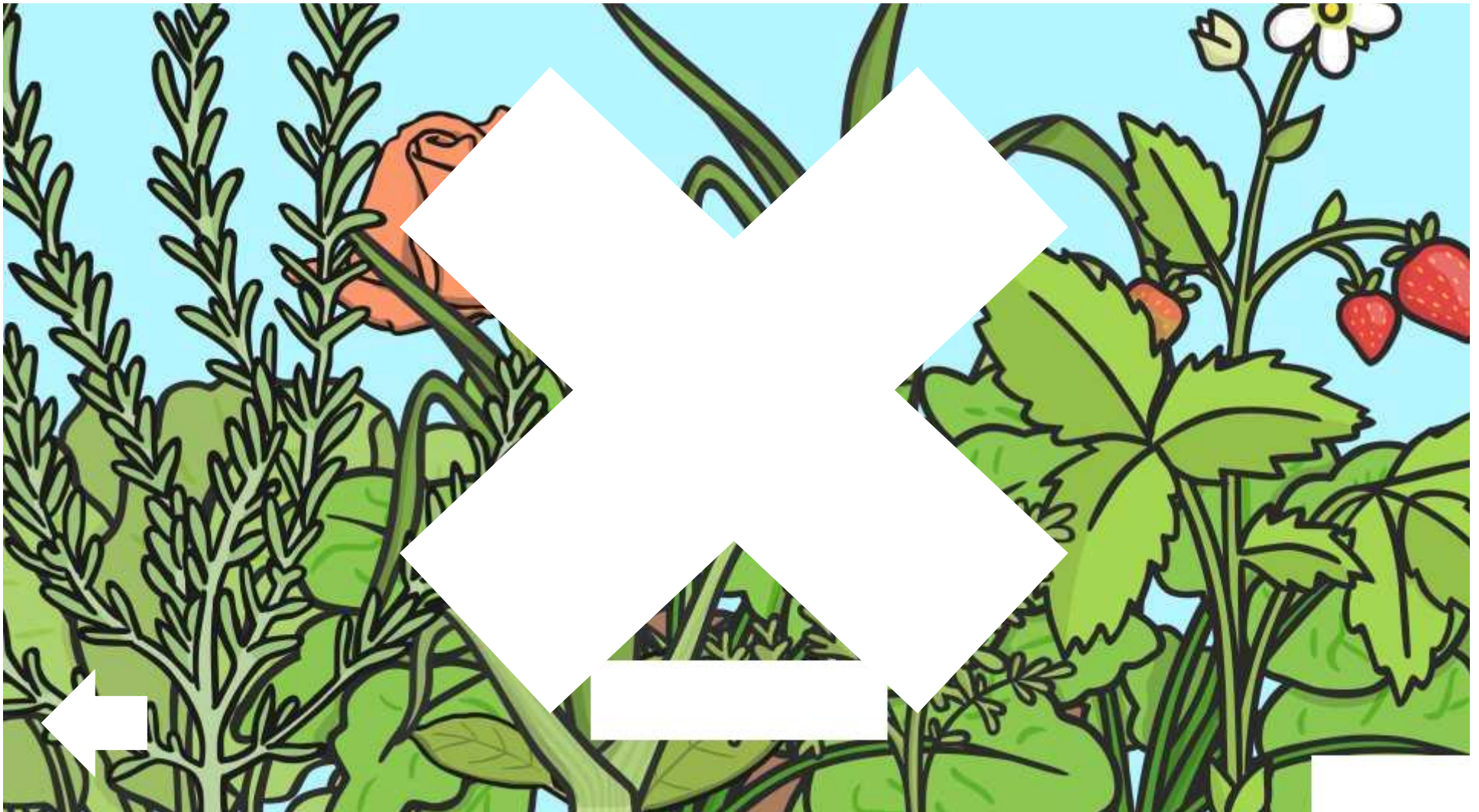


**A** It will grow big and green.

**B** It will go to sleep.

**C** It will turn yellow and spindly.

Never mind. Keep trying!





Yay! Correct!





When a plant isn't watered, what happens to it?



**A** It will move towards water.



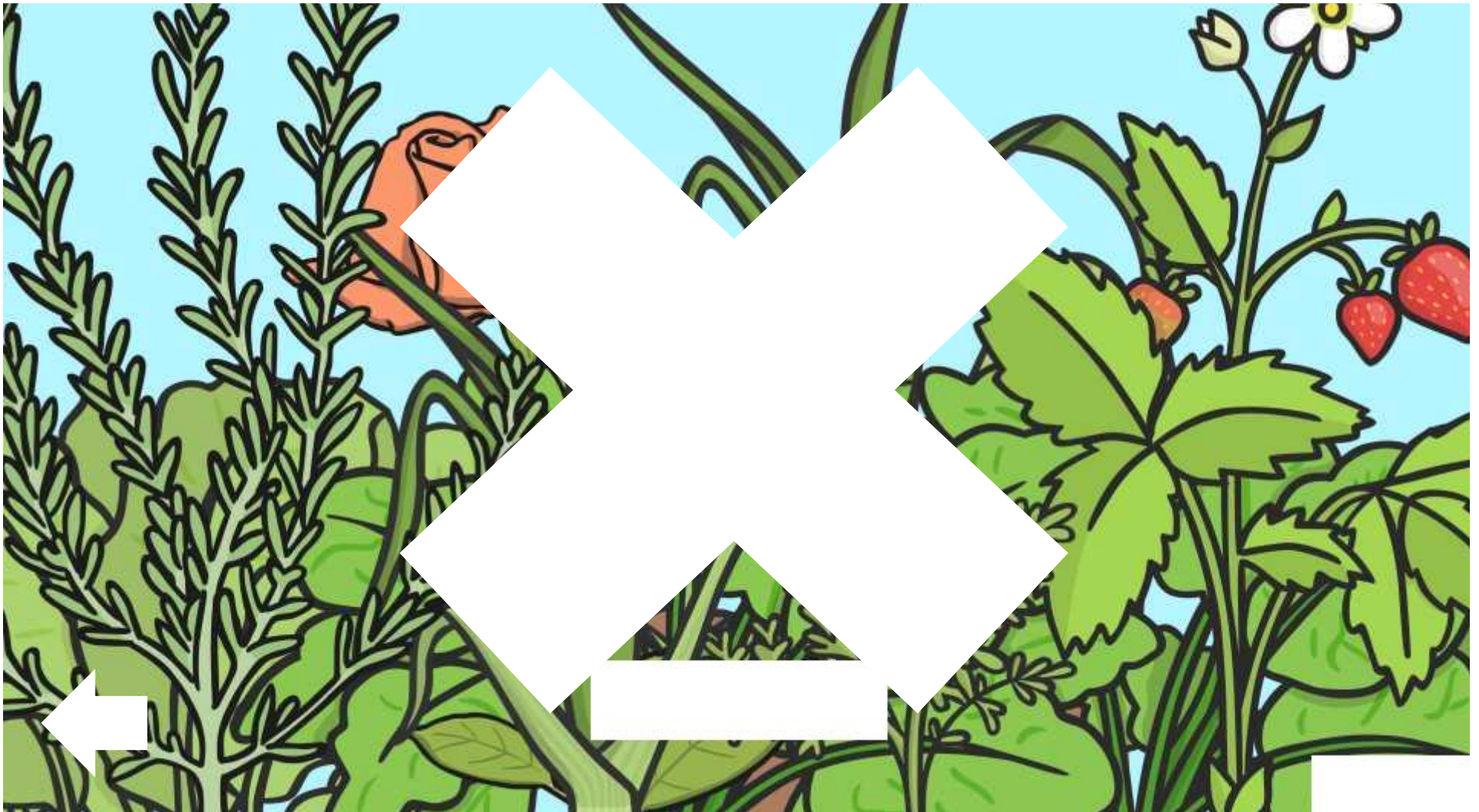
**B** It will wilt and then die.



**C** It will grow faster.



Never mind. Keep trying!





Yay! Correct!







Which three things do plants need to make food?

