

Scheme of Learning – Component 1: Exploring user interface design principles and project planning techniques

Topic intent: Learners will develop their understanding of what makes an effective interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.

Curriculum Context: Interface / design principles and Project management.



Expected prior knowledge: designed and developed an interface for a particular intent / purpose.

Key Outcomes of Module		Formative Assessment	Summative Assessment
<p>Students will know about varying types of user interfaces for different device types. They will be able to explain why certain interface design types are suitable for different types of audience.</p> <p>Students will also be able to draw conclusions as to reasons how certain factors affect the choice of an interface design for individuals / organisations.</p> <p>Students will also be able to explain which design principles have been met and give reasoned explanations as to why and how they help make the interface more effective for the user.</p> <p>Students will also plan and design an interface for their BTEC assignment, they will write a requirements specification document along with the required design documents.</p> <p>They will also create the interface, test / review and refine it.</p> <p>They will finally evaluate it against its suitability for the audience / purpose. Evaluate the strengths and weaknesses of the project planning, any challenges faced and what they would do differently.</p>		<p>Short written assignment style tasks.</p> <p>Comparison based tasks of types of interfaces and which design principles they meet / do not meet linking to the audience / purpose.</p> <p>Learning activities done prior to assignments will be formatively assessed in books, every few weeks to check for clarity of notes and understanding.</p>	<p>A Pearson Assignment will need to be completed.</p> <p>There are 3 assignments each cover one of the 3 learning aims.</p>
Resources	Key Vocabulary		Literacy
<p>Pearson Course book.</p> <p>Bitesize user interfaces link https://www.bbc.co.uk/bitesize/guides/zwb4jxs/revision/1</p> <p>page 18-33 – design principles https://www.pearsonschoolsandcolleges.co.uk/AssetsLibrary/SECTORS/FurtherEducationColleges/SUBJECT/dit/dit-student-book/btec-techaward-dit-sb-9781292208374.pdf</p> <p>knowledge organisers</p>	<p>User interfaces</p> <p>Device types</p> <p>User requirements</p> <p>User needs</p> <p>Accessibility requirements</p> <p>Hardware / software requirements</p> <p>Design principles</p> <p>Project plan</p>	<p>System development</p> <p>Methodology</p> <p>Gantt chart</p> <p>Pert chart</p> <p>Moodboard</p> <p>storyboard</p> <p>Review</p> <p>Test</p> <p>Refine</p> <p>evaluate</p>	<p>Will require good written communication skills for the BTEC assignments. Will need to convey plausible arguments and give reasoning behind their choices.</p>
			Numeracy
			<p>Will require knowledge of excel formula to work out the PERT chart Calculation.</p>

Lesson Outline

Lesson:	Learning Objectives	Lesson activities:	Resources:
1	<ul style="list-style-type: none"> To know what a user interface is. To be able to give examples of a User Interface (Or UI). To know the different types of User Interface (UI) 	<p>Recall it ...</p> <p>Question on board with 2 interface images.</p> <p>What are the differences and which one do you prefer and why?</p> <p>From prior learning students are to identify the differences between the 2 interfaces and give reasons why these interfaces are present.</p> <p>Quick video for students to know what interfacing is.</p> <ul style="list-style-type: none"> – https://www.youtube.com/watch?v=2RdXt0XQ8CQ – Discuss with class what ross and the lady are actually doing and what the word interfacing actually means <p>Learn it ...</p> <ul style="list-style-type: none"> Using slides from the provided lesson teach content about the main interface types. Using the questions good or bad? Why? Questions to tease out reasons from the students. Discuss interface specific features that make them suitable and why with students. <p>Know it ...</p> <ul style="list-style-type: none"> Student activity – Research based – finding examples of each type of interface and the types of device / users it is suitable for and why. <ul style="list-style-type: none"> o Command-line / Text based o Menu driven/forms o Graphical User Interface (GUI)/WIMP o Speech/Natural Language o Sensors <p>Review it ...</p> <ul style="list-style-type: none"> Questioning out different interface features from the students and writing them on the board so other students can also write ones missed out. 	<p>Lesson resource</p> <p>In folder</p> <p>Component 1\A1-2\Lesson 1</p> <p>File named: UI Lesson 1 - NPA Tweaked</p> <p>Slides 1-9 – for whole lesson</p> <p>Assessment Opportunities:</p> <p>Questioning out different interface features from the students and writing them on the board so other students can also write ones missed out.</p> <p>Exam Skills Development:</p>

Lesson Outline

		<ul style="list-style-type: none"> • 	<p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>
<p>Literacy: Numeracy: Careers: SMSC:</p>			

Lesson:	Learning Objectives	Lesson activities:	Resources:
2	<ul style="list-style-type: none"> • To know of the varying interface features which allows a person to use the device in particular ways. 	<p>Recall it ...</p> <p>2x Question on board – using slide 9 from file named: UI Lesson 1 - NPA Tweaked</p> <ul style="list-style-type: none"> • What software features did we identify last lesson for, menu, GUI and command line interfaces? • How can these software features be used to improve human-device interaction? <p>Learn it ...</p> <ul style="list-style-type: none"> • Recap over interface types and how people would be able to interact with those types of interfaces (known as Human-device interaction. • Question students as to how, giving examples such as smart phones, old nokia phones etc, questions such as how would someone be able to use it, what would they need to do? 	<p>Lesson resource</p> <p>In folder</p> <p>Component 1\A1-2\Lesson 1</p> <p>File named: UI Lesson 1 - NPA Tweaked</p> <p>Slides 9 onwards – for whole lesson</p>
			Assessment Opportunities:

Lesson Outline

		<p>Apply it ...</p> <p>Slide 14</p> <ul style="list-style-type: none">• Ask students to create mind map of the user interface type examples for different devices, and to identify different interface features and how they allow a person to use the device. <p>Review it ...</p> <ul style="list-style-type: none">• Share with the class the different features and how they allow a person to use the device and in what way. Give a reason as well.	<p>Share with the class The different features and how they allow a person to use the device and in what way</p>
		<ul style="list-style-type: none">•	<p>Exam Skills Development:</p> <p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>

