Year 3 – Desktop publishing

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## Unit introduction

Learners will become familiar with the terms ‘text’ and ‘images’ and understand that text and images can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour, and style to edit and improve pre-existing documents. Learners will be introduced to the terms ‘templates’, ‘orientation’, and ‘placeholders’ and begin to understand how these can support them in making their own template for a poster. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.

**Note:** This unit assumes the use of the Canva for Education desktop publishing application, which enables educators to create accounts and access Canva’s premium features at no cost. Canva is web- or application-based and can be used on tablets, desktops, and laptops. To use Canva, accounts are needed for learners. A guide to creating accounts is provided in Lesson 2. Canva requires teachers to have parental permission for children under the age of 13 to be added and to use Canva. They provide [a sample consent form on their website](https://www.canva.com/help/invite-teachers-and-students/).

## Overview of lessons

| **Lesson** | **Brief overview** | **Learning objectives** |
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| 1 Text and images | Learners will become familiar with the terms ‘text’ and ‘images’ and understand that text and images need to be used carefully if they are to communicate messages clearly. Learners will be able to give advantages and disadvantages of using text, images, or both to communicate messages. | To recognise how text and images communicate information* I can explain the difference between text and images
* I can explain that text and images can communicate messages clearly
* I can identify the advantages and disadvantages of using text and images
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| 2 Can you edit it? | Learners will look at desktop publishing and think about how to make careful choices regarding font size, colour, and style in an invitation. Learners will explore the use of the Return, Backspace, and Shift keys and learn how to type age-appropriate punctuation marks. This will build on the typing skills learnt in the Year 1 – ‘Digital writing’ unit. | To recognise that text can be edited in different ways* I can change font style, size, and colour for a given purpose
* I can edit text
* I can explain that text can be changed to communicate more clearly
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| 3 Hold my place | Learners will be introduced to the terms ‘templates’, ‘orientation’, and ‘placeholders’ within desktop publishing software. They will identify placeholders and begin to recognise how they can be used to create templates. Learners will then choose a suitable template for a magazine cover.  | To recognise that placeholders can be used to create templates* I can explain what ‘page orientation’ means
* I can identify placeholders
* I can choose a suitable template for a given purpose
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| 4 Can you add content? | Learners will add content (text and images) to the magazine cover template they chose in Lesson 3. They will copy information from a prewritten document and paste it into the locations of their choice on their magazine cover. Then, they will add images from within the search facility in Canva.  | To add content to a desktop publishing document* I can identify the best locations for my content
* I can paste text and images to create a publication
* I can make changes to content after I have added it
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| 5 Lay it out | Learners will use their knowledge and skills to create their own desktop publishing publication. They will begin by creating a plan for a poster using a pencil and paper. They will then create a template using placeholders for text and images. Finally, they will add the text and images they wish to include on their poster.  | To create a desktop publishing publication for a given purpose * I can plan the layout for a desktop publishing publication
* I can create a template for a particular purpose
* I can add text and images to my template
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| 6 Why desktop publishing? | Learners will begin to consider the benefits of using desktop publishing applications. They will review a poster from Lesson 5 and consider how to improve it. They will then have the opportunity to make changes to their poster, including making changes to the font. Finally learners will consider how desktop publishing is helpful to users, and its importance in creating professional publications.  | To consider the benefits of desktop publishing* I can review a publication
* I can edit a publication based on feedback
* I can say why desktop publishing might be helpful
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## Progression

This unit progresses learners’ knowledge and understanding of using digital devices to combine text and images, building on work from the following units: Year 1 – ‘Digital writing’, Year 1 – ‘Digital painting’, and Year 2 – ‘Digital photography’.

Please see the learning graph for this unit for more information about progression.

## Curriculum links

[National curriculum links — Computing](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239033/PRIMARY_national_curriculum_-_Computing.pdf)

* 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

[National curriculum links — English](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)

* Pupils should be taught to draft and write by: in non-narrative material, using simple organisational devices [for example, headings and subheadings]
* Evaluate and edit by: assessing the effectiveness of their own and others’ writing and suggesting improvements
* Proofread for spelling and punctuation errors

[Education for a Connected World links](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF)

**Copyright and ownership**

* When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it
* I can demonstrate the use of search tools to find and access online content which can be reused by others

## Assessment

### **Formative assessment**

Assessment opportunities are detailed in each lesson plan. The learning objectives and success criteria are introduced in the slide decks at the beginning of each lesson and then reviewed at the end. Learners are invited to assess how well they feel they have met the learning objective using thumbs up, thumbs sideways, or thumbs down.

### **Summative assessment**

Please see the assessment rubric for this unit. The rubric can be used to assess learners’ work from Lessons 5 and 6.

## Subject knowledge

Experience of using desktop publishing packages will support your delivery of this unit, however all of the skills learners will be using are demonstrated throughout the unit. You will need to recognise the different ways in which information can be presented on a page (letters, postcards, posters, etc.) and the different purposes each of these formats are used for. Additionally, you will need to have an understanding of the advantages of using text, images, or both to communicate messages.

Within your chosen desktop publishing software, you will need to be confident in showing learners how to change font size, colour, and style; guidance is provided in the slides for this unit. You will also need to know how to create templates using placeholders, as well as being aware of the additional tools available to you. The ability to share files with your learners, either via Google Drive or on your school’s network, would support the delivery of this unit.

You should be familiar with your school’s online safety policy with regards to learners searching for images. The images within Canva for Education have been filtered to provide a safer experience, however this may not always be completely accurate. You should use your own judgement in allowing learners to search for images.

It would be beneficial to have an understanding of the places in which desktop publishing software is used in the real world, and some knowledge of the benefits of using desktop publishing applications.

Enhance your subject knowledge to teach this unit through the following training opportunities:

### **Online courses**

[Get Started Teaching Computing in Primary Schools: preparing to teach 5- to 11-year-olds](https://rpf.io/primarycomputing)

[Teaching Data and Information to 5- to 11-year-olds](http://rpf.io/primarydata)

Resources are updated regularly - the latest version is available at: [the-cc.io/curriculum](http://the-cc.io/curriculum).



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