Design and Technology

TEACHER'S GUIDE

Grade **4**

Volume

1 2 3

Grade	4	Subject	DT	Lesson number	2	Week number	1
Unit		Date		Time		Page number	
1		13/01/19		45 minutes		21-27	

Equipment required:	Learning objectives
Student book Computers/laptops	1.1 Utilise a web browser toolbar while browsing the internet. (G4.1.3.2.1) 1.2 Search the internet for information based on specified keywords. (G4.1.3.4.1)
Keywords	internet, web browser, access

Starter/Introduction activity	
Time 5 mins	Recap previous lesson on **internet and web browsers**. Ask questions to assess students' knowledge from previous lesson.

Main	
Time 15 mins	Progress with the topic '**Using a web browser**'. Students should be able to access a web browser on their device and follow diagrams in book. Explain **search bar** and **address bar**. Discuss how they work and why they are different. **Activity 3:** Complete Activity 3. Teacher answers Search bar Address bar Address bar Search bar Search bar Address bar
10-15 mins	**Activity 4:** Complete Activity 4 (**search using keywords**). **Teacher answers** 7, Seven Abu Dhabi, Dubai, UAQ, RAK, Fujairah, Sharjah, Ajman Abu Dhabi Ajman Dubai

Plenary	
Time 5-10 mins	Summarise lesson. Are students able to use a web browser to search for key information? Use peer correction for Activity 4 (swap books and correct).
Assessment focus	Complete Activities 3 and 4.

Grade	4	Subject	DT	Lesson number	3	Week number	2
Unit		**Date**		**Time**		**Page number**	
1		20/01/19		45 minutes		28-35	

Equipment required:	Learning objectives
Student book Computers/laptops	1.3 Use advance tools in the web browser. (G4.1.3.2.2) 1.4 Identify digital devices and explain the digital divide.

Keywords	digital device

Starter/Introduction activity

Time 5 mins	Recap previous lesson on search/address bars and '**Searching using keywords**'. Ask questions to assess students' knowledge from previous lesson.

Main

Time 15 mins	Introduce the topic '**Advanced tools**'. Follow step-by-step guidelines provided in book for web browser. **Note:** Different web browsers' steps for advanced tools may vary. Create example demonstration for specific web browser used with class. **Activity 5:** Complete Activity 5. **Teacher answers** <table><tr><td>**Social media**</td></tr><tr><td>**Send emails**</td></tr><tr><td>**Play Fortnite**</td></tr><tr><td>**Stream music**</td></tr></table>
10-15 mins	Introduce '**Digital devices**'. Discuss digital devices. What are popular devices that are used every day. What devices do students have access to in school and at home? **Activity 6:** Complete Activity 6. Review lesson.<table><tr><td>Digital device</td><td>Not digital</td></tr><tr><td>**Game console**</td><td>**Textbooks**</td></tr><tr><td>**Laptop**</td><td>**Lightbulb**</td></tr><tr><td>**Mobile phone**</td><td>**Paper drawing**</td></tr><tr><td>**PlayStation**</td><td></td></tr><tr><td>**iPad**</td><td></td></tr></table>

Plenary

Time 5-10 mins	Summarise lesson. Are students able to use advanced tools in web browsers? Are students confident in describing what digital devices are? Correct Activities 5 and 6 (swap books and correct). Give feedback for students' work in books to date.
Assessment	Complete Activities 5 and 6.

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Grade	4	Subject	DT	Lesson number	4	Week number	2
Unit		**Date**		**Time**		**Page number**	
1		20/01/19		45 minutes		35-40	

Equipment required:	Learning objectives
Student book Computers/laptops	1.4 Identify digital devices and explain the digital divide.

Keywords	digital divide

Starter/Introduction activity	
Time 5 mins	Recap previous lesson on 'Advanced tools' and 'Digital devices'. Ask questions to assess students' knowledge from previous lesson.