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3	<ul style="list-style-type: none"> To be able to describe examples of natural language based systems. Be able to identify systems that use sensors and what they detect and how they respond. 	<p>Recall it ...</p> <ul style="list-style-type: none"> Question from slide 2: Have you come across any device which you speak a command to and then it does it? Name them! Discuss with class how each of these examples are known as natural language interfaces and why they are. <p>Learn it ...</p> <ul style="list-style-type: none"> Using slide 4 - question Have you been anywhere where you notice things react to you, and then perform an action? Discuss with students the use of sensors, then ask students what other kinds of sensors you can get and ask class what do they detect. Using slide 5 – as examples of some sensor based systems. <hr/> <p>Apply it ... Know it ...</p> <ul style="list-style-type: none"> using slide 6 – name and describe on a slideshow any examples of how mobile phones / consoles and safety systems use sensors and what they detect and how they react? <p>Review it ...</p> <ul style="list-style-type: none"> Ask students to share with the class some of their examples of how the devices use sensors. <hr/> <ul style="list-style-type: none"> 	<p>Lesson resource</p> <p>In folder</p> <p>Component 1\A1-2\Lesson 1</p> <p>File named: UI Lesson Part 2</p> <hr/> <p>Assessment Opportunities:</p> <p>Students will be writing notes in books, and will be an opportunity for teacher to be able to check the work.</p> <hr/> <p>Exam Skills Development:</p> <p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>

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4	<ul style="list-style-type: none"> • Be able to list different uses for a number of device types. • Be able to name the interface type for the device and the features it allows people to be able to use the device. 	<p>Recall it ...</p> <p>Using slide 3 – students are to list different types of devices for named ones and then list other ways they can be used. For example, a hand held entertainment device such as a psp can be used to play games, but it can also be used to play videos, music and so forth.</p> <p>Once this is done, they are to think of the devices interface type and how they enable people to use the device.</p> <p>Learn it ...</p> <ul style="list-style-type: none"> • Using slides 4-9 – and Q&A / discuss • Teacher to explain to the class different factors that can affect a person or businesses in how they would choose to use a particular type of interface for them / their employees to use, and the reasons behind this. 	<p>Lesson resource</p> <p>In folder</p> <p>Component 1\Component 1\A1-2\Lesson 2 - Range of uses and factors affecting choice of UI</p> <p>File named: Lesson 2</p>
		<p>Apply it ... Review it ...</p> <ul style="list-style-type: none"> • using slide 10 as the task to display to the class. • Students are to take what they have been taught, and apply their knowledge / notes to create a leaflet to present to people. • 	<p>Assessment Opportunities:</p>
		<ul style="list-style-type: none"> • 	<p>Exam Skills Development:</p> <p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>
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5	<ul style="list-style-type: none"> Be able to describe why devices end up slowing down after a few years and what actually causes this. Be able to explain the different hardware and software factors that need to be considered when designing a type of user interface for a device type. 	<p>Recall it ...</p> <ul style="list-style-type: none"> Using slide 1 - you have a mobile phone, and you have it for a few years, what ends up happening to it? (this should be written in books) <ul style="list-style-type: none"> Go over by asking students why they think this and ask them to explain, trying to draw out that it is because of the resource requirements that ends up being too less e.g. ram, storage etc. <p>Learn it ...</p> <ul style="list-style-type: none"> Using slides 2 – 7 Teach the theory of hardware and software factors that need to be considered when designing a user interface giving reasoned examples, and questioning the students as to why they think it is important. . <p>Apply it ...</p> <ul style="list-style-type: none"> using slide 8 – students are to investigate innovations to input technologies and make notes as to how they enable accessibility for users to would not be likely to use a standard type of device. <p>Review it ...</p> <ul style="list-style-type: none"> Ask different groups of students to share how the innovative technologies help named type of users, students are to name the disability it is to help. . 	<p>Lesson resource</p> <p>In folder</p> <p>Component 1\A1-2\Lesson 4 - Hw and Sw influences of making UIs</p> <p>File named: Lesson 4 - new</p> <hr/> <p>Assessment Opportunities:</p> <hr/> <p>Exam Skills Development:</p> <p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>

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6	<ul style="list-style-type: none"> • Be able to suggest how certain disabilities can affect the way in which an interface is designed and why. • Be able to describe different needs that need to be factored in when designing an interface, giving examples where possible. 	<p>Recall it ...</p> <ul style="list-style-type: none"> • Using slide 1 - write in books – question displayed: How might these (listed in the slide) types of accessibility needs affect the type of and the design of an interface? <ul style="list-style-type: none"> ○ Second question: What could be done to the interfaces to improve them to help each of these needs • Q&A and discuss with the class using the pose, pause, pounce, bounce technique to draw out answers from different students in the class. <p>Learn it ...</p> <ul style="list-style-type: none"> • Using slides 3-9 talk through and question students where needed to ensure that they understand the different audience needs that must be considered and how the impact on the designing of an interface. <p>Also discuss the reasons why.</p> <ul style="list-style-type: none"> • Also draw particular stress to slide 9, the skill level of the audience required. • . 	<p>Lesson resource</p> <p>In folder</p> <p>Component 1\A1-2\Lesson 5 - Audience needs\</p> <p>File named: Audience needs</p>
		<p>Apply it ...</p> <ul style="list-style-type: none"> • Using slide 10 – students are to discuss the changes made to the signup form shown and explain how this caters for different; <ul style="list-style-type: none"> ○ Skill level, ○ Audience needs, ○ Visual needs, ○ Hearing needs <p>Review it ...</p> <ul style="list-style-type: none"> • Q&A – share with the how a mobile interface has been catered for each of the needs <ul style="list-style-type: none"> ○ Skill level, ○ Audience needs, ○ Visual needs, 	<p>Assessment Opportunities:</p>

