

The logo for Purple Mash, featuring the word "purple" in a purple font and "mash" in a white font, both on a black rectangular background with a torn top edge.

**purple  
mash**

# **Computing Scheme of Work**

## **Unit 4.4 - Writing for Different Audiences**



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# Introduction

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.

The tool used for simulations during these lessons is 2Simulate. This can be found within the English Tools in Purple Mash.



The scenarios can be used over several weeks though the teaching has been condensed for this computing unit. If you prefer, you could extend the simulation using the additional materials provided in the Resources section of the simulations themselves.

These lesson plans make use of the facility within Purple Mash to set activities for children which they can then complete and hand in online (2Dos). This enables you to assess their work easily as well as distribute resources to all children. If children have not opened 2Dos before, they will need more detailed instructions about how to do this. If your children do not have individual logins for Purple Mash, we can help you with this. Contact your school Purple Mash administrator or email us at [support@2simple.com](mailto:support@2simple.com).

A teacher's guide to 2Dos can be found in the Teacher section: [2Dos Guide](#).

To force links within this document to open in a new tab, right-click on the link then select 'Open link in new tab'.

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# Medium-Term Plan

Lesson	Title	Success Criteria
<u>1</u>	Font Styles	<ul style="list-style-type: none"> <li>• Children can look at and discuss a variety of written material where the font size and type are tailored to the purpose of the text.</li> <li>• Children can use text formatting to make a piece of writing fit for its audience and purpose.</li> </ul>
<u>2 &amp; 3</u>	Using a Simulated Scenario to Produce a News Report	<ul style="list-style-type: none"> <li>• Children can role-play the job of a journalist in a newsroom.</li> <li>• Children can interpret a variety of incoming communications and use these to build up the details of a story.</li> <li>• Children can use the incoming information to write their own newspaper report.</li> </ul>
<u>4 &amp; 5</u>	Writing for a Campaign	<ul style="list-style-type: none"> <li>• Children can use 2Connect to mind-map ideas for a community campaign.</li> <li>• Children can use these ideas to write a persuasive letter or poster as part of the campaign.</li> <li>• Children can assess their texts using criteria to judge their suitability for the intended audience.</li> </ul>

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# Lesson 1 – Font Styles

## Aim

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

## Success Criteria

- Children can look at and discussed a variety of written material where the font size and type are tailored to the purpose of the text.
- Children can use text formatting to make a piece of writing fit for its audience and purpose.

## Resources

All resources can be found on the [Unit 4.4 page](#). From this page they can be set as 2Dos if required by clicking on the icons. Open the links below in a new tab (by right-clicking on them) so that you can preview them without navigating away from the lesson plans.

- 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.
- [Unformatted newspaper front page](#) for demonstration on the whiteboard. The text of this is repeated [at the end of this 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](#).

## Activities

Introduction	Display <b>slide 2</b> and outline the lesson aims. Display <b>slide 3</b> and outline the success criteria.
Background: Font Style	Display <b>slide 4</b> . 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.
Newspaper Front Page: Unformatted	Display <b>slide 5</b> . 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)?
Activity 1: Altering Font Types and Sizes	Display <b>slide 6</b> Demonstrate attempting to format the unformatted newspaper, refresh the children on the use of the formatting tools in 2Publish.

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	Children to then attempt the <b>newspaper front page file</b> you 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?
Activity 2: Extension	Display <b>slide 7</b> . 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.
Review Success Criteria	Display <b>slide 8</b> . Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands.



# Lessons 2 and 3 – Using a Simulated Scenario to Produce a News Report

## Aim

- To use a simulated scenario to produce a news report.

## Success Criteria

- Children can role-play the job of a journalist in a newsroom.
- Children can interpret a variety of incoming communications and use these to build up the details of a story.
- Children can use the incoming information to write their own newspaper report.

