

Pioneer Federation
Medium term plan
Cycle B, Term 3
ICT



Subject: Purple Mash unit 4.4 Writing for different audiences

Key Concept/ Theme: In this unit, children learn that technology can be used to organise, reorganise, develop, and explore ideas, and that working with information in this way can aid understanding. It also gives children opportunities to discuss their experiences of using ICT and how it is used in the wider world. Children will be able to apply what they have learnt in this unit when identifying key points in a story or account, writing accounts in which details of character and action are used to interest the reader and using evidence and examples to support key points.

Prior Learning links:

	Cycle A	Cycle B
Year 1/2	Unit 1.1 Exploring Purple Mash Animated Stories • General use of Purple Mash • Simple text entry • Use of a writing template	Unit 1.6 Animated Stories • Creating text and the use of illustrations • Genre: animated picture book Unit 2.8 Presenting ideas • Creating work for a variety of purposes • Further understanding of genres • Presenting the same information in different styles: animated story, quiz based on a story, concept map of a story, writing template • Altering fonts • Share to a displayboard P
Year 3/4	Unit 3.4 Touch typing • Keyboard skills • Typing fluency Unit 3.5 Email • Considering communication style • Email simulations Unit 3.7 Simulations • Use of 2Simulate • Familiarity with two simulations: Locked Out and The Dark Side of Elpmis • Use of Email simulations	

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Key Vocabulary

Campaign

An organised course of action to achieve a goal.

Format

The way in which something is arranged or set out.

Font

A set of type which shows words and numbers in a particular style and size.

Genre

The style or category type of a piece of art, music or writing.

Opinion

A view or judgment someone forms about something, not always based on fact.

Reporter

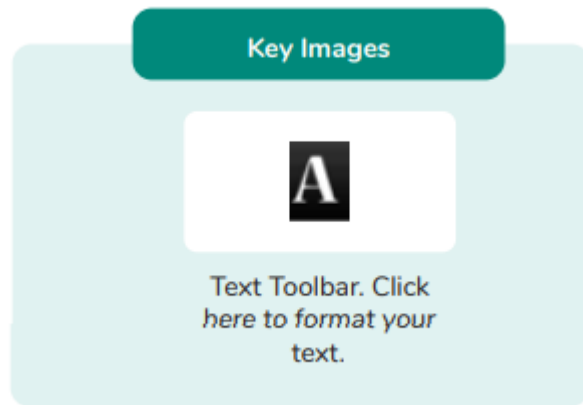
A person who reports news or conducts interviews for the press or broadcasting media.

Viewpoint

The way someone sees or thinks about something.

Vocabulary:

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Key Images:

Resources needed for each lesson – 2dos to set.

Lesson 1:

- It would be useful, but not essential, to have a few different types of text on display to add to class discussion, e.g., newspaper front page (children's and adult), poster/advert, formal letter, informal text message, fiction text, encyclopaedia, poem and picture book.
- Demo unformatted newspaper for demonstration on the whiteboard. The text of this is repeated at the end of the document.
- Unformatted newspaper front page for children. This should be set as a 2Do for the class.

The text of this is repeated at the end of this document.

You can select the following suggested computing objectives when setting the 2Do to make future assessment easier:

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Edit Objectives ✕

Year:	Y4	▼
Subject:	Computing	▼
Strand:	IT	▼

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

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.

Lesson 2&3

- 2Simulate can be found in the English section of Purple Mash Tools. The children will be using the ‘After the Storm’ Simulation. After the Storm is a newsroom simulation: It puts children in the role of trainee journalists. It is about the story of an animal that escapes from a zoo after a major storm. The simulation is split into two parts so that the lesson can be more easily extended over further sessions if you wish. It also provides a checking point to make sure that children are making notes rather than racing through the simulation.
- Reporter’s Notebook printed for each child.
- A script of all communications can be found in the After the Storm Teacher Guide for teacher reference. This also includes further teaching ideas if you wish to extend these sessions.
- News Article Planning Sheet printed for each child.
- The News Story Angles information is a useful resource for helping children to think of the story angle that their report will adopt and the headline they will use. This can be used on the whiteboard as the basis for class discussion.
- Set the Newspaper Template as a 2Do for your class. They will use this template to write their news report. The template includes a Think About box where children are given guidance about what to consider when writing a new story. It also includes a ‘writer’s checklist’ that children can use to check off the criteria for structuring a good news report.
- Before starting the activity, you may wish to have a copy of the Reporter’s Notebook open, ready for modelling effective note-taking strategies.
- If you wish, children could open the simulation on their own computers and go at their own pace.