Lesson Outline

		<ul style="list-style-type: none">○ Hearing needs● Then do the same for a PC<ul style="list-style-type: none">○ Skill level,○ Audience needs,○ Visual needs,○ Hearing needs	
		<ul style="list-style-type: none">●	Exam Skills Development: This is preparing theoretical knowledge that students can use for their BTEC assignment 1
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7	<ul style="list-style-type: none"> To be able to suggest varying needs of people which will need to be considered when designing an interface. To know of the different demographic needs that people should also consider when making user interface designs 	<p>Recall it ...</p> <ul style="list-style-type: none"> Using slide 2 - name some of the audience needs covered last lesson. <p>Learn it ...</p> <ul style="list-style-type: none"> Using slides 4 – 6 - teach and cover other varying needs that need to be considered when designing an interface, Q&A and draw discussions from students. . <p>Apply it ...</p> <ul style="list-style-type: none"> Using slide 7 – students are to investigate 3 websites and then explain how they take into account of the following demographics when they had designed their interfaces.. <ul style="list-style-type: none"> Location, Age, Beliefs/values Culture Past experiences . <p>Review it ...</p> <ul style="list-style-type: none"> Think pair share, ask students to now discuss with the person sitting next to them how windows and mobile phones take these demographics into account in their designs. . 	<p>Lesson resource</p> <p>In folder</p> <p>Component 1\A1-2\Lesson 6 - Demographics</p> <p>File named: demographic considerations for Ui designing</p> <p>Assessment Opportunities:</p> <p>Exam Skills Development:</p> <p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>
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8	<ul style="list-style-type: none"> Be able to describe how businesses cater their designs for accessibility and why it is important. Be able to explain and suggest reasons as to how voice recognition systems and GUI based systems need to cater for people from different cultures. 	<p>Recall it ...</p> <ul style="list-style-type: none"> Using slide 2 – students are to name some of the demographics that are of interest to interface designers and say why. <p>Learn it ...</p> <ul style="list-style-type: none"> Using slides . – 3 show students a comparison of how different companies cater for accessibility to stress its importance. Using slide 4 show how imdb website or any other of your choice to show how the website is designed for mobile users as well as internet users. This shows responsiveness for user experience. <p>Apply it ...</p> <ul style="list-style-type: none"> Using slides 5, task the students to explanation how voice recognition systems need to be catered for different cultures. Then using slide 6 task the students a similar task, this time for a GUI based system. <p>Review it ...</p> <ul style="list-style-type: none"> Share with the class the answers to the task set, and ask other students whether they agree or not and give reasons for this. 	<p>Lesson resource</p> <p>In folder</p> <p>Component 1\A1-2\Lesson 7 - interfaces for accessibility and for culture needs\</p> <p>File named: Lesson 7</p> <p>Assessment Opportunities:</p> <p>Exam Skills Development:</p> <p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>
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9	<ul style="list-style-type: none"> Be able to say whether you think a website had made good or bad uses of colour and identify examples form each. Be able to redesign an app and apply good use of colours and font styles to make the app clear and easy to use. 	<p>Recall it ...</p> <ul style="list-style-type: none"> Using slide 2 and 3 and 4 – using the question and showing the website, ask students in pairs to think of whether they agree it is a good use of colours or bad use and then give reasons why with examples. <p>Learn it ...</p> <ul style="list-style-type: none"> Using slides 5 – 7 – teach the class about what the colour and font design principles are and what they define as being good uses of colours and font styles... give examples so that students can understand and ask them to comment on their opinions. <hr/> <p>Know it ...</p> <ul style="list-style-type: none"> .using slide 9 – students to discuss how well or bad designers have made use of colours in each of the interface examples. <p>Apply it ...</p> <ul style="list-style-type: none"> Students are now to recreate the last app on a suitable software taking into account the use of the font and the colour design principles. This will show their understanding of how to design good colours with fonts. <hr/> <ul style="list-style-type: none"> 	<p>Lesson resource</p> <p>In folder</p> <p>Component 1\A3 - Design Principles\Lesson 1 - Colours and font style and size\</p> <p>File named: Lesson 1 - Colours and font style and size</p> <hr/> <p>Assessment Opportunities:</p> <hr/> <p>Exam Skills Development:</p> <p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>
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10	<ul style="list-style-type: none"> Be able to recall how the use of colour and text can be used to make an interface more suitable for a range of users. Be able to apply good use of language and amount of information to design an interface that is easier to use / follow. 	<p>Recall it ...</p> <ul style="list-style-type: none"> Using slide 1 – pose the question: What was it that people should do with colour and text when designing interfaces? <ul style="list-style-type: none"> Get students to come up with some examples and then ask around the question why it is good / bad <p>Learn it ...</p> <ul style="list-style-type: none"> Using slides 3-6 teach students about what is good use of text and language and amount of information, give examples where needed to ensure students grasp the understanding, question students why they agree or disagree etc. This is to ensure that deep learning is taking place. . 	<p>Lesson resource</p> <p>In folder</p> <p>Component 1\A3 - Design Principles\Lesson 2 - Text elements</p> <p>File named: Lesson 2 - Text elements</p>
		<p>Apply it ...</p> <ul style="list-style-type: none"> .students are to continue working on their development of their redesign of the app and are to apply these new principles learnt. <p>Review it ...</p> <ul style="list-style-type: none"> Ask students to share with the class 2 ways in which they have applied the use of language and amount of information / whitespace to their interface designs. 	<p>Assessment Opportunities:</p>
		<ul style="list-style-type: none"> . 	<p>Exam Skills Development:</p> <p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>