Main	
Time 15 mins	Introduce the topic **'Digital divide'**. Use examples of digital divide with analogies and experiences from around the world. Heavily digital areas vs areas that have little digital technology infrastructure. **Activity 7:** Complete Activity 7. **Teacher answers** DT books iPhone Search browser The internet YouTube Data
15 mins	**Activity 8:** Complete Activity 8. Review Unit 1 summary. **Pop quiz 1:** **Complete Pop quiz 1.** **Teacher answers** False True False True True

Plenary	
Time 5-10 mins	Summarise Unit 1. Are students familiar with the concepts delivered in Unit 1? Have they met the LOs outlined for this unit? Correct Activities 7 and 8. Give feedback for Pop quiz 1.
Assessment	Complete Activities 7 and 8. Pop quiz 1

Grade	4	Subject	DT	Lesson number	5	Week number	3
Unit		Date		Time		Page number	
2		27/01/19		45 minutes		44-52	

Equipment required:	Learning objectives
Student book Computers/laptops	2.1 Demonstrate how to safely access the internet. 2.2 Understand how the internet connects us.
Keywords	access, sharing

Starter/Introduction activity	
Time 10 mins	Recap Unit 1. Ask questions to assess students' knowledge from previous lesson. Introduce Unit 2 topic **'Why do we like the internet?'** Work through the overview, highlighted keywords and LOs for Unit 2.

Main	
Time 15 mins	Introduce the topic **'Internet access'**. Discuss internet access and link it to digital divide in Unit 1. Explain how many parts of the world have internet access. Some are much better and quicker than others. **Activity 1:** Complete Activity 1. **Teacher answers:** **Broadband, Wi-Fi, mobile data**
10 mins	Continue with the topic **'Internet access'**. **Activity 2:** Complete Activity 2 in Al Diwan. Connect the top image squares to the same bottom image squares. Introduce **'Safe access'**. Outline reasons why not all internet access is safe. Discuss some safe internet access examples (students to think and give reasons). Let them lead the discussion.

Plenary	
Time 5-10 mins	Summarise lesson. Are students familiar with the term 'access'? Do they understand how 'internet access' and 'digital divide' can be similar?
Assessment focus	Complete Activities 1 and 2.

Grade	4	Subject	DT	Lesson number	6	Week number	3
Unit		Date		Time		Page number	
2		27/01/19		45 minutes		52-58	

Equipment required:	Learning objectives
Student book Computers/laptops	2.1 Demonstrate how to safely access the internet. 2.2 Understand how the internet connects us.

Keywords	access, sharing, communication

Starter/Introduction activity	
Time 5 mins	Recap previous lesson. Do students understand internet access and why it is not always safe? Ask questions to assess students' knowledge from previous lesson.

Main	
Time 10 mins	Introduce the topic '**How to know if it's safe?'** Discuss internet access key safety features. Outline why unsecure access can be a risk. Do we always think before we connect to a free Wi-Fi network?
5 mins	**Activity 3:** Complete Activity 3. **Teacher answers:**

Home	Random hot-spot
Safe	**Not safe**

Mobile data	Popular company
Safe	**Not safe**

	Outdoor free Wi-Fi	Mall Wi-Fi
	Not safe	**Not safe**

Activity 4:
Complete Activity 4.

Safe	Not safe
Teacher answers **https://elib.moe.gov.ae** **https://lms.moe.gov.ae** **https://dubai.dubizzle.com**	**http://www.freephones.web** **http://gamecheats.com**

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Introduce the topic **'Communication'**.
Briefly discuss communication and the different types of communication methods used today.

Activity 5:
Complete Activity 5.
Teacher answers
Email and WhatsApp

15mins	(activity content above)

Plenary	
Time 5-10 mins	Summarise lesson. Do students know the signs to tell if a website is safe or unsafe? Students should have a good understanding of communication types.
Assessment focus	Complete Activities 3, 4 and 5.

Grade	4	Subject	DT	Lesson number	7	Week number	4
Unit		Date		Time		Page number	
2		03/02/19		45 minutes		59-66	

Equipment required	Learning objectives
student book computers/laptops	2.3 Identify how the internet is used for messaging, gaming and communication platforms. 2.4 Explain social media and popular ways young people interact online.

Keywords	social media, online gaming

Starter/introduction activity

Time 5 mins	Recap of previous lesson. Do students understand the concepts of **how to know it's safe** and **communication**? Ask questions to assess the students' knowledge from previous lesson.

