

Building from a Template

60 minutes

ICT Specialism 3: Spreadsheets

Outcome M3.U1.2

WHAT THIS LESSON DOES

Open a ready-made budget spreadsheet template and examine its built-in formulas in the formula bar. Adapt the labels and replace sample data with real project costs from your Something Real project. Confirm that the totals still calculate correctly and save sm3_from_template.xlsx as your Module 3 working base.

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

- Adapt a template without breaking built-in formulas
- Enter at least five rows of real project data
- Save sm3_from_template.xlsx as the working base

BEFORE THE BELL

- Create sm3_budget_starter once and place a copy in each student's Project_Portfolio/09_specialism/sm3/ folder (or a class shared folder). Required structure: headings Item | Unit cost (€) | Quantity | Line total (€); five placeholder sample rows in A2:C6; =B2*C2 through =B6*C6 in D2:D6; =SUM(D2:D6) in D7.
- Fallback if files cannot be pre-placed: open the Excel Online or Google Sheets template gallery on the projector and use a simple Budget or Expense template as the class model. Avoid starting from a blank workbook unless both starter and gallery are blocked.
- Optional: print the key concepts table and the common issues table for students who read more slowly, so they can follow along away from the screen.
- Pre-place sm3_budget_starter in each student's sm3 folder (or class share) with headings, five sample rows, line-total formulas, and SUM total. Open it on the classroom screen before the bell.
- Optional print of the matching worksheet for a 3-minute check after the table.
- Confirm every student can open the starter from sm3 (or gallery) with their school login; starter formulas must already be present.
- Board-ready list of five generic project cost examples for students still deciding their Something Real numbers.

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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

- Model inspect, protect, replace and test on the classroom screen before releasing students: click the TOTAL cell, show the formula bar, start to type over it, undo, replace one sample row, and prove the total updates.
- Circulate during independent practice to check students are not typing into formula cells and that only one file named sm3_from_template.xlsx exists in sm3.
- Use the common issues table as a quick clinic immediately after the demonstration.
- Limit reflection to two quick share-backs focused on protecting formula cells or adapting labels for a real audience.
- Google Sheets: the portfolio name keeps the .xlsx label so the whole class files the same way; the file remains a native Sheet until the formats and conversion lesson.

WHAT TO WATCH FOR

- Typing over the total cell and turning the SUM formula into a fixed number: click the cell and re-enter the formula before pressing Enter.
- Clearing whole rows including column D when removing sample data: clear A-C values only.
- Creating extra Untitled copies instead of editing the working base: delete extras before dismissal.
- Formatting Quantity as currency: format unit costs and totals only.

DIFFERENTIATION

- Support: Give a printed copy of the safe-adapt checklist from the key concepts step, and walk the four-question self-check on that step with the group aloud before machines.
- Support: Allow students who finish the Niamh replace early to pair-coach peers on formula-bar checks.
- Extension: Invite students to add an AVERAGE block or Notes column once five real rows and live totals are secure.