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11	<ul style="list-style-type: none"> Be able to identify how well the KFC app meets the design principles for Colour, text, language and amount of information. Be able to review the Android GUI interface and give examples as to how it meets the aspects of the Layout design principle. 	<p>Recall it ...</p> <ul style="list-style-type: none"> Using slide 2 – show the design of the KFC app and ask students to write in their books examples of good or bad uses of each design principle and why. <ul style="list-style-type: none"> . <p>Learn it ...</p> <ul style="list-style-type: none"> Using slides 4-7 – teach about the use of layout, groupings and matching users expectations, navigational components, placement of objects etc. <p>Apply it ...</p> <ul style="list-style-type: none"> Using slide 8 - Task – looking at the android GUI - interface <ul style="list-style-type: none"> Has it been designed to meet the following, give examples where you can. <ul style="list-style-type: none"> Layout. Groupings of common / similar tasks Matching user expectations Navigational components Placement of objects . 	<p>Lesson resource</p> <p>In folder</p> <p>Component 1\A3 - Design Principles\Lesson 3 - Layout</p> <p>File named: Lesson 3 - Layout</p> <p>Assessment Opportunities:</p> <p>Exam Skills Development:</p> <p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>
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12	<ul style="list-style-type: none"> Be able to describe the functions of different icons and the uses of sounds. Be able to suggest with reasons why certain images / sounds make it easier for people to use an interface. 	<p>Recall it ...</p> <ul style="list-style-type: none"> Using slide 2 - what did we talk about last lesson about the use of groupings, layout and matching user expectations? <ul style="list-style-type: none"> Talk about with students and ask them to give some examples. <p>Learn it ...</p> <ul style="list-style-type: none"> Using slides 3- 6, ask students what they think each mean and do / where they have seen them etc. Discuss these with the students and why they are good. <p>Learn it ... Know it ...</p> <ul style="list-style-type: none"> Using slides 7- 9, teach about the use of colours and look at the use of icons on the app settings menu and ask students to talk about why these are good and who they would help aid in their use. <p>Review it ...</p> <ul style="list-style-type: none"> . <ul style="list-style-type: none"> . 	<p>Lesson resource</p> <p>In folder</p> <p>Component 1\A3 - Design Principles\ Lesson 4 - user perception\</p> <p>File named: Lesson 4 - user perception</p> <p>Assessment Opportunities:</p> <p>Exam Skills Development:</p> <p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>
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13	<ul style="list-style-type: none"> Be able to suggest how the provided images are meeting design principles and which ones Be able to explain examples in which interfaces apply techniques to retain user attention 	<p>Recall it ...</p> <ul style="list-style-type: none"> Using slide 2 – students are to say how the images are meeting design principles and also to try and name the design principle. . <p>Learn it ...</p> <ul style="list-style-type: none"> Using slides 3-6 – teacher is to explain the ways to retain user attention using examples from the slides. Teacher will need to explain the examples and question to ensure students grasp the concept. . <p>Apply it ... Know it ...</p> <ul style="list-style-type: none"> Slide 7 - Task: in your books write a paragraph that explains 3 techniques that MS Windows uses to retain user attention. Then do the same for either Android or iPhone. <p>Review it ...</p> <ul style="list-style-type: none"> . 	<p>Lesson resource</p> <p>In folder</p> <p>Component 1\ A3 - Design Principles\</p> <p>File named: Lesson 5 - Design Principles - Grabbing user attention</p> <p>Assessment Opportunities:</p> <p>Exam Skills Development:</p> <p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>
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14	<ul style="list-style-type: none"> Be able to name some techniques of how designers grab users attention Be able to name and describe techniques applied to MS Windows and the Android interface to make it naturally intuitive to the user. 	<p>Recall it ...</p> <ul style="list-style-type: none"> Using slide 1 - name some techniques of how designers grab users attention Slide 2 – what skills can students name on computers they can do without having to even think about it and they find it super easy. <p>Learn it ...</p> <ul style="list-style-type: none"> Using slides 3-11 -> teach about techniques that are used to make an interface intuitive in its design. Questioning students where required, giving further online examples were required. <p>Apply it ...</p> <ul style="list-style-type: none"> Using slide 12 - what techniques can you name as examples for MS windows and Android / Iphone that have been used to make the interface intuitive? <p>Review it ...</p> <ul style="list-style-type: none"> . 	<p>Lesson resource</p> <p>In folder</p> <p>Component 1\ A3 - Design Principles\</p> <ul style="list-style-type: none"> File named: Lesson 6 - Intuitive design <p>Assessment Opportunities:</p> <p>Exam Skills Development:</p> <p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>
<p>Literacy:</p> <p>Numeracy:</p> <p>Careers:</p> <p>SMSC:</p>			

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15	<ul style="list-style-type: none"> Be able to name ways that the MS word menu and android settings menu have made the interface intuitive Be able to identify a range of techniques used to make a list of interfaces efficient for use. 	<p>Recall it ...</p> <ul style="list-style-type: none"> Using slide 2 - How have the MS word menu interface and the android settings menu interface used techniques to make the interface more intuitive? o Ensure you question students as to why. <p>Learn it ...</p> <ul style="list-style-type: none"> Using slides 2 – 10 – teach the theory as to how interfaces can be designed to make them more efficient and why this improves the overall user experience. . . <p>Apply it ...</p> <ul style="list-style-type: none"> .using slide 12 – students are to list the different ways that each interface uses different techniques to make the interface efficient to use. <p>Review it ...</p> <ul style="list-style-type: none"> . 	<p>Lesson resource</p> <p>In folder</p> <p>Component 1\A4 - Designing an efficient user interface</p> <p>File named: Lesson 1 - Designing and efficient user interface</p> <p>Assessment Opportunities:</p> <p>Exam Skills Development:</p> <p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>
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Lesson:	Learning Objectives	Lesson activities:	Resources:
16	<ul style="list-style-type: none"> Be able to name ways that trips can be organised Be able to create a task list show show what needs to be done for a flight in the morning. 	<p>Recall it ...</p> <ul style="list-style-type: none"> Using slide 2 – before you actually go on a trip you have to figure out what trip, in what ways can you plan trips? <ul style="list-style-type: none"> o . <p>Learn it ...</p> <ul style="list-style-type: none"> Using slides 2-5 – teach what a task list is and to create one, also teaching the difference between a main task and a sub task. . 	<p>Lesson resource</p> <p>In folder</p> <p>Component 1\Component 1\B1</p> <p>File named: Planning Tools – L1</p>
		<p>Apply it ...</p> <ul style="list-style-type: none"> Task 1 – students are to create a task list for a trip to the airport for a flight. <p>Learn it ...</p> <ul style="list-style-type: none"> Teach how to work out the PERT chart – estimation. <p>Review it ...</p> <ul style="list-style-type: none"> . 	<p>Assessment Opportunities:</p>
		<ul style="list-style-type: none"> . 	<p>Exam Skills Development:</p> <p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>
<p>Literacy:</p> <p>Numeracy:</p> <p>Careers:</p> <p>SMSC:</p>			