Main

Time	Introduce the topic of **email and instant messaging**.
15 mins	Discuss instant messaging with the class and find out the ways they communicate with each other online. (group/pair activities) Continue with the topic of **social media and gaming**. What are the reasons you use social media? Who do you communicate with and how? Do you use online gaming? Why do you like it? How can you be safe online?
15 mins	**Activity 6:** Complete Activity 6. TA = any 5 answers Introduce the topic of **popularity**. Discuss apps, etc. that students find popular and why. **Activity 7:** Complete Activity 7 and review the lesson. TA <table><tr><td>1. It uses lots of pictures.</td></tr><tr><td>2. It is very easy to use.</td></tr><tr><td>3. It is fun to see a friend's pictures and stories.</td></tr><tr><td>4. You can explore pictures of the world.</td></tr><tr><td>5. 5. You can direct message friends to chat.</td></tr></table>

Plenary

Time 5-10 mins	Summarise the lesson. Do students understand the difference between online gaming and social media? How many social media apps now also offer instant messaging services?

Assessment	Complete Activities 6 and 7.

Grade	4	Subject	DT	Lesson number	8	Week number	4
Unit		Date		Time		Page number	
2		03/02/19		45 minutes		67-75	

Equipment required	Learning objectives
student book computers/laptops	2.3 Identify how the internet is used for messaging, gaming and communication platforms. 2.4 Explain social media and popular ways young people interact online.
Keywords	social media, online gaming

Starter/introduction activity

Time 5 mins	Recap of previous lesson. Do students understand **email**, **instant messaging**, **social media** and **gaming**? Ask questions to assess the students' knowledge from the previous lesson.

Main

Time	
10 mins	Continue with the topic of online gaming and the reasons it has become so popular. Discuss how YouTube has become a hugely popular platform for people who make videos while gaming. Discuss the students' favourite games and YouTubers. **Activity 8:** Complete Activity 8. **TA**
20 mins	Introduce the topic of '**Be safe**'. Discuss how best to stay safe on social media and online gaming. **Task sheet:** Complete Task sheet.

Online game	Board game
Fifa	Monopoly
Friv games	Scrabble
Super Mario	Chess
Fortnite	Snakes and ladders
Minecraft	

Plenary

Time 5-10 mins	Summarise lesson. Complete the End of unit summary.
Assessment focus	Complete Activity 8 and Task sheet activities.

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Grade	4	Subject		DT	Lesson number		9	Week number		5
Unit		Date			Time			Page number		
3		10/02/19			45 minutes			78-85		

Equipment required	Learning objectives
student book computers/laptops	3.1 Discuss why information should be checked for accuracy on a web page. (G4.4.3.1.1) 3.2 Discuss symptoms of internet addiction. (G4.4.5.1.1)
Keywords	dangerous, fake, fact

Starter/introduction activity

Time 5 mins	Recap of previous the unit. Do students understand the **key points** and **LOs** from Unit 2? Ask questions to assess the students' knowledge from the previous unit.

Main

Time 15 mins	Introduce the topic of Unit 3: **How can the Internet be dangerous?** Slowly work through the overview, highlighted keywords and LOs for Unit 3. Introduce the topic of **'Fake or Fact'**. Work through features that identify a real website. - Design - Information - Author - Web address (URL)
15 mins	Activity 1: Complete Activity 1. **TA** **Part 2: The website address starts with https://** **Part 4:** <table><tr><td>Copyright year</td><td>[Symbol] **2018**</td></tr><tr><td>MINDSTORMS is a trademark of what group?</td><td>**LEGO Group**</td></tr><tr><td>LEGOLAND is a part of which brand?</td><td>**Merlin Entertainment brand**</td></tr></table>**Part 5: Fact** Introduce the topic of **internet addiction**. Discuss how it impacts health.

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Plenary

Time 5-10 mins	Summarise the lesson. Are students equipped to tell the difference between fake or real information on the internet?
Assessment focus	Complete Activity 1

Grade	4	Subject		DT	Lesson number	10	Week number	5
Unit		Date			Time		Page number	
3		10/02/19			45 minutes		85-92	

Equipment required	Learning objectives
student book computers/laptops	3.1 Discuss why information should be checked for accuracy on a web page. (G4.4.3.1.1) 3.2 Discuss symptoms of internet addiction. (G4.4.5.1.1) 3.3 Identify personal information. (G4.4.1.3.1)
Keywords	dangerous, fake, fact

Starter/introduction activity	
Time 5 mins	Recap of previous lesson. Do students understand the concept of **fake or fact**? What is a safe webpage and what is not? Ask questions to assess the students' knowledge from the previous unit.