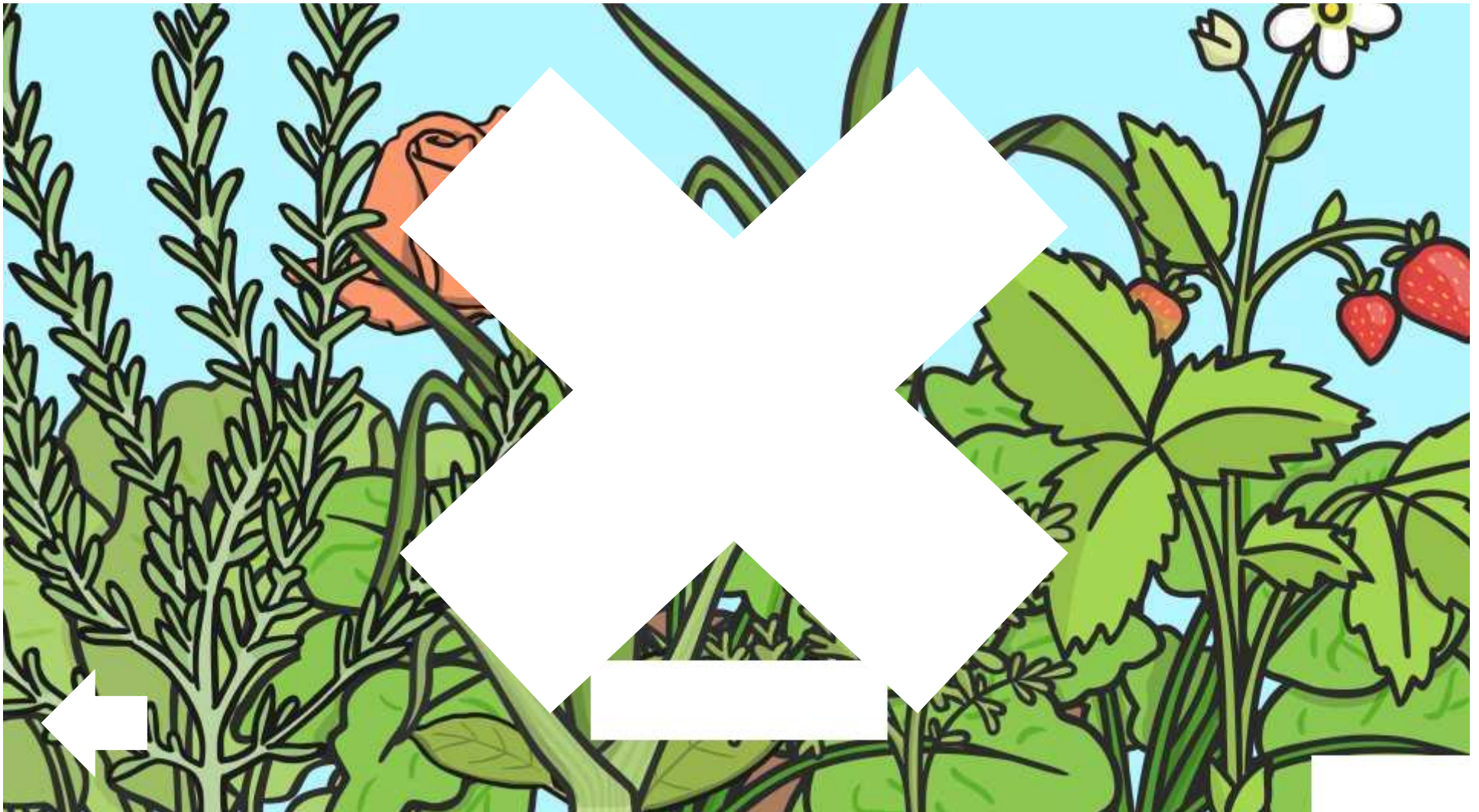


**A** Water, carbon dioxide and sunlight.

**B** Soil, sugar and oxygen.

**C** Water, heat and oxygen.

Never mind. Keep trying!





Yay! Correct!



The more water a plant has, the more it will grow.  
Is this statement true or false?

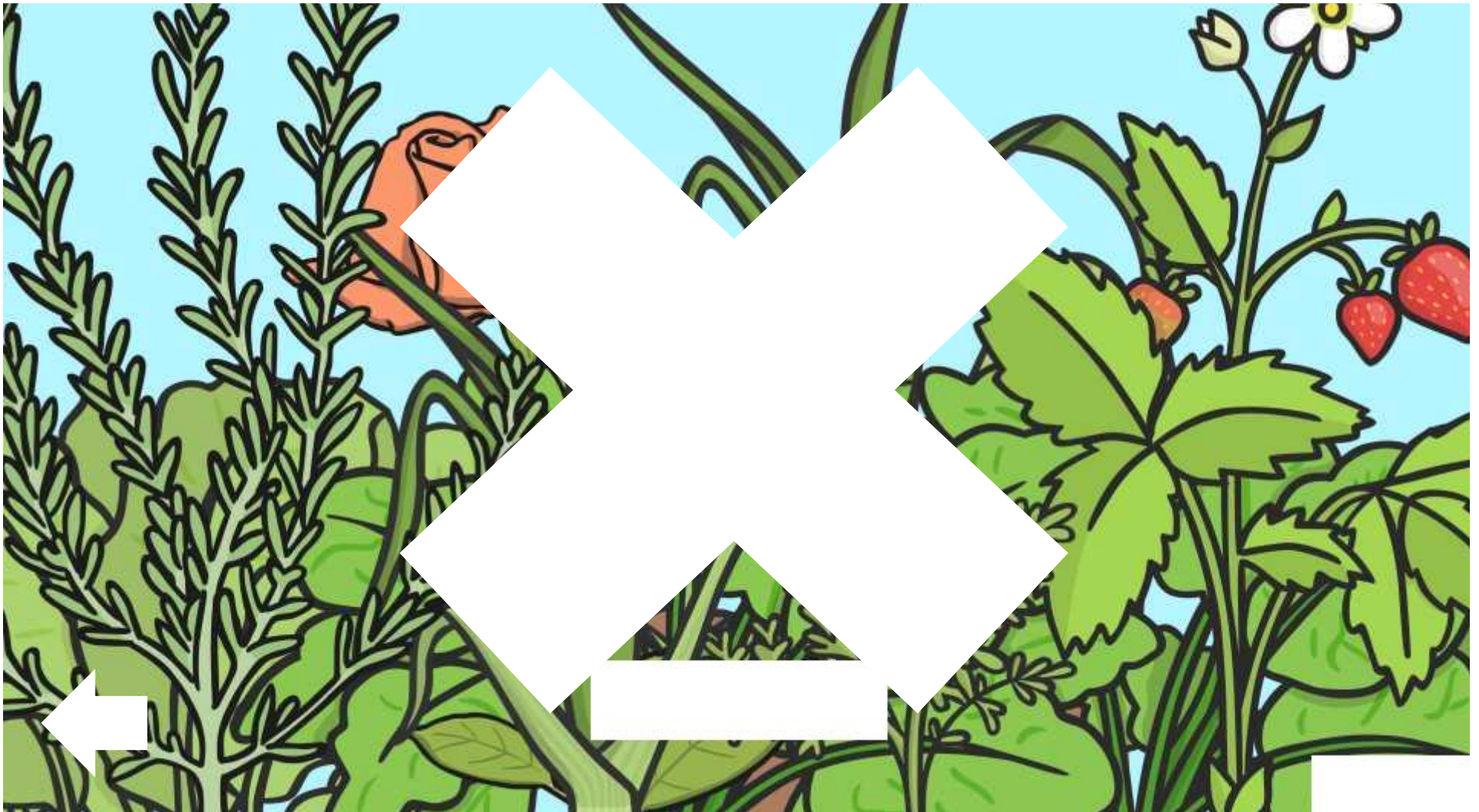
**A** True – the more water, the more it will grow.

**B** False – too much water can kill a plant.

**C** It is impossible to find out.



Never mind. Keep trying!





Yay! Correct!



The more warmth a plant has, the more it will grow.  
Is this statement true or false?