Lesson Outline

Lesson:	Learning Objectives	Lesson activities:	Resources:
17	<ul style="list-style-type: none"> Be able to describe what a task list is what it shows Be able to write a formula to work out the PERT calculation 	<p>Recall it ...</p> <ul style="list-style-type: none"> Using slide 1 - last lesson we started to create a what? And what was its purpose? . <p>Learn it ...</p> <ul style="list-style-type: none"> Using slides 3-5 – learn how to estimate the PERT calculation and write the formula to calculate the estimation. . <p>Apply it ...</p> <ul style="list-style-type: none"> .students are to write estimations for each task and then write the formula that will calculate the estimated time for them. <p>Review it ...</p> <ul style="list-style-type: none"> Explain how to write an excel formula What symbol do we start with How would you divide, what symbol would yo use, etc style questions. <p>.</p>	<p>Lesson resource</p> <p>In folder</p> <p>Component 1\Component 1\B1</p> <p>File named: Planning 2</p> <p>Assessment Opportunities:</p> <p>Exam Skills Development:</p> <p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>
<p>Literacy:</p> <p>Numeracy:</p> <p>Careers:</p> <p>SMSC:</p>			

Lesson Outline

Lesson:	Learning Objectives	Lesson activities:	Resources:
18	<ul style="list-style-type: none"> Be able to Describe what the PERT calculation was working out Be able to use project libre to create a gantt chart 	<p>Recall it ...</p> <ul style="list-style-type: none"> Using slide 1 - what was the purpose of the PERT calculations? <ul style="list-style-type: none"> . <p>Learn it ...</p> <ul style="list-style-type: none"> Using slides - teacher will demonstrate how to create a gantt chart 	<p>Lesson resource</p> <p>In folder</p> <p>Component 1\Component 1\B1</p> <p>File named: Planning 3 - Gantt and mood storyboard</p>
		<p>Apply it ...</p> <ul style="list-style-type: none"> Students to create a gantt chart <p>Learn it ...</p> <ul style="list-style-type: none"> Teacher to demonstrate and explain what a moodboard is and its purpose. 	<p>Assessment Opportunities:</p>
		<p>Review it ...</p> <ul style="list-style-type: none"> . 	<p>Exam Skills Development:</p> <p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>
<p>Literacy:</p> <p>Numeracy:</p> <p>Careers:</p> <p>SMSC:</p>			

Lesson Outline

Lesson:	Learning Objectives	Lesson activities:	Resources:
19	<ul style="list-style-type: none"> • Be able to say what a moodboard is, and its use • Be able to continue developing the project moodboard 	<p>Recall it ...</p> <ul style="list-style-type: none"> • Using the same set of slides as last lesson – ask students to remind you of what the moodboard required? And what they are to explain and why? <ul style="list-style-type: none"> ○ . <p>Learn it ...</p> <ul style="list-style-type: none"> • Using the moodboard section – remind students of what they need to include in their moodboards and to what detail. 	<p>Lesson resource</p> <p>In folder</p> <p>Component 1\Component 1\B1</p> <p>File named: Planning 3 - Gantt and mood storyboard</p>
		<p>Apply it ...</p> <ul style="list-style-type: none"> • Continue with making their moodboard – aim to complete • Moodboards will need to show a range of ideas. • Must show; <ul style="list-style-type: none"> ○ Colour schemes, ○ Room designs of those colour scheme ○ Stadium design of those colour schemes ○ A range of font styles ○ Include – explanation to why each of those styles are chosen. ○ A final justification of which is the final choice and why, linking to the audience / purpose. 	<p>Assessment Opportunities:</p>
		<p>Review it ...</p> <ul style="list-style-type: none"> • 	<p>Exam Skills Development:</p> <p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>
<p>Literacy:</p> <p>Numeracy:</p> <p>Careers:</p> <p>SMSC:</p>			

Lesson Outline

Lesson:	Learning Objectives	Lesson activities:	Resources:
20	<ul style="list-style-type: none"> • Be able to say what design style you chose and why it was the most suitable ? • Be able to start creating a suitable storyboard using powerpoint 	<p>Recall it ...</p> <ul style="list-style-type: none"> • Using moodboard slide – ask some students to share with the class what design styles they chose and why. <p>Learn it ...</p> <ul style="list-style-type: none"> • Using slides demonstrate what a storyboard is and how to create one using the colour styles of the students (whom said in the recall task). Show how to create a template of a page and then how students can duplicate the slide which will copy over annotations and styles and layouts to speed things up for them. <p>Apply it ...</p> <ul style="list-style-type: none"> • Students to use powerpoint to create their storyboards. <ul style="list-style-type: none"> ○ Must have a clear structure ○ Have a navigation structure ○ Have a name of company and logo ○ Have a sub title ○ Have instruction section ○ Have suitable image ○ Have speaker icon for an accessibility option ○ Have an instruction for this speaker icon ○ Include enter / navigation buttons. <p>Review it ...</p> <ul style="list-style-type: none"> • 	<p>Lesson resource</p> <p>In folder</p> <p>Component 1\Component 1\B1</p> <p>File named: Planning 3 - Gantt and mood storyboard</p> <p>Assessment Opportunities:</p> <p>Exam Skills Development:</p> <p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>
<p>Literacy:</p> <p>Numeracy:</p> <p>Careers:</p> <p>SMSC:</p>			

Lesson Outline

Lesson:	Learning Objectives	Lesson activities:	Resources:
21	<ul style="list-style-type: none"> Be able to say what was required in the storyboard and what detail was needed Be able to continue developing the storyboard for the interface 	<p>Recall it ...</p> <ul style="list-style-type: none"> Using storyboard slide – ask students to recall what was required in their storyboards, what level of detail is needed for the annotations and why? <ul style="list-style-type: none"> . <p>Learn it ...</p> <ul style="list-style-type: none"> Remind class of what they need to continue with and what their aims are for the storyboards, demonstrate if you need it to ensure students fully understand how to design one using powerpoint. <p>Apply it ...</p> <ul style="list-style-type: none"> Students are to continue with their storyboards <ul style="list-style-type: none"> Must have a clear structure Have a navigation structure Have a name of company and logo Have a sub title Have instruction section Have suitable image Have speaker icon for an accessibility option Have an instruction for this speaker icon Include enter / navigation buttons. <p>Review it ...</p> <ul style="list-style-type: none"> . 	<p>Lesson resource</p> <p>In folder</p> <p>Component 1\Component 1\B1</p> <p>File named: Planning 3 - Gantt and mood storyboard</p> <p>Assessment Opportunities:</p> <p>Exam Skills Development:</p> <p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>
<p>Literacy:</p> <p>Numeracy:</p> <p>Careers:</p> <p>SMSC:</p>			