Main	
Time 10 mins	Continue with the topic of **internet addiction**. **How to tell if someone is addicted?** Ways that you can help stop **internet addiction**. **Activity 2:** Complete Activity 2. **TA** **smartphone** **laptop** **tablet** **tv** **games console** **smart watch**
20 mins	**Activity 3:** Complete Activity 3. Introduce the topic of **personal information**. Discuss what is **safe to share** and what needs to **kept private**. It is very important that students know what personal information is. It can be very dangerous in many ways if private, personal information is leaked online. **Activity 4:**

Safe information	Private information
movie	**phone number**
food	**home address**
sport	**school name and address**

Plenary	
Time 5-10 mins	Summarise lesson. Can students explain personal information? Do they know what is safe to share online and what is NOT?
Assessment focus	Complete Activities 2, 3 and 4.

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Grade	4	Subject		DT	Lesson number		11	Week number		6
Unit		Date			Time			Page number		
3		17/02/19			45 minutes			93-98		

Equipment required	Learning objectives
student book computers/laptops	3.4 Exhibit right judgements when sharing personal information. (G4.4.1.3.2) 3.5 Identify possible risks, dangers and advantages of making friendships online. (G4.4.1.3.3)
Keywords	threats, phishing, scam

Starter/introduction activity

Time 5 mins	Recap of previous lesson. Do the students understand the topic of **internet addiction**? Ask questions to assess the students' knowledge of previous unit.

Main

Time	Introduce the topic of **online friends**.
15 mins	Discuss with the class what platforms online friends may be available on. Does any student have online-only friends? How did they start talking online? Etc. Ensure students are aware of threats with online friends and that they NEVER give away personal information or agree to meet up with someone they have met online. Introduce the topic of **online threats**. Question the students' prior knowledge first to see if they have any experience with online threats. Discuss types of threats.
15 mins	Introduce the topic of '**Let's go phishing**'. **Activity 5:** Complete Activity 5. Introduce the topic of **viruses**. Demonstrate different ways a virus can attack a digital device

Plenary

Time 5-10 mins	Summarise the lesson. Can the students explain online threats and types of online threats? Are they able to understand the potential dangers of online friends?
Assessment focus	Complete Activity 5

Grade	4	Subject	DT	Lesson number	12	Week number	6
Unit		Date		Time		Page number	
3		17/02/19		45 minutes		99-103	

Equipment required	Learning objectives
student book computers/laptops	3.3 Identify personal information. (G4.4.1.3.1) 3.4 Exhibit right judgements when sharing personal information. (G4.4.1.3.2)
Keywords	scam, virus

Starter/introduction activity

Time 5-10 mins	Recap of previous lesson. Do the students understand the concepts of **online friends and online threats**? Ask questions to assess the students' knowledge from the previous unit.

Main

Time	Continue focusing on the topic of **viruses**. Discuss the attack methods viruses can use (from the previous lesson).
15 mins	Introduce the topic of **identity theft**. Explain why and how this happens and its implications financially and legally (most likely for a parent or adult). Introduce the topic of **online strangers**. Discuss the importance of NEVER agreeing to meet with anyone online and NEVER giving away private personal information. Introduce the topic of **online bullying**. Talk about how to STOP online bullying and stand up for yourself or friends who are victims of any form of bullying. **Activity 6:** Complete Activity 6. **Activity 7:** Complete Activity 7. TA
15 mins	*(table below)*

Online bullying	Offline bullying
1 4 6 8 9	2 3 5 7

Review Unit 3's summary and key points.

Complete Pop quiz 2. (TEACHERS MUST CREATE POP QUIZ 2)
Pop Quiz 2 must be created in ADVANCE of this lesson and follow the same format as Pop quiz 1.

Plenary	
Time 5-10 mins	Summarise Unit 3. Discuss key LOs from today's lesson and all previous lessons in Unit 3. Ensure students understand Personal information and how to protect themselves from all potential online threats.
Assessment focus	Complete Activities 6 and 7. Complete Pop quiz 2.

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Grade	4	Subject		DT	Lesson number	13	Week number	7
Unit		Date			Time		Page number	
4		24/02/19			45 minutes		106-112	

Equipment required	Learning objectives
student book computers/laptops	4.1 Identify how to deal with threats and report them.

Keywords	threats, protect

Starter/introduction activity

Time 5 mins	Recap of previous lesson and Unit 3. Do students understand **types of online threats**? Ask questions to assess the students' knowledge from the previous unit.