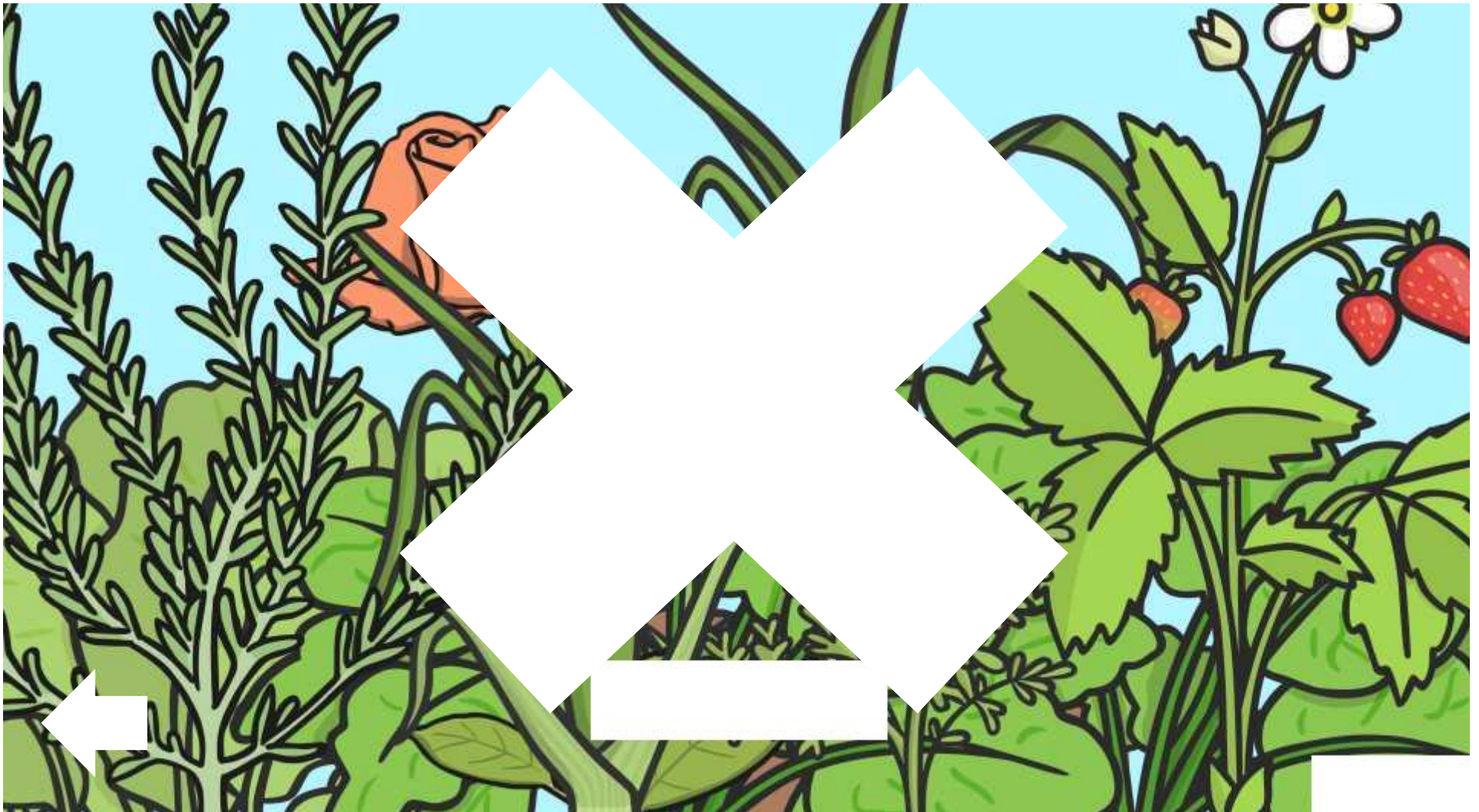
**A** True – the more warmth, the more it will grow.

**B** False – If it's too hot the plant could die.

**C** It is impossible to find out.



Never mind. Keep trying!





Yay! Correct!





Why does grass grow more quickly in summer than in winter?



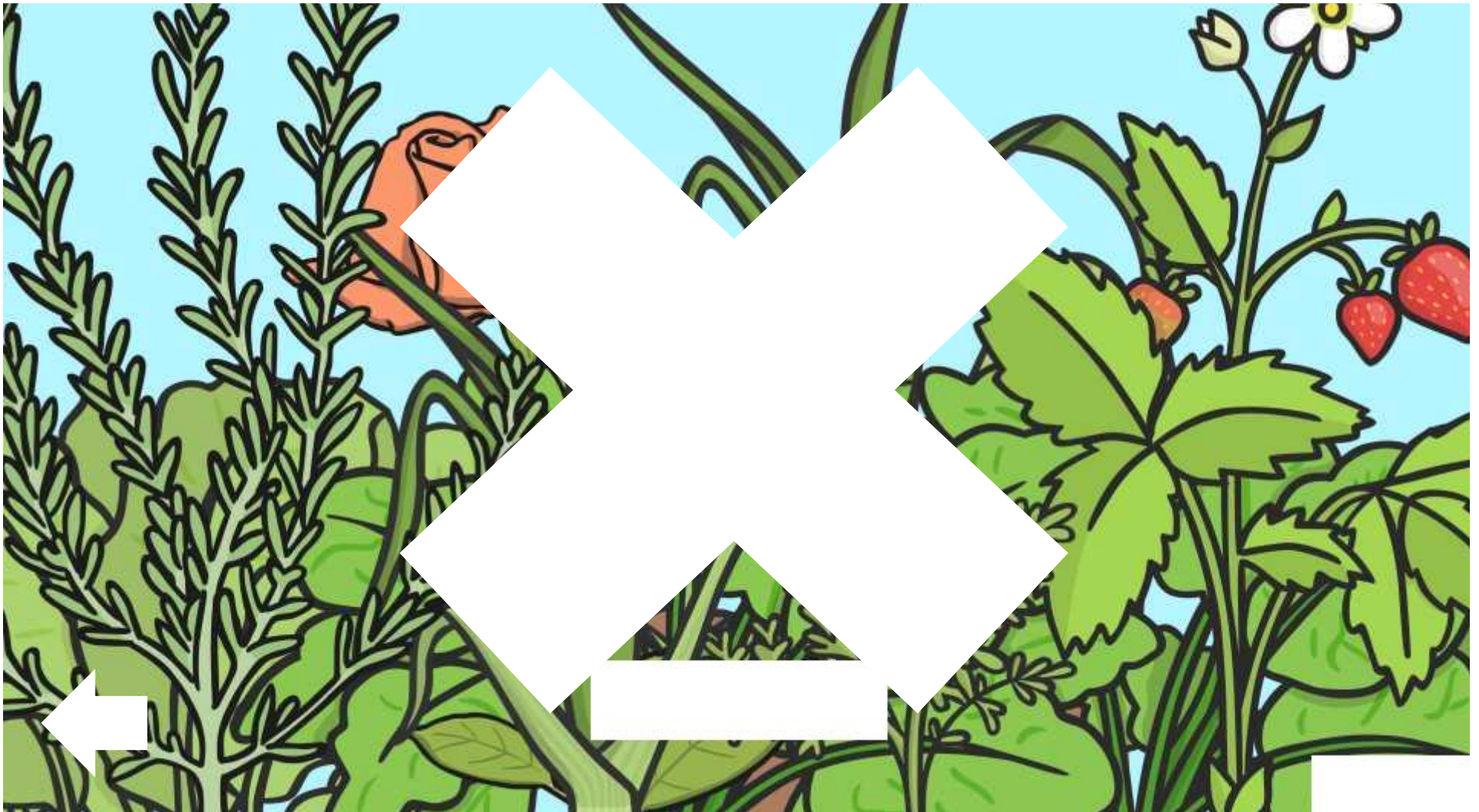
**A** It doesn't rain as much in the winter.

**B** It's warmer in the summer.

**C** The grass is sleeping.



Never mind. Keep trying!





Yay! Correct!





