



Year 3 – Desktop publishing

Unit introduction

Learners will become familiar with the terms 'text' and 'images' and emojis and understand that they can be used to communicate messages offline and online. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade 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 magazine front cover. 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.

The suggested application for this unit is Canva <https://www.canva.com/>. Canva is web based and can be used on tablets, desktops and laptops. Mac, Windows and Android apps are available: <https://www.canva.com/download/windows/>.

Students below the age of 13 require parental consent to use Canva for Education. For further details and to download a sample consent template visit: <https://www.canva.com/help/invite-teachers-and-students/>

To use Canva as a teacher, you will require a Canva for Education account. To learn more and sign up for a FREE Canva teacher account visit: <https://www.canva.com/help/about-canva-for-education/>.

NB: Due to Canva's teacher verification process we would recommend signing up prior to teaching the unit to allow time for verification of your teaching status to take place.

Once you have been granted access to Canva you can follow their guide on inviting students and teachers to your class by visiting: <https://www.canva.com/help/invite-teachers-and-students/>

Overview of lessons

Lesson	Brief overview	Learning objectives
1. Words and pictures	In this lesson, learners will become familiar with the terms ‘text’ and ‘images’ and understand that text and images need to be used carefully to communicate messages clearly. Learners will be able to give advantages and disadvantages of using text, images, emojis or both text. Images and emojis to communicate messages effectively online.	<p>To recognise how text and images convey information</p> <ul style="list-style-type: none"> • I can explain the difference between text and images • I can recognise that text and images can communicate messages clearly • I can identify the advantages and disadvantages of using text and images • I understand how to use emojis respectfully online
2. Can you edit it?	This lesson will build on last week’s lesson, in which we looked at using images and text to communicate a message effectively. In this lesson we will look at desktop publishing. Learners will think about how to make careful choices regarding font size, colour, and type in an invitation. The use of the Return, Backspace, and Shift keys will be explored and learners will be taught how to type age-appropriate punctuation marks. This will build on the typing skills learned in the Year 1 ‘Digital writing’ unit . Learners will understand that once content has been added, it can be rearranged on the page.	<p>To recognise that text and layout can be edited</p> <ul style="list-style-type: none"> • I can change font style, size, and colours for a given purpose • I can edit text • I can explain that text can be changed to communicate more clearly
3. Great template!	In this lesson, pupils will look at the role of an editorial designer, being the person who is responsible for putting content together.	<p>To choose appropriate page settings</p> <ul style="list-style-type: none"> • I can explain what ‘page orientation’ means

	<p>Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' within desktop publishing software. The learners will create their own magazine template, which they will add content to during the next lesson.</p> <p>This lesson has been designed on a laptop using Canva and this is reflected in the slides. Teachers may decide to use Canva, or other software such as Microsoft Publisher.</p>	<ul style="list-style-type: none"> • I can recognise placeholders and say why they are important • I can create a template for a particular purpose
4. Becoming a designer	<p>In this lesson, learners will add their own content (text and images) to the magazine templates they created in lesson 3. They will copy the information for the front of their magazine from a prewritten document and paste it into the chosen place on their magazine cover. Images will be added from within the search facility in Canva.</p> <p>Learners will recap the role of an editorial designer (introduced to them in lesson three) exploring elements of the job role in more detail.</p>	<p>To add content to a desktop publishing publication</p> <ul style="list-style-type: none"> • I can choose the best locations for my content • I can paste text and images to create a magazine cover • I can make changes to content after I've added it
5. Lay it out	<p>In this lesson, learners will think about the different ways information can be laid out on a page. They will look at a range of page layouts such as letters and newspapers, and begin to think about the purpose of each of these.</p>	<p>To consider how different layouts can suit different purposes</p> <ul style="list-style-type: none"> • I can identify different layouts • I can match a layout to a purpose • I can choose a suitable layout for a given purpose
6. Why desktop publishing?	<p>In this lesson, learners will explain what desktop publishing means in their own words. They will think about how desktop publishing is used in the wider world and consider the benefits of using desktop publishing applications.</p>	<p>To consider the benefits of desktop publishing</p> <ul style="list-style-type: none"> • I can identify the uses of desktop publishing in the real world • I can say why desktop publishing might be helpful

		<ul style="list-style-type: none">• I can compare work made on desktop publishing to work created by hand
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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; [Digital Writing Year 1](#), [Digital painting Year 1](#), and [Digital Photography Year 2](#).

Common Misconceptions

Learners may have misconceptions around typing skills. They should be aware that caps lock should only be used if they are typing a full sentence in capital letters. Shift should be used for single letters, as this is more efficient and uses fewer key presses. There may also be misconceptions around the delete and backspace keys. The backspace key deletes to the left of the cursor, and the delete key deletes to the right. When considering their design, learners may think the more colours and effects used, the better their document, however, encourage them to consider the audience and accessibility.

Curriculum links

[National curriculum links](#)

Computing

- 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

English programmes of study links

- 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

Managing online information

- I can use key phrases in search engines
- I can use search technologies effectively

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 document for this unit. The rubric can be used to assess student's work from lessons 3 to 6.

Subject knowledge

Experience of using desktop publishing packages will support your delivery of this unit, however all of the skills the 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 pupils how to change font size, colour, and style, guidance is provided within the resources for this unit. You will also need to know how to create templates using placeholders, as well as an awareness of the additional tools available to you. The ability to share files with your learners, via Canva, (or if using other software via Google Drive or on your school's network) would support the delivery of this unit.

You should be aware of your school's procedures relating to children searching for images and how to report any issues.

It would be beneficial to have an understanding of the places that 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 free CPD:

- [Getting started in Year 3 – short course](#)
- [Introduction to primary computing remote or face to face](#)

To further enhance your subject knowledge, enrol on the [primary certificate](#). This will support you to develop your knowledge and skills in primary computing and gain the confidence to teach great lessons, all whilst earning a nationally recognised certificate!

Attribution statement

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The original version can be made available on request via info@teachcomputing.org.