

Default Templates: What's Available

60 minutes

ICT Specialism 3: Spreadsheets

Outcome M3.U1.2

WHAT THIS LESSON DOES

Explore the default template gallery on your class suite (Excel for the web or Google Sheets) to discover pre-built spreadsheet layouts. Learn when templates save time and when a blank sheet is preferable. Shortlist two templates that could give your Something Real sheet a ready-made structure for Module 3.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M3.U1.2	Create new spreadsheets based on default templates.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Tour the default template gallery on your class suite (Excel for the web or Google Sheets) and recognise that the other suite follows the same idea
- Decide when to use a template versus a blank sheet
- Identify two templates that could give your Something Real sheet a ready-made starting layout for Module 3

BEFORE THE BELL

- Review each student's Spreadsheet Problem Statement from earlier in the module and tell students to have it open.
- Sign in to Excel for the web (via OneDrive) and Google Sheets so both galleries can be shown; students only work their own suite.
- Write board keywords: budget, schedule, tracker. Write the class rule: browse and note only.
- Prepare to model sm3_template_notes with the two-row scaffold (not screenshots) once before independent practice.
- If you want a paper fallback for students who freeze on document creation, a simple three-column table (Template name, Purpose, Link to my problem) with two empty rows is enough; the wording they need is already on the independent practice step.
- Sign in to Excel for the web and Google Sheets on the classroom screen so both template galleries are ready to show; remind students to open their problem statement.
- Demo the Excel for the web and Google Sheets template galleries on the classroom screen; board keywords budget, schedule, tracker; class rule browse and note only.
- Plan a 2-minute model of sm3_template_notes (folder path, two-row scaffold, one sample note line) before independent practice. Optional: print paper copies of the scaffold for weaker readers.
- Model folder path, sm3_template_notes create, two-row scaffold, and one sample note line on screen; optional printed scaffold copies; path-check at minute 5; screenshots only as assisted stretch from minute 15.

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HOW THE LESSON RUNS

5 min	introduction	Introduction
6 min	content	Key concepts
15 min	activity	Step-by-step task
4 min	content	Common issues
20 min	activity	Independent practice
5 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- NEW 15 Sep: rebuilding a sheet from a printed page is now part of this lesson, 10 to 12 minutes. Hand out or project a small finished spreadsheet on paper with row numbers and column letters showing. Watch for students matching the values and skipping the shading, alignment and column widths.
- Model one full path to the template gallery on the classroom screen for the main suite used by the class, and show the other suite briefly.
- Walk two key-concept rows fully (When a template helps, and When blank is better) and stress reading before editing.
- Check the path `Project_Portfolio/09_specialism/sm3/` at about minute 5 of independent practice.
- The core artefact is the two-row written shortlist. Screenshots are optional stretch only; help with capture from about minute 15 for students who have already finished both rows. Images are not needed for a complete portfolio shortlist today.
- Treat `sm3_template_notes` as planning evidence for next lesson's structure work, rather than a promise that every student will reopen the same gallery file.

WHAT TO WATCH FOR

- Students choose templates because they look fancy rather than matching their problem: ask them to explain the link to their problem statement.
- Attempting to edit templates immediately without reading the structure: remind the class to read before editing to avoid breaking formulas.
- Expecting a desktop-style Close without saving: opening a gallery starter already creates a cloud file, so close the tab and delete or rename browse-only copies later.
- Struggling to locate specific templates in a limited gallery: suggest searching for keywords like budget or tracker and adapting the closest match.
- Saving notes outside `09_specialism/sm3/`: create the folders first if they are missing, then spot-check paths.
- Stalling on screenshots before the written shortlist is done: redirect to the two scaffold rows first, since images are a bonus only.

DIFFERENTIATION

- Support: offer the board search terms, stay with two templates, allow the paper table as a first draft, and accept a clear written shortlist with no screenshots.
- Extension: the third "would not use" template row in the summary challenge, optional screenshots, and the matching worksheet for early finishers.
- Support: pair students who have completed the introduction course with those who need guidance on navigating the galleries and portfolio folders.