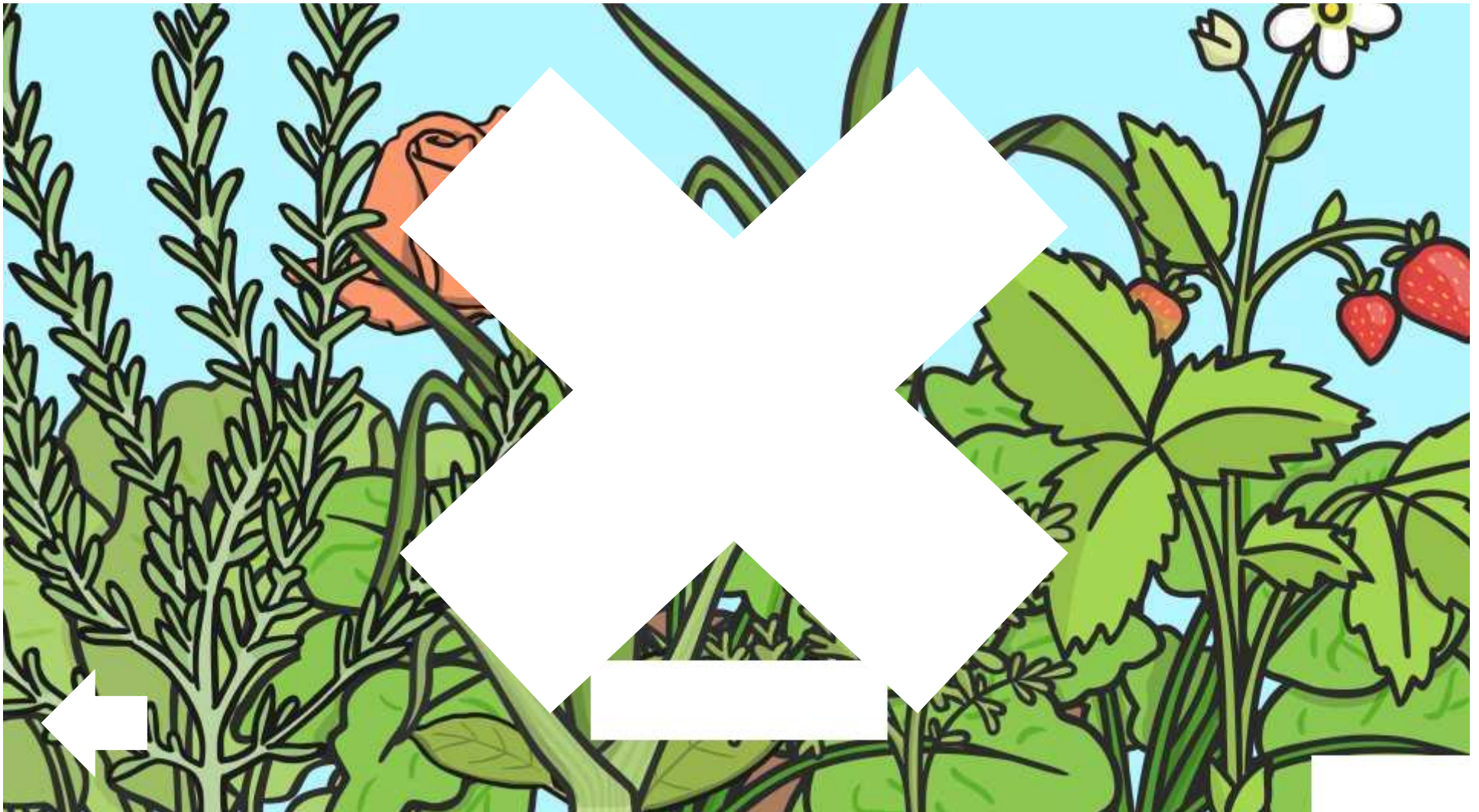
What job does the stem of the plant not do?

**A** Breathes for the plant.

**B** Holds the plant up.

**C** Carries water and minerals to the leaves.

Never mind. Keep trying!





Yay! Correct!



Which part of the plant makes food for the plant?

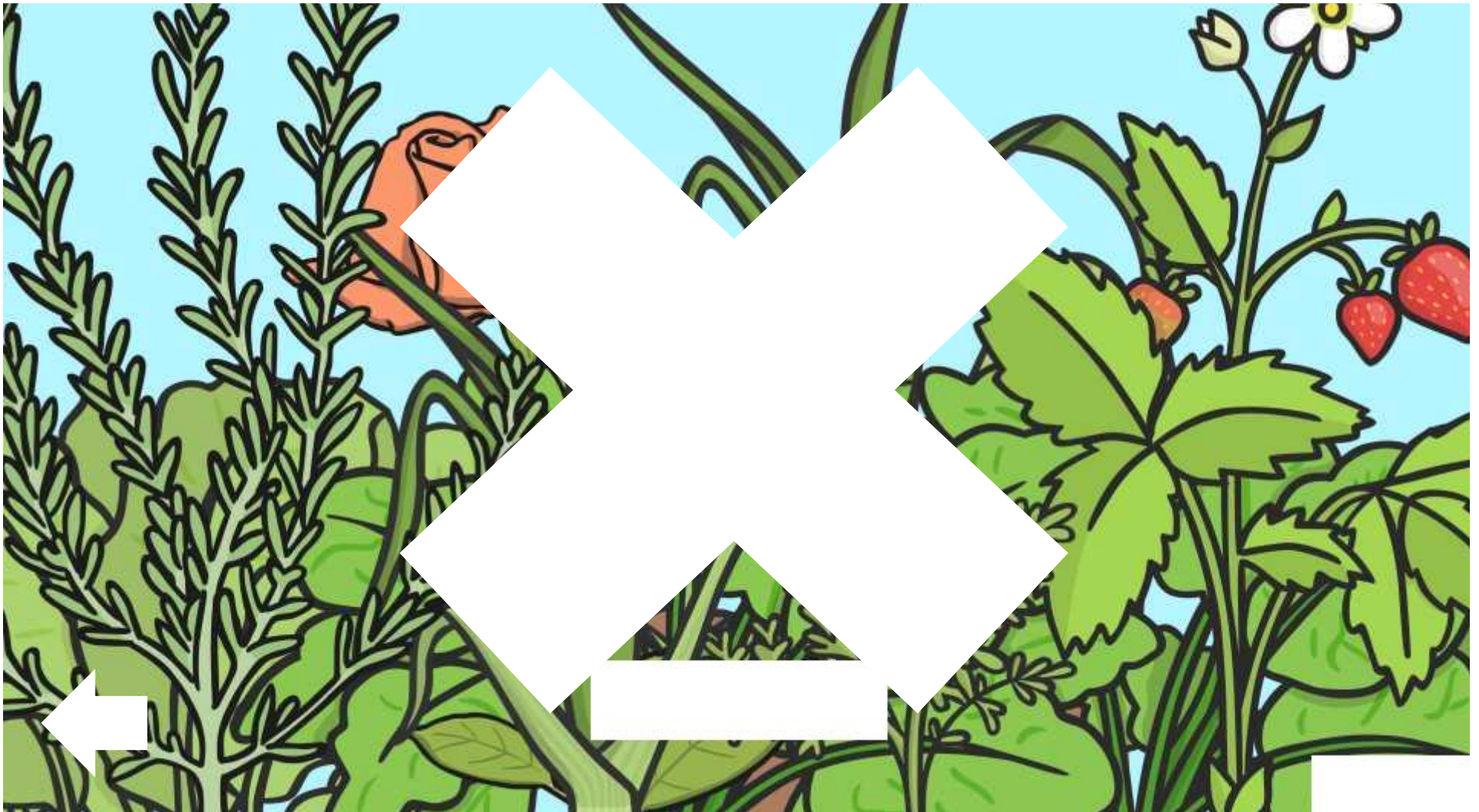
**A** Roots

**B** Leaves

**C** Petals



Never mind. Keep trying!





Yay! Correct!





What job do the roots of the plant do?



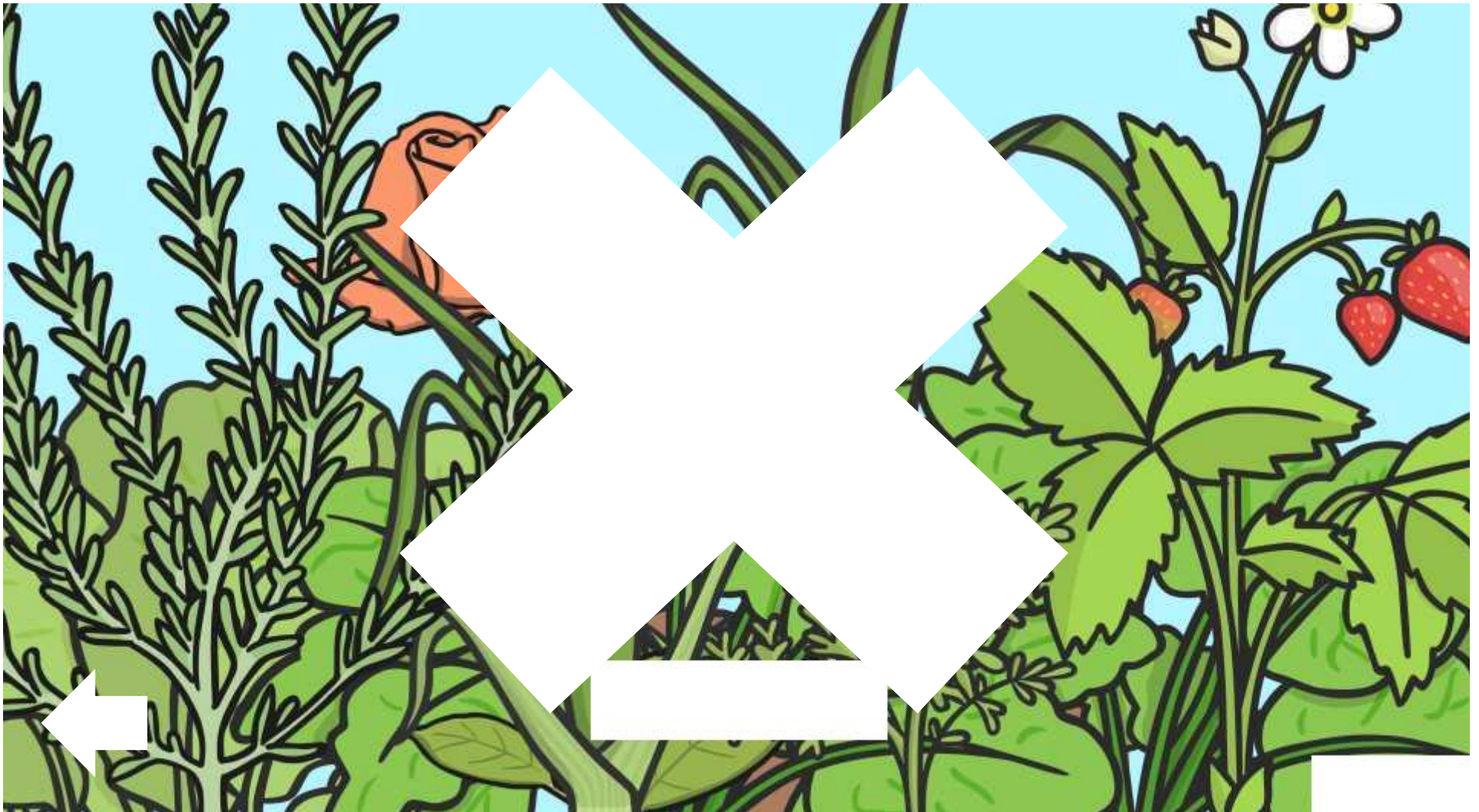
**A** Take up water and nutrients from the soil.