Lesson Outline

Lesson:	Learning Objectives	Lesson activities:	Resources:
22	<ul style="list-style-type: none"> • Be able to name features used in the storyboards to make them more effective from a planning perspective • Be able to write the purpose and who the audience of the proposed system is. • Be able to write a list of user requirements for the proposed system. 	<p>Recall it ...</p> <ul style="list-style-type: none"> • Using slide 12 - what features in your storyboard did you include to make it more effective? <ul style="list-style-type: none"> ○ Go over some of the features with the students to ensure everyone in the class takes in the detail requirements of the storyboard. <p>Learn it ...</p> <ul style="list-style-type: none"> • Using slide 3 – go over the audience / purpose – and have students read the scenario. <hr/> <p>Apply it ...</p> <ul style="list-style-type: none"> • using slide 4 – students are to explain the following questions; <ul style="list-style-type: none"> ○ What is it they want you to do? ○ What is the purpose of what they are proposing? ○ Who will be the audience of the system? <p>Learn it ...</p> <ul style="list-style-type: none"> • Using slide 5 and part of slide 6 – explain and give a example of how to write SMART objectives <hr/> <p>Know it ... Apply it ...</p> <ul style="list-style-type: none"> • Students to write some smart objectives for the system <p>Learn it ...</p> <ul style="list-style-type: none"> • Using slide 7 – go over project requirements and how to identify them from the scenario. • Using slide 8 – explain about time scales and how to show them in the gantt chart 	<p>Lesson resource</p> <p>In folder</p> <p>Component 1\B2 - Create the Plan</p> <p>File named: 1 - Audience purpose - obj - req</p> <hr/> <p>Assessment Opportunities:</p> <p>Exam Skills Development:</p> <p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>
<p><u>Literacy:</u> <u>Numeracy:</u> <u>Careers:</u> <u>SMSC:</u></p>			

Lesson Outline

Lesson:	Learning Objectives	Lesson activities:	Resources:
23	<ul style="list-style-type: none"> • Be able to explain project constraints • Be able to explain project risks. 	<p>Recall it ...</p> <ul style="list-style-type: none"> • Using slide 2 - what is the difference between a user requirements and an accessibility requirements? <p>Learn it ...</p> <ul style="list-style-type: none"> • Using slides – 3 headings – explain what each constraint is and an example of how to write a paragraph for each <p>Apply it ...</p> <ul style="list-style-type: none"> • Students are to use the teachers model written paragraphs to write their own ones for each 	<p>Lesson resource</p> <p>In folder</p> <p>Component 1\B2 - Create the Plan</p> <p>File named: 2 - constraints and risks</p>
		<p>Learn it ...</p> <ul style="list-style-type: none"> • Using slide 4 - headings – explain what each Risk is and an example of how to write a paragraph for each <p>Apply it ...</p> <ul style="list-style-type: none"> • Students are to use the teachers model written paragraphs to write their own ones for each 	<p>Assessment Opportunities:</p>
		<ul style="list-style-type: none"> • 	<p>Exam Skills Development:</p> <p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>
<p>Literacy:</p> <p>Numeracy:</p> <p>Careers:</p> <p>SMSC:</p>			

Lesson Outline

Lesson:	Learning Objectives	Lesson activities:	Resources:
24	<ul style="list-style-type: none"> Be able to write the hardware and software requirements of the propose system Be able to write a test strategy and a test plan table. 	<p>Recall it ...</p> <ul style="list-style-type: none"> Using slide 2 – what is the difference between a risk and a constraint? <ul style="list-style-type: none"> Can you give an example? <p>Learn it ...</p> <ul style="list-style-type: none"> Using slides 2-3 – teach about hardware and software requirements . . 	<p>Lesson resource</p> <p>In folder</p> <p>Component 1\B3 - Create an initial design\</p> <p>File named: 1 - Hw and sw req and test strategy</p>
		<p>Apply it ...</p> <ul style="list-style-type: none"> Students are to write their own hardware and software requirement paragraphs <p>Learn it ...</p> <ul style="list-style-type: none"> Using slides 5 -6 – teach about test strategy and test plan <p>Know it ... Apply it ...</p> <ul style="list-style-type: none"> Students are to write a test strategy paragraph Then students are to make a test plan table. 	<p>Assessment Opportunities:</p>
		<p>Review it ...</p> <ul style="list-style-type: none"> . 	<p>Exam Skills Development:</p> <p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>
<p>Literacy:</p> <p>Numeracy:</p> <p>Careers:</p> <p>SMSC:</p>			

Lesson Outline

Lesson:	Learning Objectives	Lesson activities:	Resources:
25-30	<ul style="list-style-type: none"> Be able to start creating the proposed systems interface using powerpoint 	<p>Recall it ...</p> <ul style="list-style-type: none"> Using slide 2 - storyboard plan <ul style="list-style-type: none"> Remember the storyboard you made for your project / plan. What pages did you plan, and what did each contain <p>Learn it ...</p> <ul style="list-style-type: none"> Using slides - teacher to demonstrate how to create the actual interface using the storyboard plan as their guide 	<p>Lesson resource</p> <p>In folder</p> <p>Component 1\C1 - Developing the interface</p> <p>File named: C1 - Developing the interface</p>
		<p>Apply it ...</p> <ul style="list-style-type: none"> Students to start making the interface <p>Review it ...</p> <ul style="list-style-type: none"> Using slide 4 - what have you progressed on today in the lesson? <ul style="list-style-type: none"> What techniques have you applied which have made it faster for you to progress? 	<p>Assessment Opportunities:</p>
		<ul style="list-style-type: none"> 	<p>Exam Skills Development:</p> <p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>
<p>Literacy:</p> <p>Numeracy:</p> <p>Careers:</p> <p>SMSC:</p>			

