Curriculum objectives
● To recognise common uses of information technology beyond school.

Lesson objectives
● To learn the names of basic parts of the computer.
● To be able to name the mouse, screen, keyboard and CPU.
● To explain, in simple terms, the functions of main parts of a computer.

Expected outcomes
● Can name parts of the classroom computer.
● Can describe how the children use the keyboard, mouse and screen.

Resources
Photocopiable page 49 'Name the parts of the computer'; interactive activity 'What do I do?' on the CD-ROM; headphones for independent/paired work as necessary

An introduction to the parts of a computer

This lesson introduces the children to the main parts of the computer – the keyboard, mouse, screen and CPU. By the end of the lesson, the children will be able to name and explain in simple terms the main parts of a computer and understand their basic functions. This will be extended in subsequent lessons when children will examine each element in more detail.

Introduction
● Explain to the children that you will be learning about computers for the next few lessons; how they work and what all the different parts are called.
● Ask them what they already know and use this to prompt discussion. For example:
  ● *Can you point to the computer in the room?*
  ● *What is this called?* (Holding up mouse/keyboard)
  ● *What is this part called?* (Pointing to screen)

Whole-class work
● Give the children photocopiable page 49 'Name the parts of the computer' and explain that they should match the words to the images.
● Use this to introduce the children to the correct terminology (getting them to repeat the words back to you).
● If you have the space and the computers, develop this by next asking the children to point to each of the different elements on their computers as you call out the word.

Independent/paired work
● Ask the children to open the interactive activity 'What do I do?' on the CD-ROM in which they will match the part of the computer to what it does.

Differentiation
● Mixed-ability pairings may be useful to help children to work together and share understanding.
● Support: Less confident learners may benefit from peer or adult support, particularly in working out which part of the computer carries out which function.
● Challenge: More confident learners could draw a computer and label it with the correct terminology. They could also explain verbally what each part of the computer does.

Review
● As a class, review the interactive activity 'What do I do?' and use this as an opportunity to correct any misunderstandings.
● Re-emphasise the names of each of the different parts of the computer and explain that they will be learning about each part in more detail in the following lessons.
● Review children's progress through their understanding of the names and simple functions of the main parts of the computer.