**B** Make food and send it to the rest of the plant.

**C** Attract insects.



Never mind. Keep trying!





Yay! Correct!



How should we test how temperature affects the growth of plants fairly?

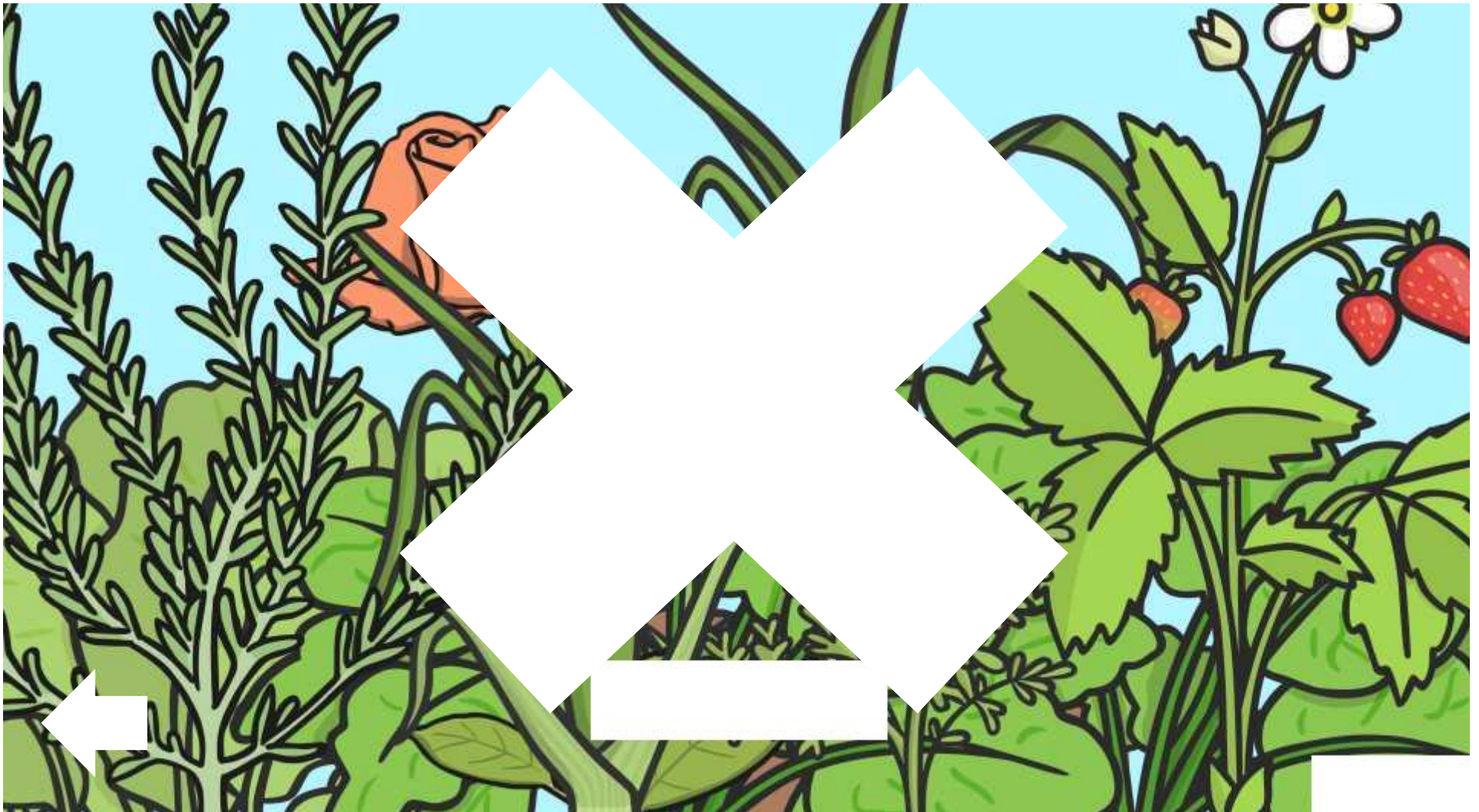
**A** Put one plant in the fridge and one on the windowsill.

**B** Keep the plants under the same conditions but put one under a heater.

**C** Put one plant outside and keep the other indoors.



Never mind. Keep trying!





Yay! Correct!







**Well done!**



## Action Settings

Challenge Cards



Create a maths quiz using action settings.

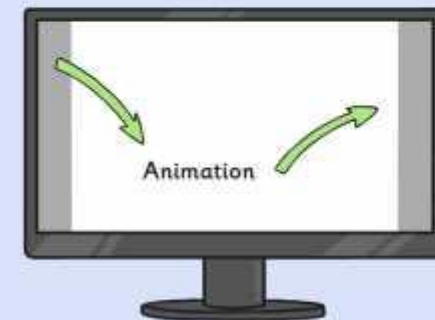


Create a science quiz using action settings.

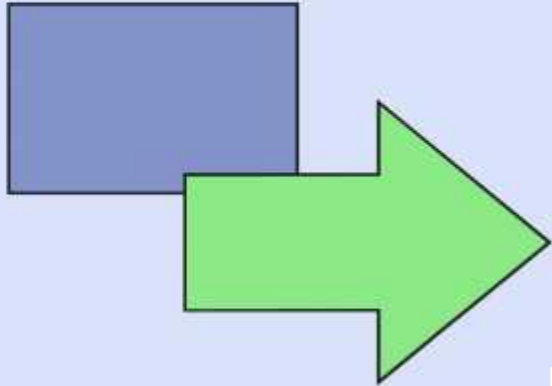


Investigate the other action settings and think about how they might be used.

Create a presentation about some learning in class that uses different action settings.

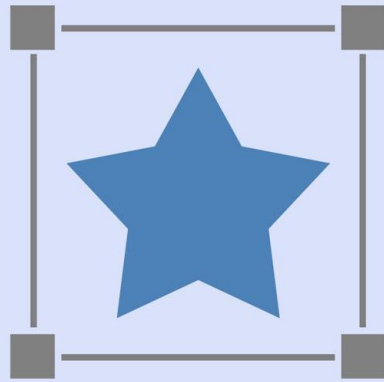


Make a presentation slide. Add some shape buttons and create sound actions for each button. Label each button with a relevant



# Action Settings

## Challenge Cards



Create a maths quiz using action settings.

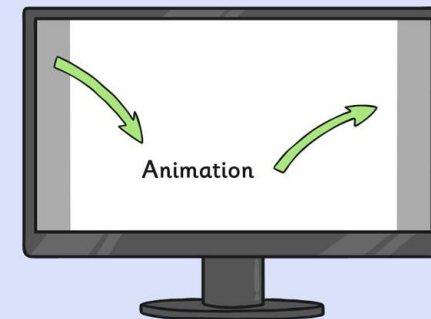


Create a science quiz using action settings.



