

## Lesson 1



In this unit, pupils will 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 pupils opportunities to discuss their experiences of using ICT and how it is used in the wider world.

### Lesson 1

To explore how font size and style can affect the impact of a text

### Lesson 2

To use simulated scenario to produce a news report

### Lesson 3

To use a simulated scenario to write for a community campaign

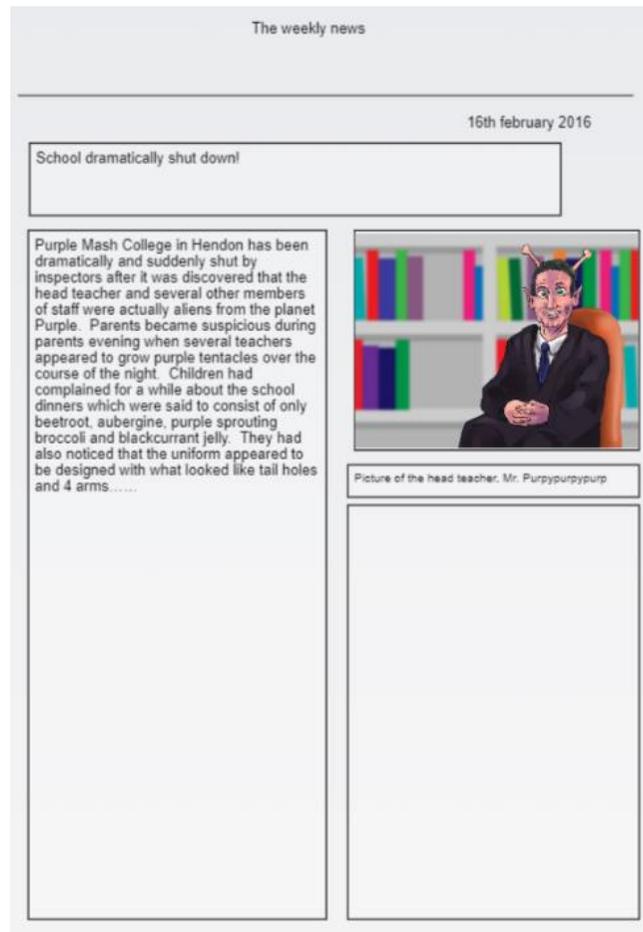
Writing for Different Audiences

Can you identify the different types of publications?

The slide features a light blue background with a white title bar at the top containing the text 'Writing for Different Audiences'. Below the title bar, there are several illustrations of different types of publications: a newspaper with a headline 'ALLEN TEACHERS FOUND IN SCHOOLS', a smartphone displaying a text message, a movie poster for 'AROUND THE WORLD IN 80 SECONDS', and a document with an envelope. At the bottom of the slide, there is a white box containing the question 'Can you identify the different types of publications?'.

Does the following image look like a newspaper front page?

What is correct and what needs to be improved?



Using the Newspaper Front Page, set as a 2Do, pupils to try and edit the text to make it look like a proper newspaper front cover.

There are some photos in the gallery that pupils can add by clicking on the green cross in the picture box.

The lower picture box can be used to upload a picture that pupils have found by doing an internet search.

Pupils to then save their work and hand it in.

Answers:

Correct – columns / picture

Incorrect – font style / size

## Lesson 2

Open 2Simulate, and watch the introductory video to the newsroom scenario.

This is the cloud image on the screen.



On the right hand side, this is a journal record sheet. These are for making notes while the various communications come in from email, fax, phone and newswire. The main task for this lesson is to take notes as the news snippets come in and discuss the story that is unfolding.

Focus some discussion on the dilemma and potential conflict between the zoo authorities on the one hand, who want this rare tiger and its cubs saved if possible, and the police on the other, who see their primary duty as protecting the general public and want to shoot the tiger with tranquilliser guns.

Once pupils have watched the scenario, use the Angles for News Stories, and the News Article Planning sheet, to help plan the newspaper report.

Name(s): \_\_\_\_\_

Msg No.	Type:	Details	Ranking, comments
1.	<input type="checkbox"/> Phone Msg <input type="checkbox"/> Txt Msg <input type="checkbox"/> Fax <input type="checkbox"/> Email <input type="checkbox"/> Newswire	From: Content:	
2.	<input type="checkbox"/> Phone Msg <input type="checkbox"/> Txt Msg <input type="checkbox"/> Fax <input type="checkbox"/> Email <input type="checkbox"/> Newswire	From: Content:	
3.	<input type="checkbox"/> Phone Msg <input type="checkbox"/> Txt Msg <input type="checkbox"/> Fax <input type="checkbox"/> Email <input type="checkbox"/> Newswire	From: Content:	
4.	<input type="checkbox"/> Phone Msg <input type="checkbox"/> Txt Msg <input type="checkbox"/> Fax <input type="checkbox"/> Email <input type="checkbox"/> Newswire	From: Content:	
5.	<input type="checkbox"/> Phone Msg <input type="checkbox"/> Txt Msg <input type="checkbox"/> Fax <input type="checkbox"/> Email <input type="checkbox"/> Newswire	From: Content:	
6.	<input type="checkbox"/> Phone Msg <input type="checkbox"/> Txt Msg <input type="checkbox"/> Fax <input type="checkbox"/> Email <input type="checkbox"/> Newswire	From: Content:	
7.	<input type="checkbox"/> Phone Msg <input type="checkbox"/> Txt Msg <input type="checkbox"/> Fax <input type="checkbox"/> Email <input type="checkbox"/> Newswire	From: Content:	

## After the Storm

### Angles for News Stories

When a camera takes a photo of the same thing from one position and then another, we call that changing the angle.