Main

Time 15 mins	Introduce Unit 4: **How we can protect ourselves?** Slowly work through the overview, highlighted keywords and LOs. Introduce the topic of **how to stay safe** online. Discuss protecting yourself and how/where to report dangerous activity. **Activity 1** Complete Activity 1 (5-10mins). TA SAFE is not included in Book. Complete interactive activity on Al Diwan for extra words
15 mins	Unit 4 Activity 1 Introduce the topic of **email threats**. Emails are important in setting up many apps and online games that students like and use. While they may not regularly use their emails personally just yet, it is very important that they don't get caught out when they do. **Activity 2:** Complete Activity 2.

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From: Starbucks <support@adzakosmetik.com>		↩ Reply ↩ Reply All ▾ ➡ Forward
Subject: Starbucks Card eGift	**Not company email address**	2014/10/9 01:4(
To:		Other Actions ▾

★ STARBUCKS ★
Starbucks Coffee Compar **Not Company logo**

Enjoy your Starbucks Card eGift

AT&T has sent you a $20* Starbucks Card eGift. While you think of your next favorite beverage to enjoy, take a look at your gift and how it works.

Enjoing your eGift is easy. Just print it out and bring it into any participating Sturbucks store.   **Spelling mistakes**

Your Card Security Code: 4530 3712

Print Your Gift   **You don't print eGifts**

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Introduce the topic of **identify theft**.
Most of this comes down to being SMART online and not sharing any their own or their parents/guardians' personal information or banking information.

Plenary	
Time 5-10 mins	Summarise the lesson. Discuss the key LOs from today's lesson. Ensure students understand how to stay safe from **email threats** and **identity theft**.
Assessment focus	Complete Activities 1 and 2.

Grade	4	Subject	DT	Lesson number	14	Week number	7
Unit		Date		Time		Page number	
4		24/02/19		45 minutes		112-117	

Equipment required	Learning objectives
student book computers/laptops	4.1 Identify how to deal with threats and report them.

Keywords	threats, protect

Starter/introduction activity

Time 5 mins	Recap of previous lesson. Do students understand **how to stay safe**. Ask questions to assess the students' knowledge from the previous lesson.

Main

Time	Continue with the topic of **identity theft** from the previous lesson and recap. **Activity 3:** Complete Activity 3 **TA**

10 mins		
Sentence	**True/False**
Always open the email from people you DO NOT know.	**False**
DO NOT trust anyone who asks for private information.	**True**
You can send personal and bank details to other people online.	**False**
DO NOT use your credit card to buy things online.	**False**
Tell your parents if someone asks for your personal information.	**True**

20 mins	Introduce the topic of **internet strangers**. Internet strangers can be very clever when trying to trick young people online. You must ensure your students do not give out ANY personal information online and NEVER agree to meet up with anyone they do not know. **Activity 4:** Complete Activity 4 **TA**
	1. Internet strangers will pretend to be your **friend** online.

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	2.	**Internet strangers** will pretend to be the same age as you.
	3.	**DO NOT** go and see anyone you meet online **EVER**.
	4.	You **MUST** tell an adult you trust or your **parents** if you feel unsafe online.
	5.	If an online stranger asks to see you, **block** the user and tell the website.

Introduce the topic of **online bullying**.
Discuss STOP.
Interact with the class and ensure they know how to look for help if needed.

Plenary	
Time 5-10 mins	Summarise the lesson. Discuss the key LOs from today's lesson. Ensure students understand how to stay safe from **identity theft** and **online strangers**. Students need to know how to STOP **online bullying**.
Assessment focus	Complete Activities 3 and 4.

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Grade	4	Subject	DT	Lesson number	15	Week number	8
Unit		Date		Time		Page number	
4		03/03/19		45 minutes		118-126	

Equipment required:	Learning objectives
Student book Computers/laptops	2. Identify software that can help prevent threats.
Keywords	firewall, antivirus, protect

Starter/Introduction activity	
Time 5 mins	Recap previous lesson. Do students understand the topic 'Internet strangers', 'Online bullying' and how to stay safe from these threats? Ask questions to assess students' knowledge from previous lesson.