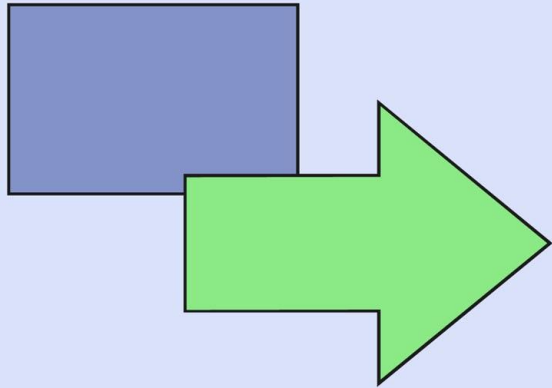
Investigate the other action settings and think about how they might be used.

Create a presentation about some learning in class that uses different action settings





Make a presentation slide. Add some shape buttons and create sound actions for each button. Label each button with a relevant word.



Computing | Action Settings

<b>I can use hyperlinks.</b>		
I can create shapes.		
I can create a hyperlink to another slide.		

Computing | Action Settings

<b>I can use hyperlinks.</b>		
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Computing | Action Settings

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Computing | Action Settings













<b>I can use hyperlinks.</b>		
I can create shapes.		
I can create a hyperlink to another slide.		

# Presentation Skills: Audio and Video

<b>Aim:</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Teachers may choose their own context for the content of the presentation, but it could relate to the current topic. The lesson focuses slides and adding text.  I can insert audio and video	<b>Success Criteria:</b> I can insert audio and video files (where possible). I can record audio onto a slide. I can change the audio button. I can find out which audio and video file formats work in the presentation application I am using. I can set when the audio or video plays.	<b>Resources:</b> Lesson Pack  Desktop computers or laptops Presentation application A microphone plugged into the desktop or inbuilt microphone Branching story plan
	<b>Key/New Words:</b> Audio, sound, video, movie, embed, link, file format.	<b>Preparation:</b> Ensure desired Presentation application is installed on the computers.  The children will need audio and video files to insert into their presentation.

**Prior Learning:** Children will have experience of typing and editing text; adding and formatting text and images in a presentation.

## Learning Sequence

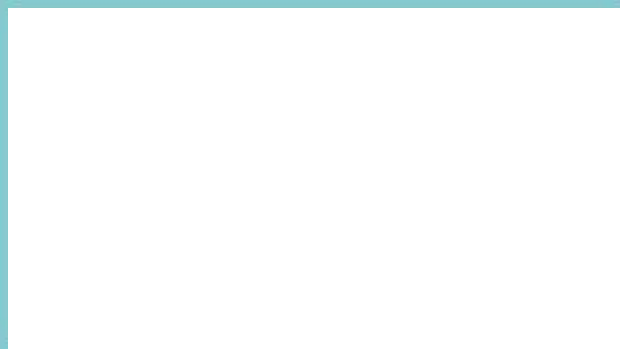
	<b>Can you add sound?</b> Children to open their presentation and try to record audio into their presentation.	
	<b>Insert sound / Sound settings:</b> Demonstrate how to record audio and insert an audio file. Ensure children speak clearly when recording. Show children how to format the audio button and when the audio plays.  Explain that there are different formats of audio and video files, and some will play in some presentation applications and some won't without some additional software. Not only will different applications work differently but different versions of applications will be able to play or embed files in different ways. It is best to search for information about your specific application, and also show children how to do the same.	
	<b>Have another go:</b> Children to record and insert an audio file. Allow them to format any audio buttons and set how the audio works.  Children to try to insert a video file and carry on with their presentation.	
	<b>Insert video:</b> Demonstrate how to insert a video file, and reiterate that not all video files will work.	
	<b>Have another go:</b> Children insert a prepared video file into their presentation and format how it plays.  Children complete their presentation.	
	<b>Together:</b> Children present their presentations to a partner, who explains what they like about the presentation, and anything they might do differently.	

## Taskit

**Audioit:** Children experiment adding audio files to presentations.

**Videoit:** Children experiment adding video files to presentations.

**Challengeit:** Use the **Challenge Cards** for extension activities. Audio and video files are provided in the **Lesson Pack**.



# Computing

## Presentation Skills



# Audio and Video



# Aim

- I can insert audio and video.

# Success Criteria

- I can insert audio and video files (where possible).
- I can record audio onto a slide.
- I can change the audio button.
- I can find out which audio and video formats work in the presentation application I am using.
- I can set when the audio or video plays.

# Can You Add Sound?



Open your presentation from the last lesson.

Can you record sound onto the presentation?

Go to the slide with your story and try to record the story being read.



# Insert Sound

There are several ways to insert sound:



Add a sound from a file.



Sample file.mp3



Sample file.m4a

Record a sound file using a microphone.





# Insert Sound

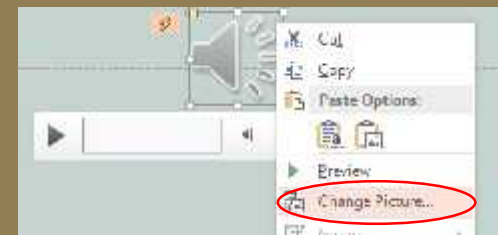
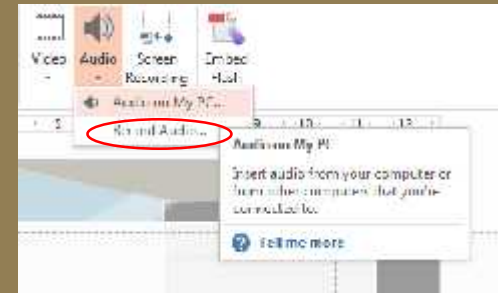
Go to the slide where you want sound.

Add a sound file.

If your computer has a microphone, record a simple sound file.

You can change the sound button on the slide.

You can set the sound to play automatically when the slide starts or on clicking the button.



# Sound Settings

What settings might you need with sound?

Playing over several slides.

Start automatically or on a click.

What different sound file formats have you heard of?

Three of the main ones are mp3, wma (Windows Media Audio) and m4a (used in iTunes).



Sample file.mp3



Sample file.m4a



Sample file.mp3



Sample file.wma

mp3 and wma can be used in PowerPoint, but m4a files may need some additional software.

# Have Another Go



Record a sound file onto your presentation – read the slide.

Insert a sound file into your presentation.

Format the sound button, or have it play automatically.

Try to insert a video file.

Complete your presentation.

## Check:

- title slide and headings on all slides
- appropriate theme, transitions and animations
- sensibly formatted text and text boxes
- a question or questions using hyperlinks
- relevant images, audio and video



# Insert Video

You can insert video in a similar way to inserting audio.



There are numerous file formats for video – try to find out which ones will work in your presentation!





# Have Another Go



Now insert a video file and complete your presentation.



## Check:

- title slide and headings on all slides
- appropriate theme, transitions and animations
- sensibly formatted text and text boxes
- a question or questions using hyperlinks
- relevant images, audio and video

# Together



Present your presentation  
to a partner.



## Check:

- title slide and headings on all slides
- appropriate theme, transitions and animations
- sensibly formatted text and text boxes
- a question or questions using hyperlinks
- relevant images, audio and video

# Aim

- I can insert audio and video.

# Success Criteria

- I can insert audio and video files (where possible).
- I can record audio onto a slide.
- I can change the audio button.
- I can find out which audio and video formats work in the presentation application I am using.
- I can set when the audio or video plays.





# Audio and Video

Here is some brief guidance on using audio and video in presentations. Unfortunately using audio and video is not always simple, as it will depend not just on the application, but on what other applications might be installed, which application version is being used, which operating system and other factors. It is best to try out what you want the children to use. Recording sound, where possible, should be relatively simple, but do check that inserting audio and video works before the children try it!

Note, many school ICT suites use a different computer for the Interactive Whiteboard to the ones the children use. You may want to check both!

## Embedded Files

Embedded files are stored within the presentation. This means when the presentation is moved to another computer the file stays with the presentation.

## Linked Files

Linked files are stored outside the presentation. This means if the presentation is moved the link can be broken, unless the linked file is moved with it and the link is the same (when the files are in the same folder). However the advantage of a linked file is that it can be edited and the new file will be the one played in the presentation.

## Audio Files in Presentations:

### Microsoft PowerPoint

In PowerPoint 2007 only .wav files up to 100Kb could be embedded.

In PowerPoint 2010 these limits were removed.

The following file formats should work in PowerPoint 2010 and beyond: mp3, wma and wav files.

- mp3 files are a common compressed format for audio files.
- wma files are Microsoft's compressed format for audio files used in Windows Media Player
- wav files are the common uncompressed format for audio files, such as files on a CD or sound files recorded on a computer.

## Google Slides

Audio files on the Internet can be linked with slides. The advantage is that links are less likely to be broken, although it can be limiting.

