

Pioneer Federation
Medium term plan
Cycle 1, Term 3
ICT



Subject: Purple Mash unit 3.4 Touch Typing

Key Concept/ Theme: • To introduce typing terminology. • To understand the correct way to sit at the keyboard. • To learn how to use the home, top and bottom row keys. • To practise typing with the left and right hand.

Prior Learning links: Year ½

Cycle 1

Unit 1.1 online safety

- General use of Purple Mash • Simple text entry • Use of a writing template

Unit 2.5 Effective searching

- Efficient use of a search engine • Leaflet creation

Unit 3.5 Email

- Considering communication styles • Responding to email simulations

Cycle 2

Unit 1.1 online safety

- General use of Purple Mash • Simple text entry • Use of a writing template

Unit 2.8 Presenting ideas

- Presenting ideas in a variety of styles including through typed text

Unit 4.4 Writing for different audiences

- Discussion of effectiveness of different written material • Opportunities to type in a variety of styles

Unit 4.7 effective searching

- Efficient structure of search queries • Answering written questions

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Key Vocabulary

Posture

The correct way to sit at the computer.

Keys

Buttons that are pressed on a computer keyboard or typewriter. These can be described by their position; bottom row, top row and home row (middle row).

Space bar

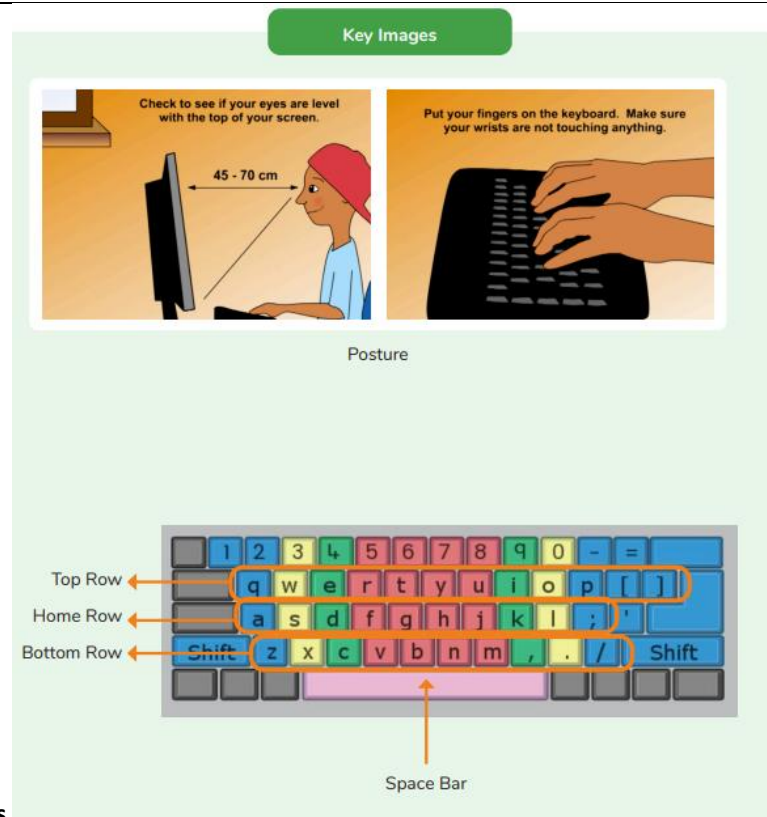
The bar at the bottom of the keyboard.

Typing

The action or skill of writing something by means of a typewriter or in this case a computer.

Vocabulary:

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Key images

Resources needed for each lesson – 2dos to set.

Lesson 1:

Unless otherwise stated, all resources can be found on the main 2Type page. From here, click on the icon to set a resource as a 2Do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you do not lose this page.

- 2Type which can be found within the Tools area of Purple Mash.
- 2Type key point posters: Print to display if useful.
- Lesson 1 – Worksheet – Printed out in advance, one per child.

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- Data Dashboard – You will be able to access children’s scores after completing the activities by clicking on the Data tab on Purple Mash, then clicking on Scores, then 2Type.

Lesson 2

Unless otherwise stated, all resources can be found on the main 2Type page.. From here, click on the icon to set a resource as a 2Do for your class. Use the links below to preview the resources; right-click on the link and ‘open in new tab’ so you do not lose this page.

- 2Type which can be found within the Tools area of Purple Mash
- Lesson 2 – Worksheet – Printed out in advance, one per child.
- Data Dashboard – You will be able to access children’s scores after completing the activities by clicking on the Data tab on Purple Mash, then clicking on Scores, then 2Type.

Lesson 3

Unless otherwise stated, all resources can be found on the main 2Type page. From here, click on the icon to set a resource as a 2Do for your class. Use the links below to preview the resources; right-click on the link and ‘open in new tab’ so you do not lose this page.

- 2Type which can be found within the Tools area of Purple Mash.
- Lesson 3 – Worksheet – Printed out in advance, one per child.
- Data Dashboard – You will be able to access children’s scores after completing the activities by clicking on the Data tab on Purple Mash, then clicking on Scores, then 2Type.

Lesson 4:

Unless otherwise stated, all resources can be found on the main 2Type page. From here, click on the icon to set a resource as a 2Do for your class. Use the links below to preview the resources; right-click on the link and ‘open in new tab’ so you do not lose this page.

- 2Type which can be found within the Tools area of Purple Mash.
- Lesson 4 – Worksheet - Printed out in advance, one per child.

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• Data Dashboard – You will be able to access children’s scores after completing the activities by clicking on the Data tab on Purple Mash, then clicking on Scores, then 2Type.