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Lesson 4&5

- You will be using the 2Connect tool to make a concept map. A user guide to this tool can be found at [2 Connect Guide](#) or use the help videos within the tool to familiarise yourself.
- 2Simulate can be found in the English section of Purple Mash Tools. The children will be using the 'We Want a Playground' simulation.
- 2Connect 'Ideas Example'
- 2Connect 'Your Ideas Template'
- Criteria for a persuasive letter
- Criteria for a persuasive poster
- Publish templates: set these as 2Dos for your class; children will only complete one template as part of the planned lesson, but this could be extended to more sessions if you wish. The templates include writer's checklists that incorporate the criteria that the work will be assessed on. Blank poster template Blank email template Blank letter template
- Review Your Response activity

You can select the following suggested computing objectives when setting the 2Do to make future assessment easier:

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Edit Objectives ✕	
Year:	Y4 ▼
Subject:	Computing ▼
Strand:	IT ▼
	<div style="background-color: #f0f0f0; padding: 5px;"><p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. <input type="checkbox"/></p><p>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. <input checked="" type="checkbox"/></p></div>
1. Unit 4.4 Lesson 1	<p>Deeper learning questions: What clues indicate that it is a newspaper? How does the font affect the look of the writing?</p> <p>Reconnection: Go over online safety. Discuss prior learning – what is an audience? – link to English writing</p> <p>LO: To explore how font size and style can affect the impact of a text.</p> <p>Activity: Go over new vocab for lesson</p> <p>Share with the children the image of different publications, you might decide to use real publications if you prefer. Ask them to look at the images and decide on their genres. Discuss how the format, font styles and sizes give clues to genres.</p> <p>Launch the demo unformatted newspaper. Ask the children what clues make it appear to be a newspaper? What is correct (Columns, picture frame)? What needs to be improved (font styles and sizes)?</p> <p>Demonstrate attempting to format the unformatted newspaper, refresh the children on the use of the formatting tools in 2Publish. Children should then attempt the <u>newspaper front page file</u> set as a 2Do. Once finished, on the whiteboard, compare the way that different children have completed the work. How does each one affect the look of the newspaper?</p>

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	<p>Go over vocab and success criteria.</p> <p>Extension: Children to consider making all the text in columns the same size but to do this they will need to edit the content of the columns without affecting the meaning and removing important information.</p>
2. Unit 4.4 Lesson 2&3	<p>Deeper learning question: What makes a successful newspaper? How could you change the way you present your information? How does this affect the reader?</p> <p>Reconnection: Remind children of online safety rules. Go over previous words encountered last lesson.</p> <p>LO: To use a simulated scenario to produce a news report.</p> <p>Activity: Explain that we will be producing news reports based on simulated scenarios. Open 2Simulate 'After the storm – part 1' and read the introductory page. Go through the items on the slide needed to write our reports.</p> <p>Explain that we will need to make notes as we go through the simulations. Go through the format of the reporter's note sheet. When ready, set the children at their own pace or, as a class, go through the simulations (part 1 and part 2) and note take – this may take more than one session.</p> <p>During children note taking, it is useful to stop at points and include opportunity for discussion. Use this slide to focus discussion on possible conflict and dilemma.</p> <p>Support children with planning their newspaper using the News Article Planning Sheet. When children are ready, they can they start to construct their newspaper using the template. It might take a whole session to complete this activity.</p> <p>Go over vocab and Success criteria</p> <p>Extension: How could you change the way you present your information? How does this affect the reader?</p>
3.	<p>Deeper learning question: How can people raise awareness of community campaigns?</p> <p>Reconnection: Remind children of online safety rules. Go over previous words encountered last lesson.</p>

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Unit 4.4 Lesson 4&5	<p>LO: To use a simulated scenario to write for a community campaign.</p> <p>Activity: review and introduce new vocabulary. The vocabulary is repeated at the end of the lesson where it can be used to review lesson vocabulary.</p> <p>Explain to the children they will be writing materials for a community campaign. Probe ideas of community campaigns and how people raise awareness of a campaign.</p> <p>Open the first scene of 'We Want a Playground'. Play the scene right through, then replay, posing questions to the children revealed on the slide.</p> <p>Play scene 2 of 'We Want a Playground'. Discuss the issues with the children and begin to plan as a class their ideas of a campaign using the 'Your Ideas' template. *You might choose to make this collaborative file mode so all children can contribute from their devices on the same file.</p> <p>Play scene 3 – where the children in the simulation discuss their ideas for a campaign. Make comparisons between their ideas and the class ideas – open 'Ideas Example' and share with the class.</p> <p>Children to open either the poster template, email template or letter template and start creating material. You might choose to put children in small groups or half the class doing letters and the other posters. Use the criteria for a persuasive letter and poster and share with the children to support their writing.</p> <p>Share the short scene 4 which explains that children need to review their response. As a whole class or in small groups, ask the children to review their writing using the 'Review your Response' activity. This will generate an appropriate letter from the council. Children can then re-evaluate the effectiveness of the content in the writing.</p> <p>Recap vocab and success criteria.</p> <p>Extension How can you change your layout for a different audience?</p>
	<p>End of unit quiz & reflect on gaps from the unit:</p> <p>Unit 4.4 Quiz – found on unit page on PM</p> <p>Questions:</p> <p>Can you fill in the blank to explain different forms of writing?</p> <p>Can you match the writing genre to the format image?</p> <p>Can you match the label to the tools on a writing document?</p> <p>Can you match the description to the writing format?</p> <p>Sarah says a community campaign is something that is organised by a group of people to bring change or improvement.</p>

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Can you select three items that are examples of a community campaign?

Can you categorise writing into digital and no-digital?

End Points:

Why should I change the font when I am writing? Changing the appearance of the font can help make things easier to read and highlight important parts of the text.

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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