

Styling with CSS

40 minutes

Strand 2: Let's get connected

Outcome 2.5

WHAT THIS LESSON DOES

Learn how to change the appearance of your web page using CSS. Adjust colours, fonts and spacing with block controls and then by typing code yourself. See that the content remains unchanged while the style transforms completely.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
2.5	Create a small website using HTML and CSS.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Change colours, fonts and spacing with CSS (LO 2.5)
- Explain how CSS separates style from content (LO 2.5)

BEFORE THE BELL

- Prepare visual examples of a plain web page and the same page in different styled versions to display on the board.
- Nothing about saving needs modelling. Work saves by itself, and the line beside the Save button shows when it last did.
- Every builder step opens on a page rather than a blank screen, and a pupil who was here last lesson opens on their own work instead.
- Student devices; the site from last lesson opens by itself

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HOW THE LESSON RUNS

3 min	introduction	Start: what we're building
4 min	content	Content and style
4 min	activity	Find your page in the CSS
5 min	activity	Change a colour and watch that rule change
5 min	activity	Change a text size and watch a new rule appear
6 min	activity	Now type it yourself
8 min	activity	Your turn: restyle to a theme
3 min	content	Make sense
1 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Emphasise that errors in typing are expected and part of learning to code.
- Run a short predict beat on the board before the first whole-class typed colour change.
- Phase 1 board checkpoint is name one property; Phase 2 must-do is one working hand-typed colour. Size and hex character play are stretch or circulation tips.
- Circulate during activities to observe if students are using the CSS tab.
- Model reading the CSS rules aloud during the hands-on section.
- Before the end of the restyle task, ask two pupils to read their own rule aloud. It is the quickest check that they changed the rule and not just the block.
- Use pair discussion in the reflect section to share ideas.

WHAT TO WATCH FOR

- Students edit HTML instead of CSS: direct them to the CSS tab for style changes.
- Changing the content instead of the style: remind them to keep words the same and only alter appearance.
- Typos in property names: refer to the block-generated CSS to check correct spelling.
- A colour written as a description (like deep green) instead of a real CSS colour name or code (like green or #1b5e20).
- Pressing go back to blocks after typing: warn before Phase 2; if it happens, treat it as a lesson about one-way editing.

DIFFERENTIATION

- Support: Offer a short list of common CSS properties and values for reference.
- Extension: Encourage students to experiment with additional properties like borders or shadows, or to complete the optional size and spacing stretch on the theme task.
- Support: Pair less confident students with a partner for the independent restyle task; a partial theme with two hand-edited properties still counts.