## Resources

All resources can be found on the [Unit 4.4 page](#). From this page they can be set as 2Dos if required by clicking on the icons. Open the links below in a new tab (by right-clicking on them) so that you can preview them without navigating away from the lesson plans.

- [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.

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- If you wish, children could open the simulation on their own computers and go at their own pace.

## Activities

Introduction	<p>Display <b>slide 2</b> and outline the lesson aims.</p> <p>Display <b>slide 3</b> and outline the success criteria.</p>
Background: Producing News Reports	<p>Display <b>slide 4</b>. 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>
Activity 1: Making Notes	<p>Display <b>slide 5</b>. 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>Display <b>slide 6</b>. 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>
Activity 2: Planning and Presenting Information	<p>Use <b>slide 7</b> to 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>
Review Success Criteria	<p>Display <b>slide 8</b>. Review the success criteria from <b>slide 3</b>. Children could rate how well they achieved this using a show of hands.</p>

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# Lessons 4 and 5 – Writing for a Campaign

## Aim


- To use a simulated scenario to write for a community campaign.

## Success Criteria

- Children can use 2Connect to mind-map ideas for a community campaign.
- Children can use these ideas to write a persuasive letter or poster as part of the campaign.
- Children can assess their texts using criteria to judge their suitability for the intended audience.

## Resources

All resources can be found on the [Unit 4.4 page](#). From this page they can be set as 2Dos if required by clicking on the icons. Open the links below in a new tab (by right-clicking on them) so that you can preview them without navigating away from the lesson plans

- 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.

These criteria have been incorporated into the templates below and can be used as a resource on the whiteboard.

[Blank poster template](#)

[Blank email template](#)

[Blank letter template](#)

- [Review Your Response](#) activity

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## Teacher information

These lessons use the scenario [‘We want a Playground’](#) for writing for a different audience – this time a campaign to build a playground for safe play. ‘We want a Playground’ 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. Your class are then invited to help with the campaign. This involves exploring the issues, planning the campaign – whom to target, how to get publicity – and writing and designing the campaign materials.

If you wish, you could adapt the learning from this scenario to a real situation in your school community.

The simulation is split into four scenes:



In **Scene 1** we are introduced to the characters. The game of football kicks off, but before long a van nearly knocks down Marlon and the ricocheting ball breaks a window. The game is abandoned, and the children decide to go down to the local youth club.



**Scene 2** takes place at the local youth club, where the youth worker is just locking up. When he hears what has just happened, he invites the children to think about what they could do to improve the situation. They go inside to discuss what to do. This is where your class are invited to help the children in the simulation. They sit down ready to discuss the situation, but soon get stuck and need help. This is a key opportunity for role play. Working in groups, children start to explore the situation and begin to plan their campaign



**Scene 3** shows the campaigning ideas produced by the group of children in the simulation. The soundtrack is from an actual role-play activity. The scene gives an opportunity to compare your own class’s ideas with those of another group of children. (It is not intended as a ‘this is what you should have done’ scene, so it needs to be approached in the right way).



**Scene 4:** This final short ‘scene’ should be used towards the end of the activity. It invites children to assess the effectiveness of the campaign materials. Posters or letters are assessed according to key criteria for persuasiveness. These are the same criteria as used in the Publish templates that children will have used to complete the work. The simulation then responds; accordingly, more persuasive materials get a more positive response. This offers you an opportunity for on-screen assessment.

## Activities

Introduction	Display <b>slide 2</b> and outline the lesson aims. Display <b>slide 3</b> and outline the success criteria.
Background: Community Campaign	Display <b>slide 4</b> . 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.

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We Want a Playground: Scene 1	Display <b>slide 5</b> . 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.
We Want a Playground: Scene 2	Display <b>slide 6</b> . 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.
We want a Playground: Scene 3	Display <b>slide 7</b> . 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.
Activity 1: Materials	Display <b>slide 8</b> . 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.
Activity 2: Review Your Response	Use <b>slide 9</b> to 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.
Review Success Criteria	Display <b>slide 10</b> . Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands.