Main	
Time 20 mins 15 mins	Continue with the topic '**Online bullying**'. **Activity 5:** Complete Activity 5 (20 mins). Students can finish for HW. **Teacher's guidance:** Teacher can help students by showing some good examples online. Show them what is required and how they can create a good badge. It's not limited to one design. It can be anything which can look good, promotes the aim and is suitable for the age group. Introduce the topic of '**Software**'. Talk about software and how it's used in all digital devices that students use daily without even realising it. Discuss the topic '**Antivirus**' and '**Firewall**'. What are the reasons for these? What do they do? How do they help? **Activity 6:** Complete Activity 6.

Plenary	
Time 5-10 mins	Summarise lesson. Discuss key LOs from today's lesson. Ensure students understand how to stay safe for '**software**', '**antivirus**' and '**firewall**' concepts.
Assessment focus	Complete Activity 5 (finish for HW, or colour at home, etc.) and Activity 6.

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Grade	4	Subject	DT	Lesson number	16	Week number	8
Unit		Date		Time		Page number	
4		03/03/19		45 minutes		127-133	

Equipment required:	Learning objectives
Student book Computers/laptops	3. Create a strong password and discuss best practice for passwords.
Keywords	firewall, antivirus, protect

Starter/Introduction activity	
Time 5 mins	Recap the previous lesson. Do students understand the topic **Software** and types of software used to help stop threats (**firewall, antivirus**)? Ask questions to assess students' knowledge from the previous lesson.

Main	
Time	Introduce the topic of **'Passwords'**. Discuss the importance of a strong password. Discuss why you must use different passwords. Ask students whether they use the same password for everything. **Activity 7:**
15 mins	Complete Activity 7. **TA**

Strong

1jUloo7!
w4L19#q
Sd17Y*!
X7v21b?m

Weak

dubai2018
QWERTY
Realmadridfan
Alia1234
Ahmed2010

15 mins	Complete **End of unit quiz.** **TA**

DO NOT give any credit card details online. **Identity theft**
This asks for personal information and to see you. **Internet strangers**
It can happen by messages, pictures, speaking over online games, etc. **Online bullying**

	TA
	digital device
	software
	software
	digital device
	software
	digital device

Software are **programs** that make digital devices work.
Antivirus helps protect against common **viruses**.
A **firewall** is a program that protects a computer network.
A **password** stops other people from using your accounts and devices.
Use uppercase and **lowercase** letters when choosing a password.

Complete **End of unit summary**.

Plenary	
Time 5-10 mins	Summarise lesson. Discuss key LOs from today's lesson and all of Unit 4. Ensure students understand how to maintain safe **passwords** and change them often.
Assessment focus	Complete Activity 7 and End of unit quiz.

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Grade	4	Subject	DT	Lesson number	17	Week number	9
Unit		Date		Time		Page number	
5		10/03/19		45 minutes		136-147	

Equipment required:		Learning objectives	
Student book Computers/laptops		5.1 Identify effective design principles for a simple presentation. (G4.1.2.5.1) 5.2 Manage slides. (G4.1.2.5.2)	
Keywords		poster, PowerPoint	

Starter/Introduction activity

Time 5 mins	Recap the previous lesson. Do students understand the key LOs from Unit 4? Ask questions to assess students' knowledge from the previous unit.

Main

Time 5 mins	Introduce Unit 5 **Project.** Work through the overview, highlighted keywords and LOs for Unit 5. Introduce the topic **'What is a poster?'** Discuss posters students like and talk about how previous drawings for the STOP bullying badge is like a poster.
20 mins	Introduce the topic **'PowerPoint Poster'.** Allow students time to work through PowerPoint and become familiar with the main tools needed to make a basic poster. Follow the steps provided. Introduce **'Project'.** Discuss **Project Brief.** Complete MCQs for Project Brief.
	TA
10 mins	**Q.1 C** **Q.2 B** **Q.3 C** **Q.4 A** **Q.5 D**

Plenary

Time 5 mins	Summarise lesson. Discuss key LOs from today's lesson and **Project Brief.**
Assessment focus	Complete Project Brief MCQs.

Grade	4	Subject	DT	Lesson number	18	Week number	9
Unit		**Date**		**Time**		**Page number**	
5		10/03/19		45 minutes		P136-150	

Equipment required:		Learning objectives
Student book Computers/laptops		5.1 Identify effective design principles for a simple presentation. (G4.1.2.5.1) 5.2 Manage slides. (G4.1.2.5.2) 5.3 Insert objects. (G4.1.2.8.1) 5.4 Modify documents. (G4.1.2.8.2)
Keywords		poster, PowerPoint

Starter/Introduction activity	
Time 5 mins	Recap the previous lesson. Do students understand the **Project Brief** and **PowerPoint Poster**? Ask questions to assess students' knowledge from the previous lesson.