Lesson Outline

Lesson:	Learning Objectives	Lesson activities:	Resources:
31-33	<ul style="list-style-type: none"> Be able to name input methods applied to own interfaces Be able to produce testing evidence and show evidence of refining of the interfaces 	<p>Recall it ...</p> <ul style="list-style-type: none"> Using slide 1 – name some of the input methods placed on your interface, and why are these important? <ul style="list-style-type: none"> . <p>Learn it ...</p> <ul style="list-style-type: none"> Using slides 4-7 – teacher to go over the testing phase and refinement, however teacher is also to explain that this is only a PASS standard, and will require a justification as to how the refinement makes the interface more suitable for the intended audience / purpose. . <p>Apply it ... Know it ...</p> <ul style="list-style-type: none"> Students are test and refine their interfaces <p>Review it ...</p> <ul style="list-style-type: none"> What improvements did you make and how did this make your interfaces more suitable for the audience / purpose (this is 2 reasons). 	<p>Lesson resource</p> <p>In folder</p> <p>Component 1\C2 - Refine the interface</p> <p>File named: C2 - Refine the interface</p> <p>Assessment Opportunities:</p> <p>Exam Skills Development:</p> <p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>
<p>Literacy:</p> <p>Numeracy:</p> <p>Careers:</p> <p>SMSC:</p>			

Lesson Outline

Lesson:	Learning Objectives	Lesson activities:	Resources:
34-40	<ul style="list-style-type: none"> Be able to to start writing the sections of the evaluation that your teacher has demonstrated. 	<p>Recall it ...</p> <ul style="list-style-type: none"> Using slide 2 - what feedback was provided and what improvements were made and why? <ul style="list-style-type: none"> . <p>Learn it ...</p> <ul style="list-style-type: none"> Using slides 3 – explain what students are to do for their evaluation and write an example paragraph for one of the sections to guide the students.. <p>Apply it ...</p> <ul style="list-style-type: none"> Using the teachers guided example, students are to start writing their evaluations. <p>Review it ...</p> <ul style="list-style-type: none"> . 	<p>Lesson resource</p> <p>In folder</p> <p>Component 1\....</p> <p>File named: .</p> <p>Assessment Opportunities:</p> <p>Exam Skills Development:</p> <p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>
<p>Literacy:</p> <p>Numeracy:</p> <p>Careers:</p> <p>SMSC:</p>			

Component 2

Lesson Outline

Lesson:	Learning Objectives	Lesson activities:	Resources:
1	<ul style="list-style-type: none"> Be able to name a company and say what data they would collect and what they would use it for Be able to describe what the difference between data and information is with examples. 	<p>Recall it ...</p> <ul style="list-style-type: none"> Using slide 3 - Think of a company, then list what data it would collect and store and why? <p>Learn it ...</p> <ul style="list-style-type: none"> Using slides 4 – teach about organisations and reasons why they would collect data. <hr/> <p>Apply it ...</p> <ul style="list-style-type: none"> Write an introduction for the data unit In this also write about the types of business sectors that use data modelling and why <p>Learn it ...</p> <ul style="list-style-type: none"> Using slide 7 – 12 – teach about the difference between data and information and the characteristics of data. – slides have a number of examples to help with the explanations. <p>Know it ..Apply it ...</p> <ul style="list-style-type: none"> Slide 13 – task – students are to explain the difference between information and data, giving examples where possible and explaining how data can be turned into information. <hr/> <p>Review it ...</p> <ul style="list-style-type: none"> 	<p>Lesson resource</p> <p>In folder</p> <p>Component 2\</p> <p>File named: Component 2 – Collecting, Presenting and Interpreting - A1 A2 A4 and A6 – v3</p> <hr/> <p>Assessment Opportunities:</p> <hr/> <p>Exam Skills Development:</p> <p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>
<p>Literacy:</p> <p>Numeracy:</p> <p>Careers:</p> <p>SMSC:</p>			

Lesson Outline

Lesson:	Learning Objectives	Lesson activities:	Resources:
2	<ul style="list-style-type: none"> Be able to name different ways in which data can be collected Be able to say what the difference between qualitative and quantitative data is and describe with examples. 	<p>Recall it ...</p> <ul style="list-style-type: none"> Using slide 15 - what was the difference between data and information, give examples? <p>Learn it ...</p> <ul style="list-style-type: none"> Using slides 16 - 18 – teach about data collection methods <p>Apply it ...</p> <ul style="list-style-type: none"> Slide 19 – Task - what could be some of the issues related to each form of data collection, you stated in the previous task? <p>Learn it ...</p> <ul style="list-style-type: none"> Slide 20-23 – teach about qualitative vs quantitative data, survey vs questionnaire, slide 22-23 – features of data collection methods and how they affect the quality of data collected. <p>Review it ...</p> <ul style="list-style-type: none"> . 	<p>Lesson resource</p> <p>In folder</p> <p>Component 2\</p> <p>File named: Component 2 – Collecting, Presenting and Interpreting - A1 A2 A4 and A6 – v3</p> <p>Assessment Opportunities:</p> <p>Exam Skills Development:</p> <p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>
<p>Literacy:</p> <p>Numeracy:</p> <p>Careers:</p> <p>SMSC:</p>			

Lesson Outline

Lesson:	Learning Objectives	Lesson activities:	Resources:
3	<ul style="list-style-type: none"> Be able to name some features of data collection methods Be able to describe what big data is and give examples of organisations which would have big data. 	<p>Recall it ...</p> <ul style="list-style-type: none"> Using slide 25 - what were some of the features of data collection methods? <p>Learn it ...</p> <ul style="list-style-type: none"> Using slides 26 – teach about what big data is and what kinds of businesses collect large data and for what reasons. Also teach about how to identify big data / the organisation type. . <hr/> <p>Apply it ...</p> <ul style="list-style-type: none"> Provide examples of data sets and students are to figure out the features of the collection, its purpose and how they think the data was collected. <p>Learn it ...</p> <ul style="list-style-type: none"> using slide 28 – Teach about the different factors that affect the quality of the data collected. <hr/> <p>Review it ...</p> <ul style="list-style-type: none"> . 	<p>Lesson resource</p> <p>In folder</p> <p>Component 2\</p> <p>File named: Component 2 – Collecting, Presenting and Interpreting - A1 A2 A4 and A6 – v3</p> <hr/> <p>Assessment Opportunities:</p> <hr/> <p>Exam Skills Development:</p> <p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>
<p>Literacy:</p> <p>Numeracy:</p> <p>Careers:</p> <p>SMSC:</p>			