1. Unit 3.4 Lesson 1	<p>Deeper learning questions: Why would typing quicker and without looking be helpful? How did you find the activities?</p> <p>What did you find difficult?</p> <p>Did you find that your score increased on your second go?</p> <p>Reconnection: prior online learning. – remind children of the idea of online safety and why it is important to be safe online. introduce new vocabulary. The vocabulary is repeated at the end of the lesson where it can be used to review lesson vocabulary.</p> <p>LO: • To introduce typing terminology. • To understand the correct way to sit at the keyboard. • To learn how to use the home, top and bottom row keys.</p> <p>Activity: Go over vocab for lesson.</p> <p>Introduce the unit and share the video to ensure children are beginning with the correct posture.</p> <p>Watch the video ‘Introduction to Typing’. Pause the video as you watch so the children can identify their fingers and the different keys on the keyboard. The key points have been made into posters that can be printed and displayed around the classroom.</p> <p>Watch the video ‘Introduction to Typing’. Pause the video as you watch so the children can identify their fingers and the different keys on the keyboard. The key points have been made into posters that can be printed and displayed around the classroom.</p>
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	<p>Show children how to access the typing activities they will be doing today. Timings for each activity all have a default but can be changed. It is important a child uses the same timings to ensure accuracy of keeping scores. The children will work through the various activities home row, bottom row, and top row keys. Each of the activities is designed to be worked through a few times to develop skills. It is advised to split the lesson into 3 x 20-minute sections.</p> <p>Demonstrate the three different activities under each section. Give each child a worksheet to record their scores. You might wish to demonstrate Home Row Keys first and give children time to complete it, before then demonstrating Bottom Row Keys – and so on.</p> <p>At the end of the session, discuss the questions. You may want to encourage the children to log onto Purple Mash at home and practice the work from today. You may want to set a 2Do. The more they practice then the quicker they will become.</p> <p>Recap vocab and success criteria.</p> <p>Extension: Recreate the coloured poster to show which fingers to use.</p>
2. Unit 3.4 Lesson 2	<p>Deeper learning questions: How did you find the activities?</p> <p>What did you find difficult?</p> <p>Did you find that your score increased on your second go?</p> <p>Reconnection: prior online learning. – remind children of the idea of online safety and why it is important to be safe online. introduce new vocabulary. The vocabulary is repeated at the end of the lesson where it can be used to review lesson vocabulary.</p> <p>Recap last week’s learning. If appropriate, ask how many children used 2Type at home to practice their typing skills</p> <p>LO: To practice and improve typing for home, bottom, and top rows.</p> <p>Activity: Go over vocab for lesson.</p> <p>Recap last week’s learning. If appropriate, ask how many children used 2Type at home to practice their typing skills</p>

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	<p>Allow children some time to recap the activities from last week. You may need to remind the children how to access the activities through Tools – 2Type – Home, Top and Bottom Row Keys.</p> <p>Introduce the main activity where children will be completing consolidation activities for the Home, Top and Bottom Keys.</p> <p>Introduce the main activity where children will be completing consolidation activities for the Home, Top and Bottom Keys.</p> <p>Recap vocab and success criteria.</p> <p>Extension: Try to type a sentence with your eyes closed. What mistakes did you make?</p>
3. Unit 3.4 Lesson 3	<p>Deeper learning questions: Which hand is harder to type with?</p> <p>Reconnection: prior online learning. – remind children of the idea of online safety and why it is important to be safe online. introduce new vocabulary. The vocabulary is repeated at the end of the lesson where it can be used to review lesson vocabulary.</p> <p>Recap last week’s learning. Recap posture and finger position by watching the videos.</p> <p>LO: To practice the keys typed with the left hand.</p> <p>Activity: Go over vocab for lesson.</p> <p>Recap last week’s learning. Recap posture and finger position by watching the videos.</p> <p>Ask children to identify their left hands and the names of the fingers.</p> <p>Introduce the main activity where children will be completing activities which focus on typing with their left hand.</p> <p>Recap vocab and success criteria.</p>

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	<p>Extension: If time allows, consolidate the work learnt in the lesson by completing the activity – Left Hand Keys, found at the bottom of the Left Keys section.</p>
4. Unit 3.4 Lesson 4	<p>Deeper learning questions:</p> <p>Reconnection: prior online learning. – remind children of the idea of online safety and why it is important to be safe online. introduce new vocabulary. The vocabulary is repeated at the end of the lesson where it can be used to review lesson vocabulary.</p> <p>Recap last week’s learning. Recap posture and finger position by watching the videos.</p> <p>LO: To practice the keys typed with the right hand.</p> <p>Activity: Go over vocab for lesson.</p> <p>Recap last week’s learning. Recap posture and finger position by watching the videos.</p> <p>Ask children to identify their left hands and the names of the fingers.</p> <p>Introduce the main activity where children will be completing activities which focus on typing with their right hand.</p> <p>Recap vocab and success criteria.</p> <p>Extension: If time allows, consolidate the work learnt in the lesson by completing the activity – Right Hand Keys, found at the bottom of the Right Keys section.</p>

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End of unit quiz & reflect on gaps from the unit:

Unit 3.4 Quiz – found on unit page on PM

Place the missing words in the sentences so that the text makes sense.

Vocabulary: Read each definition carefully and match it to the vocabulary.

Match labels to keys on keyboard

Match labels to fingers

There are certain things we must do to ensure we have a correct posture when typing.

Which of these keys should you use to quickly type a capital letter at the start of a sentence?

End Points:

Why should I have a good posture at the computer? A good posture is important to help you avoid any injuries that come from repeatedly using the computer incorrectly.

Why should I type certain keys with certain fingers? Using specific fingers for specific keys allows you to type more quickly.

Evaluation: What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. **Plan in time to revisit gaps within units, determined by the quizzes.**

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