Main	
Time 10 mins	Continue with **'Project'** stage. Complete **'Planning'** stage. Do this by creating a simple **Mind Map** for the project. Teacher can provide examples on the board and get students to complete some Mind Maps in groups (class activity).
25 mins	Start **'Creation'** stage. Students will make a drawing of what they want their poster to look like (basic drawing for design purposes, shapes they want to include in their poster, colours, text, etc.). Students MUST complete for HW, if required. If completed in lesson, students can proceed to PowerPoint poster.

Plenary	
Time 5 mins	Summarise lesson. Discuss key LOs from today's lesson and ensure students have their basic drawings ready to help make the PowerPoint poster.
Assessment focus	Complete the **'planning'** stage, Mind-Map and drawing from the **'creation'** stage.

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Grade	4	Subject		DT	Lesson number	19	Week number	10
Unit		Date			Time		Page number	
		17/03/19			45 minutes			
Equipment required:				Learning objectives				
Keywords								
Starter/Introduction activity								
Main								
		Summative Assessment See DT-ADU guidelines for details						
Plenary								
Assessment focus								

Grade	4	Subject		DT	Lesson number	20	Week number	10
Unit		Date			Time		Page number	
		17/03/19			45 minutes			
Equipment required:				Learning objectives				
Keywords								
Starter/Introduction activity								
Main								
		Summative Assessment See DT-ADU guidelines for details						
Plenary								
Assessment focus								

Grade	4	Subject	DT	Lesson number	21	Week number	11
Unit		Date		Time		Page number	
5		24/03/19		45 minutes		136-154	

Equipment required:		Learning objectives	
Student book Computers/laptops		5.1 Identify effective design principles for a simple presentation. (G4.1.2.5.1) 5.2 Manage slides. (G4.1.2.5.2) 5.3 Insert objects. (G4.1.2.8.1) 5.4 Modify documents. (G4.1.2.8.2)	
Keywords		poster, PowerPoint	
Starter/Introduction activity			
Time 2-3 mins		Recap of the previous lesson. Do students understand what is required to create a PowerPoint poster? Ask questions to assess students' knowledge from the previous lesson.	
Main			
Time 40 mins		Continue with the **project**. Create a **PowerPoint Poster**. This should contain key points outlined in **Project Brief**. It should follow the design of the student's drawing, if possible. Students will continue to create a poster. If any students complete it during the lesson, they can move onto '**Testing**' and '**Self-reflection**'.	
Plenary			
Time 2-3 mins		Summarise lesson. Discuss key LOs from today's lesson and ensure students have created their posters on PowerPoint.	
Assessment focus		Complete the **PowerPoint poster**.	

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Grade	4	Subject	DT	Lesson number	22	Week number	11
Unit		Date		Time		Page number	
5		24/03/19		45 minutes		136-158	

Equipment required:	Learning objectives
Student book Computers/laptops	5.1 Identify effective design principles for a simple presentation. (G4.1.2.5.1) 5.2 Manage slides. (G4.1.2.5.2) 5.3 Insert objects. (G4.1.2.8.1) 5.4 Modify documents. (G4.1.2.8.2) 5.5 Share link of story with other students. (G4.3.6.1.1)
Keywords	poster, PowerPoint

Starter/Introduction Activity

Time 2-3 mins	Recap of the previous lesson. Do pupils understand what is required to create a PowerPoint poster? Ask questions to assess pupils' knowledge of the previous lesson.

Main

Time 40 mins	Continue with '**Project**'. Introduce the stages '**Testing**' and '**Self-reflection**'. Testing is for TEACHERS, but students should use this as a checklist. Students will have time to continue making a **PowerPoint poster**, if needed. A finished poster can be printed and placed into the section '**Student work box**' provided in the books. This can be printed and inserted by the teacher. Ensure all students finish the stages '**Testing**' and '**Self-reflection**'. **Teachers need to complete feedback for students.**

Plenary

Time 2-3 mins	Summarise Unit 5. Discuss key LOs from the unit lesson and ensure students have completed all sections of their **project**. **Teachers need to complete feedback for students.**
Assessment focus	Complete the stage '**Self-reflection**'.