Lesson Outline

Lesson:	Learning Objectives	Lesson activities:	Resources:
4	<ul style="list-style-type: none"> Be able to say what validation rules are and know how to apply some in excel. Be able to explain what validation and verification methods are used for 2 organisations data collection. 	<p>Recall it ...</p> <ul style="list-style-type: none"> Using slide 2 - name some of the factors that can affect the quality of the data collected? <ul style="list-style-type: none"> Can you explain how these affect the quality of the data giving examples where possible? <p>Learn it ...</p> <ul style="list-style-type: none"> Using slides 2-4 – teach about validation rules and how they ensure quality of data inputted. <p>Apply it ...</p> <p>Using slide 5 – practice task for students to learn how to set up a validation rule or 2 in excel.</p> <p>Learn it ...</p> <p>Using slide 6 – teach about verification, what it is, how it is used giving various examples where possible.</p> <p>Apply it ...</p> <p>Slide 7 -8 – students are to write their corresponding sections of the use of validation / verification etc and how they ensure correct and quality data.</p> <p>Review it ...</p> <ul style="list-style-type: none"> 	<p>Lesson resource</p> <p>In folder</p> <p>Component 2\</p> <p>File named: Component 2 - A3 and A5</p> <p>Assessment Opportunities:</p> <p>Exam Skills Development:</p> <p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>
<p>Literacy:</p> <p>Numeracy:</p> <p>Careers:</p> <p>SMSC:</p>			

Lesson Outline

Lesson:	Learning Objectives	Lesson activities:	Resources:
5	<ul style="list-style-type: none"> Be able to say what the difference between validation and verification is Be able to explain how data collection can impact on privacy concerns, security concerns and threats that will be of concern. 	<p>Recall it ...</p> <ul style="list-style-type: none"> Using slide 2 - what is the difference between validation and verification, give an example for both? <p>Learn it ...</p> <ul style="list-style-type: none"> Using slides 3-7 – teach about the privacy and security / threats and concerns with data collection. <hr/> <p>Apply it ...</p> <p>Students are to write their corresponding sections about how the collection of data will and can affect the security / threats and privacy concerns for each business.</p> <hr/> <p>Review it ...</p> <ul style="list-style-type: none"> <u>Explain 2 privacy concerns for organisation 1,</u> <u>Another student – explain 2 privacy concerns for organisation 2</u> <p><u>Style of questions.</u></p>	<p>Lesson resource</p> <p>In folder</p> <p>Component 2\</p> <p>File named: Component 2 – Threats - A7</p> <hr/> <p>Assessment Opportunities:</p> <hr/> <p>Exam Skills Development:</p> <p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>
<p>Literacy:</p> <p>Numeracy:</p> <p>Careers:</p> <p>SMSC:</p>			

Lesson Outline

Lesson:	Learning Objectives	Lesson activities:	Resources:
5	<ul style="list-style-type: none"> • Be able to • Be able to 	<p>Recall it ...</p> <ul style="list-style-type: none"> • Using slide <ul style="list-style-type: none"> ○ ? <p>Learn it ...</p> <ul style="list-style-type: none"> • Using slides 	<p>Lesson resource</p> <p>In folder</p> <p>Component 2\</p> <p>File named:</p>
			Assessment Opportunities:
		<p>Apply it ...</p> <p>Using slide</p> <p>Learn it ...</p> <p>Using slide</p> <p>Apply it ...</p> <p>Slide</p>	
		<p>Review it ...</p> <ul style="list-style-type: none"> • 	Exam Skills Development:
			<p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>
<p>Literacy:</p> <p>Numeracy:</p> <p>Careers:</p> <p>SMSC:</p>			

Lesson Outline

Lesson:	Learning Objectives	Lesson activities:	Resources:
5	<ul style="list-style-type: none"> • Be able to • Be able to 	<p>Recall it ...</p> <ul style="list-style-type: none"> • Using slide <ul style="list-style-type: none"> ○ ? <p>Learn it ...</p> <ul style="list-style-type: none"> • Using slides 	<p>Lesson resource</p> <p>In folder</p> <p>Component 2\</p> <p>File named:</p>
			Assessment Opportunities:
		<p>Apply it ...</p> <p>Using slide</p> <p>Learn it ...</p> <p>Using slide</p> <p>Apply it ...</p> <p>Slide</p>	
		<p>Review it ...</p> <ul style="list-style-type: none"> • 	Exam Skills Development:
<p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>			
<p>Literacy:</p> <p>Numeracy:</p> <p>Careers:</p> <p>SMSC:</p>			

Lesson Outline

Lesson:	Learning Objectives	Lesson activities:	Resources:
5	<ul style="list-style-type: none"> • Be able to • Be able to 	<p>Recall it ...</p> <ul style="list-style-type: none"> • Using slide <ul style="list-style-type: none"> ○ ? <p>Learn it ...</p> <ul style="list-style-type: none"> • Using slides 	<p>Lesson resource</p> <p>In folder</p> <p>Component 2\</p> <p>File named:</p>
			Assessment Opportunities:
		<p>Apply it ...</p> <p>Using slide</p> <p>Learn it ...</p> <p>Using slide</p> <p>Apply it ...</p> <p>Slide</p>	
		<p>Review it ...</p> <ul style="list-style-type: none"> • 	Exam Skills Development:
			<p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>
<p>Literacy:</p> <p>Numeracy:</p> <p>Careers:</p> <p>SMSC:</p>			

Lesson Outline

Lesson:	Learning Objectives	Lesson activities:	Resources:
5	<ul style="list-style-type: none"> • Be able to • Be able to 	<p>Recall it ...</p> <ul style="list-style-type: none"> • Using slide <ul style="list-style-type: none"> ○ ? <p>Learn it ...</p> <ul style="list-style-type: none"> • Using slides 	<p>Lesson resource</p> <p>In folder</p> <p>Component 2\</p> <p>File named:</p>
			Assessment Opportunities:
		<p>Apply it ...</p> <p>Using slide</p> <p>Learn it ...</p> <p>Using slide</p> <p>Apply it ...</p> <p>Slide</p>	
		<p>Review it ...</p> <ul style="list-style-type: none"> • 	Exam Skills Development:
			<p>This is preparing theoretical knowledge that students can use for their BTEC assignment 1</p>
<p>Literacy:</p> <p>Numeracy:</p> <p>Careers:</p> <p>SMSC:</p>			