It is the same with news stories. You can write the story from one person's viewpoint or another, and the story will be different. Think of how children in Key Stage 1 retell traditional stories from different character's perspectives - such as the Wolf in The Three Little Pigs or Little Red Riding Hood.

Here are some different ways of writing up the news stories in After the Storm.

Some are short stories, some are long. Can you decide which?

#### **STORM CAUSES WIDESPREAD DAMAGE**

#### **TIGER ESCAPES AFTER STORM DAMAGES FENCE**

#### **TIGER IN MY GARDEN**

#### **TIGER IN LOCAL PARK**

#### **POLICE AND ZOO IN TIGER ROW (Police say tiger must be shot with tranquillisers, Zoo want it and its rare cubs saved at all costs.)**

#### **IS TIGER CARRYING BIRD FLU? (Research links for this topic are on the online resources for After the Storm, accessible via Classroom Resources)**

#### **TIGER GOES TO SCHOOL**

#### **TIGER TRAPS CHILDREN IN SCHOOL**

#### **RARE TIGER HAS CUBS IN SCHOOL PLAYGROUND**

Name(s) \_\_\_\_\_

### Newspaper Planning Format

Working Title (you may decide to change this later when you have written up your story):

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Think about the **5 Ws** of news reporting. Try to answer each of these questions with a single sentence:

1. What happened?	
2. Who is the story about?	
3. Where did the story happen?	
4. When did the story take place?	
5. Why did it happen?	

Now try to get all the above points in your opening paragraphs.

Writing a news story is different from writing fiction. In a fictional story you often put the most important events later on, after you have set the scene. In a news story you usually put the most important facts first.

Try to structure your writing like this:

- Main event - try and explain what happened in just two or three sentences.
- More details - information that explains more about the main event
- Opinion - *some people said... other people said...*
- What might happen next?

Once pupils have planned your newspaper article, there is a newpspaer template set up on the Year 4 2Do list, where pupils can present their information as a newspaper front page, using appropriate formatting and language.

Pupils should use the writer's checklist and Think About box to ensure a comprehensive report.

Once pupils have written their newspaper report, pupils are encouraged to save their reports and hand them in.

### Lesson 3

This lesson uses the scenario 'We Want a Playground' which is on the 2Stimulate program.

It is about a group of children who have nowhere safe to play. After a dangerous game of football, out in the street, results in a near miss with a van, the children decide, with the help of a local youth worker, to start a campaign for a playground.

The class are invited to help.

Pupils firstly need to watch Scene 1 of the simulation.

It is best to play the scene right through and then replay it and talk about any issues.

Before Scene 2 (outside the youth club) it may be useful to discuss ideas about what the children in the simulation could do.

Scenes 2 and 3 can then be used to get to the point where pupils begin to discuss the problems and plan ideas about what to do.

Scene 4 is where children in the story discuss their own ideas for the campaign.

## Checklists for creating a poster and writing a letter

### TASKS:

Year 4 pupils have a selection of writing programmes they can choose to complete the playground campaign.

NOT ALL OF THEM NEED COMPLETING.

Pupils have a choice between:

- Writing a newspaper article
- Writing an email
- Creating a poster
- Writing a letter

Is the main message really clear?

Are there one or two really good reasons as to why someone should do something?

Does it appeal to people's feelings or sense of right and wrong?

Does the layout catch the eye and make you want to read it in more detail?

Does it use features such as humour, rhyme, alliteration and questions to make the message memorable?

Does your letter explain who you are and why you are writing the letter?

Are there about 3 or 4 good reasons or arguments as to why the reader of the letter should do something?

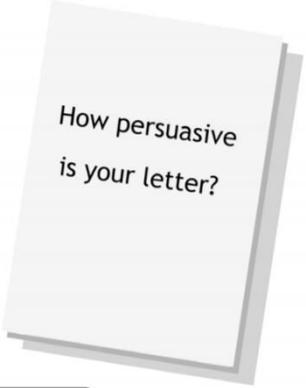
Does it grab the reader's attention by using such features as questions, effective vocabulary or quotations?

Does it explain what the writer wants the reader to do?

Is each reason explained in a separate paragraph with supporting detail to back it up?



How persuasive  
is your poster?



How persuasive  
is your letter?