

Group What Belongs Together

60 minutes

Design a Website

WHAT THIS LESSON DOES

You will organise your website by placing related content into coloured boxes so readers can identify topics quickly. You will also place two boxes side by side in a row.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Group related content using coloured box blocks from the layout palette.
- Arrange multiple boxes side by side by placing them inside a row block.
- Choose each box colour from the colour menu on the block.

BEFORE THE LESSON

- Open the interactive on the board before pupils arrive so the starter site and the Layout palette are visible for modelling.
- Check every pupil can reach the interactive and see their saved site on the Your web page tab; work saves itself, so no files to hunt for.
- Devices ready one per pupil, with the block editor loading and the site showing.

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HOW THE LESSON RUNS

4 min	introduction	Start: What We're Building
4 min	content	Boxes Hold What Belongs Together
5 min	activity	Find Things That Belong Together
8 min	activity	Add a Box and Put a Topic Inside
5 min	activity	Choose a Colour for the Box
6 min	activity	Add a Second Box for Another Topic
8 min	activity	Two Boxes Side by Side in a Row
2 min	content	Why a Box Holds Things Together
8 min	activity	Your Turn: Make It Yours
4 min	content	Make Sense
3 min	content	Reflect
3 min	summary	What You Covered

TEACHING MOVES

- 1. Start: What We're Building. Name today's new block in full every time: the box block in Layout. Warn pupils Apps also holds a text box and a list box, so "box" alone is not enough. Do not preview rows yet.
- 2. Boxes Hold What Belongs Together. Land the idea before anyone touches a block. Use a PE bag or lunchbox analogy, then click Layout on the board and point at box, row and banner so pupils know where to look.
- 3. Find Things That Belong Together. Circulate and ask each pair to name a topic aloud, Football or Music, not "these three blocks". Talk only, nothing to move or type. Any tight related group works if their site differs.
- 4. Add a Box and Put a Topic Inside. Model it once: Layout, box onto the page, then one topic dropped inside where the box opens out. Watch for blocks landing beside rather than inside. Repeat "inside the box block" often.
- 5. Choose a Colour for the Box. Ask one quick oral prediction, then let pupils try the colour menu on the block. Head off the CSS tab now: the block writes its colour itself, so CSS typing will not recolour it.
- 6. Add a Second Box for Another Topic. One new skill only: a second box filled like the first, in a different colour. Keep rows for the next step. If a whole chain travels in, show pulling extra topics back out.
- 7. Two Boxes Side by Side in a Row. Slow right down. Drag a new row, not the book-picture row. Move box one in, then box two beside it. If they stack, say both boxes go inside the new row where it opens out.
- 8. Why a Box Holds Things Together. Spoken and short. Ask what happens if you drag a box: everything inside travels with it. That is the whole point of a holder.
- 9. Your Turn: Make It Yours. Independent practice. Prompt with questions, not fixes: "Which pieces belong in that box?" and "Are both boxes inside the new row?" Protect time for the closing steps.
- 10. Make Sense. Run this from the board with devices on the Your web page tab. Ask two or three pupils to show a box and name its topic. Note stray blocks as next-time polish, not a scramble.
- 11. Reflect. Display-only talking points. A quick pair share, then call on two pairs if time allows. Nothing written or saved.
- 12. What You Covered. Reveal the bullets one at a time. Reassure pupils the site is saved for next time; a download is only for a home copy.

WHAT TO WATCH FOR

- Pupils grab a text box or list box from the Apps palette instead of the box block from Layout, because they hear only "box". Say the block's full location every time: the box block in Layout. If a pupil opens Apps, calmly redirect: "We need the box block in Layout."
- Blocks are dropped beside the box rather than inside it, so nothing is actually grouped. Repeat "inside the box block, where it opens out" and model the drop again. Check the live page shows one coloured frame around that topic only.
- Because the starter topics are chained together, dragging one subheading pulls the next topic in too, so two topics land in one box. Show pupils this is normal. Drag the extra topic's subheading back out until only one topic remains inside the box.

DIFFERENTIATION

- Emerging: Home page only is a full success; leave the second page for another time. Sit beside them for the first box drop, then let them repeat the same steps for the second box independently.
- Developing: Prompt with a question rather than doing it for them: "Are both boxes inside the new row yet?" Have them name aloud the topic inside each box before colouring, to check the grouping is deliberate.