## Apple Keynote

Keynote will use files that are played by iTunes, so mainly mp3 and m4a.

## Apache OpenOffice Impress

This will partly depend upon which operating system the application is being run on. In Windows it is likely that the same formats used for PowerPoint will also work in Impress. In MacOs use the formats used by iTunes.

# Audio and Video

## Video Files in Presentations:

### Microsoft PowerPoint

The main formats which can be used in PowerPoint are swf, avi, mpg/mpeg and wmv.

If Apple QuickTime player is installed then mp4, mov and qt files can also be used.

- swf are flash video files mainly used on the Internet.
- avi is a commonly used format
- mpg/ mpeg was designed for Video-CD and CD-i.
- wmv is Microsoft's video file format used by Windows Media Player and Movie Maker
- mp4 and mov files are similar formats associated with Apple's QuickTime player
- qt files are QuickTime movies.

### Google Slides

Only YouTube videos can be used within Slides. The advantage is that it's relatively simple and should work. The disadvantage is it can be limiting and many schools don't allow pupil access to YouTube.

### Apple Keynote

Keynote will use files that are played by iTunes and QuickTime, so mainly mp4 and mov.

### Apache OpenOffice Impress

As with audio, this will partly depend upon which operating system the application is being run on. In Windows it is likely that the same formats used for PowerPoint will also work in Impress. In MacOs use the formats used by iTunes.

# Audio and Video

## Challenge Cards



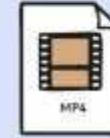
Take the set of audio files and see which ones can be embedded into your presentation



Sample file.mp3



Sample file.m4a



Sample file.mp4

Take a set of video files and see which ones can be embedded into your presentation



Choose a song you like. Find the words and copy them onto several presentation slides. Find a sound file of the song and insert this into the presentation and set it to play over all the slides.



Record a simple sound file of counting up to 10. Can you make a presentation with the numbers 1 to 10 on a different slide with this sound file where the slide transitions are





# Audio and Video

## Challenge Cards



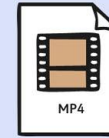
Take the set of audio files and see which ones can be embedded into your presentation application.



Sample file.mp3



Sample file.m4a



Sample file.mp4

Take a set of video files and see which ones can be embedded into your presentation application.



Choose a song you like. Find the words and copy them onto several presentation slides. Find a sound file of the song and insert this into the presentation and set it to play over all the slides.



Record a simple sound file of yourself counting up to 10. Can you add this sound file to a slide presentation in which the numbers 1 to 10 are timed to appear along side the audio?



Computing | Audio and Video

<b>I can insert audio and video.</b>		
I can insert audio and video files (where possible).		
I can record audio onto a slide.		
I can change the audio button.		
I can find out which audio and video file formats work in the presentation application I am using.		
I can set when the audio or video plays.		

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# Presentation Skills: Completing the Story

<p><b>Aim:</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. This is the final of three lessons where children apply the learning from the previous lessons to create a branching story. Here they complete their story, and evaluate slide layout to ensure consistency and effectiveness.</p> <p>I can evaluate slide layout and make improvements.</p>	<p><b>Success Criteria:</b> I can complete slides so as to maintain the design and an effective layout. I can edit as required to maintain the design and an effective layout. I can evaluate how effectively my work meets the requirements.</p>	<p><b>Resources:</b> <b>Lesson Pack</b> Desktop or laptop computers Presentation application Branching Story Plan</p>
	<p><b>Key/New Words:</b> Evaluate, text, colour, image, picture, audio, video, layout</p>	<p><b>Preparation:</b> <b>Evaluation Activity Sheet</b> - as required</p>

**Prior Learning:** Children able to insert images, audio and video if required. They also need to have finished their plans and presentation templates.

## Learning Sequence

	<b>Layout:</b> Remind the children they need to make sure their slides are well laid out as they work through their presentation adding the text. They should keep the layouts similar, and make sure the text is well laid out.	
	<b>Story:</b> The children type the text for their story, ensuring their slides look good. Children can add images, audio and video.	
	<b>Share:</b> Children share their stories, checking they work well, and looking carefully at slide layouts, evaluating their look.	
	<b>Edit:</b> Children continue working on their stories, responding to any comments by their partner.	
	<b>Branching Stories:</b> All children save their stories and put in presentation mode, for children to move around the classroom trying out each other's stories. Whiteboards or paper could be left for comments. Evaluation Activity Sheet is provided if needed.	

## Task

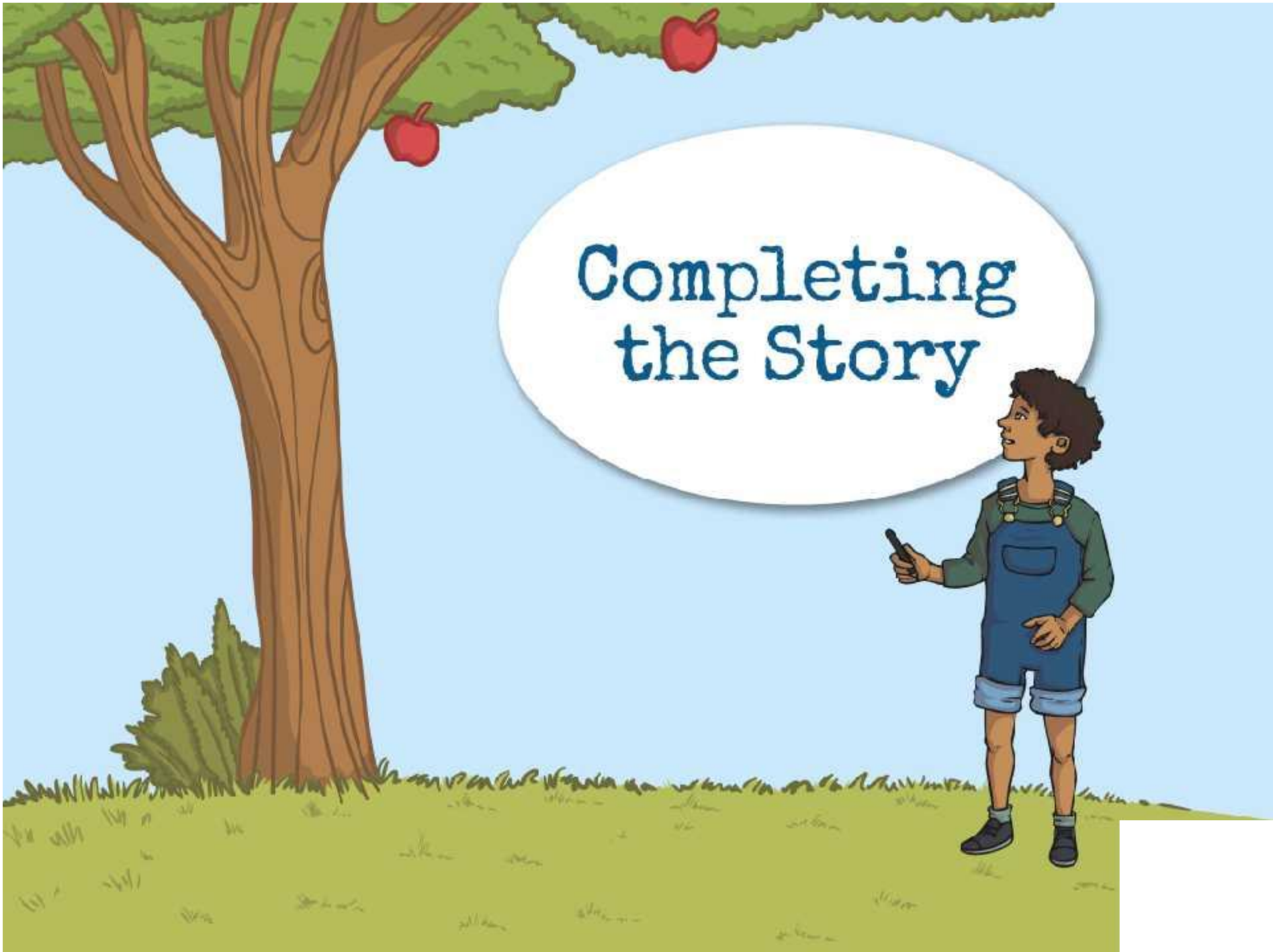
**inkleit:** Children create their own branching \_\_\_\_\_





# Computing

## Presentation Skills





# Aim

- I can evaluate slide layout and make improvements.

# Success Criteria

- I can complete slides so as to maintain the design and an effective layout.
- I can edit as required to maintain the design and an effective layout.
- I can evaluate how effectively my work meets the requirements.

# Layout

Make sure your slides are well laid out and follow a similar layout:



Cinderella realises she must leave.