# Newspaper Front Page Text – Demo (Lesson 1)

The Weekly News

16<sup>th</sup> February 2016

School dramatically shut down

Purple Mash College in Hendon has been dramatically and suddenly shut by inspectors after it was discovered that the head teacher and several other members of staff were aliens from the planet Purple. Parents became suspicious during Parents' Evening, when several teachers appeared to grow purple tentacles over the course of the night. Children had complained for a while about the school dinners, which were said to consist of only beetroot, aubergine, purple-sprouting broccoli and blackcurrant jelly. They had also noticed that the uniform appeared to be designed with what looked like tail holes and four arms...



Picture of the head teacher, Mr Purpypurpypurp.

# Newspaper Front Page Text (Lesson 1)

The Daily Words

99p

2nd June 2016

Huge meteor passes Earth

Yesterday, a huge meteor passed by the Earth. It was just outside the limits of our atmosphere. Astronauts from the International Space Station reported that they could see the signs of alien life upon the meteor. NASA is investigating further and using long-range telescopes to zoom in on images of the meteor. It is expected that a space shuttle will be dispatched as a matter of urgency to follow the meteor.



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Image of the meteor seen from the International Space Station.

#### Weather affected by meteor

There were storms across the planet as the meteor passed by. Several buildings were damaged and it is reported that a tiger escaped from a zoo in the United Kingdom. The weather is expected to be affected in coming weeks. Yesterday, it was snowing in the Sahara Desert and the North Pole was a baking 40 degrees.

#### Siblings claim they have been communicating with aliens

A brother and sister, Beth and Alex Brainy, who live in Wales, claimed that the aliens had been communicating with them through their baby sister's baby monitor. The aliens could not speak English but used Welsh to explain that they were stranded on the meteor and wanted to be rescued. The children claimed that their father had built a rocket using instructions from the aliens and had gone off in search of them. The local authorities have denied claims by members of the public that a flying saucer was seen above Cardiff.



# Assessment Guidance

The unit overview for year 4 contains details of national curricula mapped to the Purple Mash Units. The following information is an exemplar of what a child at an expected level would be able to demonstrate when completing this unit with additional exemplars to demonstrate how this would vary for a child with emerging or exceeding achievements.

Assessment Guidance	
Emerging	<p>With support throughout, children will use 2Connect (Unit 4.4 Lesson 4 and 5) and 2 Publish+ (Unit 4.4 Lesson 4 and 5) to create limited content in small groups linked to a 2Simulate scenario (Unit 4.4 Lesson 2, 3, 4 and 5).</p> <p>Using the variety of software, children change the font style to make it appropriate for their audience (Unit 4.4 Lesson 1).</p>
Expected	<p>Children will use 2Connect (Unit 4.4 Lesson 4 and 5) and 2 Publish+ (Unit 4.4 Lesson 4 and 5) to create content linked to a 2Simulate scenario (Unit 4.4 Lesson 2, 3, 4 and 5) for a select audience.</p> <p>Using the variety of software, children must make informed choices about the best way to present their information e.g., appropriate font and text formatting (Unit 4.4 Lesson 1).</p> <p>Most children can alter font types, styles and sizes to suit an intended audience for digital content using 2Publish and incorporate, with ease, images from clipart banks and internet sources (Unit 4.4. Lesson 1).</p>
Exceeding	<p>Children demonstrating greater depth will seamlessly use a variety of software including 2Connect (Unit 4.4 Lesson 4 and 5) and 2 Publish+ (Unit 4.4 Lesson 4 and 5) to create content linked to a 2Simulate scenario (Unit 4.4 Lesson 2, 3, 4 and 5) for a variety of different audiences.</p> <p>Using the variety of software, children must make informed choices about the best way to present their information e.g., appropriate font and text formatting and give reasons for their choices (Unit 4.4 Lesson 1).</p>

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