She runs out of the castle, losing one of her glass slippers.

**The slipper is lost.**

**The Prince finds her slipper.**



# Story



Type the text for your story and label the hyperlinked text boxes.

Add images, audio or video where appropriate.

Think carefully about the layout of each page.

- text font, colour and size
- text box formatting
- overall layout



# Share



Share your stories with a partner.



Check the hyperlinks all work.



Evaluate the layouts of the slides.



Can you make any suggestions?



# Edit



Edit your presentation following any comments or suggestions from your partner.

Consider how you would use images, audio or video to enhance your presentation.



# Branching Stories



Leave your story in presentation mode on your computer.

Go round and view other children's stories.

Write some comments on the evaluation sheet.

Think about:

- layout
- use of fonts
- colour
- use of any images, audio or video





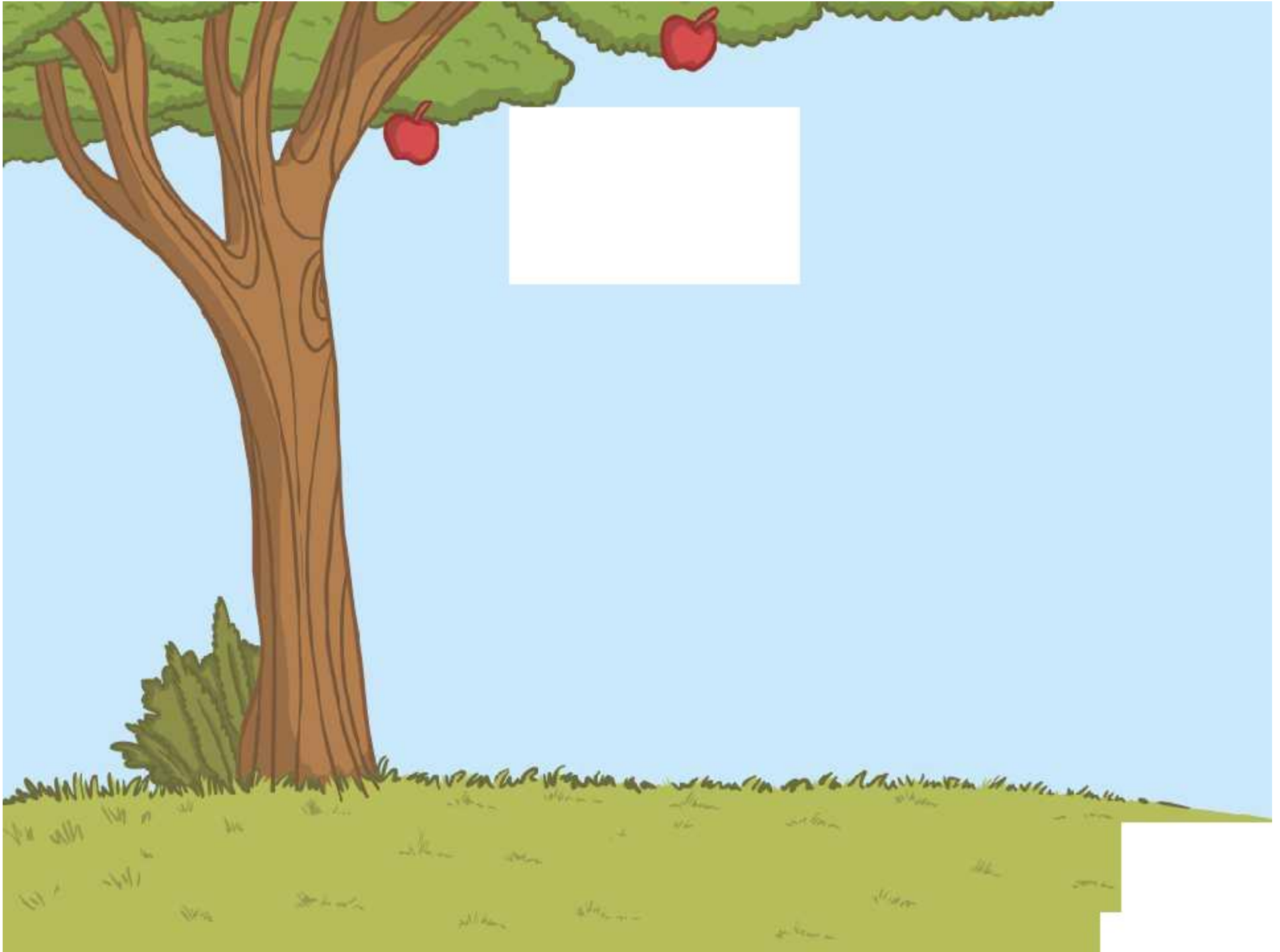


# Aim

- I can evaluate slide layout and make improvements.

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- I can complete slides so as to maintain the design and an effective layout.
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# Evaluation

Name	What I Liked	Suggestions

# Evaluation

Name	What I Liked	Suggestions



Computing | Completing the Story

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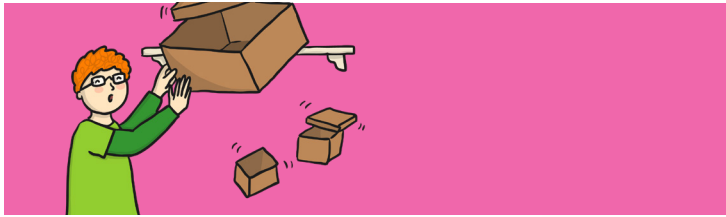
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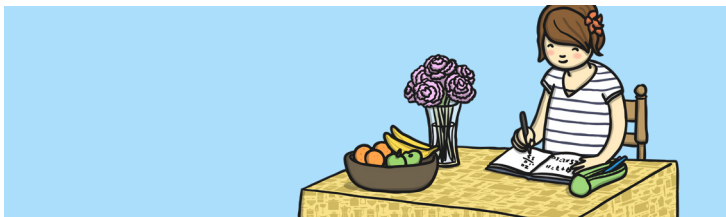
## Introduction

This unit develops children's use of presentation software. The first three lessons teach children new skills, following on from previous skills learnt; setting the theme, slide transitions, animating objects onto the slide, creating hyperlinks in the action settings and adding audio and video.



## Health & Safety

Children should be encouraged to have good posture and sit up to the computer.



## Home Learning

**What I Like Doing at Home:** Children create a presentation about what they like doing at home, using the features they have learnt in school.

**Branching Story:** Children create a branching story using a presentation application of a story they already know.

## Assessment Statements

By the end of this unit...

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

- create a simple presentation
- create shapes

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

- create a hyperlink to another slide
- use slide transitions
- insert audio and video files (where possible)
- record audio onto a slide
- plan a branching story
- create simple slide templates
- copy and organise slides as required

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

- use animations to introduce objects to a slide
- find out which audio and video formats work in a particular presentation application
- can set when the audio or video plays
- can evaluate the layout of presentation slides effectively

# Lesson Breakdown

# Resources

## 1. Planning a Branching Story

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. This is the first of three lessons where children apply the learning from the previous lessons to create a branching story. Here they plan their story.

- I can plan a branching story.

- Desktop computers or laptops
- Presentation application
- Lesson Pack

## 2. Creating the Slides

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. This is the second of three lessons where children apply the learning from the previous lessons to create a branching story. Here they create their presentation structure.

- I can create slide templates and organise slides with hyperlinks.

- Desktop or laptop computers
- Presentation application
- Branching Story Plan from previous lesson
- Lesson Pack

## 3. Theme, Transitions and Animation

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Teachers may choose their own context for the content of the presentation, but it could relate to the current topic. The lesson focuses slides and adding text.

- I can add theme, transitions and animation to a presentation.

- Desktop computers or laptops
- Presentation application
- Lesson Pack

## 4. Action Settings

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Teachers may choose their own context for the content of the presentation, but it could relate to the current topic. The lesson focuses slides and adding text.

- I can use action settings.

- Desktop computers or laptops
- Presentation application
- Lesson Pack

## 5. Audio and Video

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Teachers may choose their own context for the content of the presentation, but it could relate to the current topic. The lesson focuses slides and adding text.

- I can insert audio and video.

- Desktop computers or laptops
- Presentation application
- A microphone plugged into the desktop or inbuilt microphone
- Lesson Pack

## 6. Completing the Story

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. This is the final of three lessons where children apply the learning from the previous lessons to create a branching story. Here they complete their story, and evaluate slide layout to ensure consistency and effectiveness.

- I can evaluate slide layout and make improvements.

- Desktop or laptop computers
- Presentation application
- Branching Story Plan
- Lesson Pack