

Design and Finish Your Site

60 minutes

Design a Website

WHAT THIS LESSON DOES

Finish your website layout so the most important information appears first to visitors. Plan the content, add a banner, organise with rows and boxes, apply colours and fonts, then check the design before completing the site.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Plan the main message and layout of a personal website.
- Arrange website elements to ensure key information is seen first.
- Organise content using rows and boxes for better readability.
- Apply consistent styling including colours and fonts across the site.
- Evaluate the site design from a visitor's perspective.

BEFORE THE LESSON

- Open the interactive on the board and check each pupil can reach their saved site with a banner, pages and boxes already in place.
- Have the sample site ready to display for about one minute at the start so you can point at banner, heading and the rest.
- One device per pupil, logged in and site loading, so nobody loses build minutes to access problems.

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HOW THE LESSON RUNS

5 min	introduction	Start: What We're Building
6 min	content	Plan It First
14 min	activity	Build: Banner, Pages and Look
4 min	content	Checkpoint: What a Visitor Sees First
14 min	activity	Build: Rows and Boxes
4 min	content	Checkpoint: Can a Reader Scan It?
6 min	activity	Finish and Check It Reads Well
3 min	content	Make Sense
2 min	content	Reflect
2 min	summary	What You Covered

TEACHING MOVES

1. Start: What We're Building. Show the sample site for about a minute. Point at the top: banner, then heading, then the rest. Say this is what a clear top of page looks like, then send pupils to plan before dragging anything.
2. Plan It First. Keep this spoken and short. Walk the room and help anyone who cannot name their site in a few words shrink it into one banner line. Do not let planning eat the build minutes.
3. Build: Banner, Pages and Look. Ring a hard bell at 10 minutes: anyone still on Home finishes Home only, then moves to the second page. Walk for banners stacked twice and colours set on the block, not the CSS tab.
4. Checkpoint: What a Visitor Sees First. Hands off keyboards. Whole class opens Your web page and looks only at the top of Home. Ask two or three pupils to say aloud what their eyes land on first. Keep it kind and quick.
5. Build: Rows and Boxes. Bell at 10 minutes. Watch for blocks dropped beside a row instead of inside it: say inside the row, in the empty space on that block. Recolour boxes from the block dropdown, never the CSS tab.
6. Checkpoint: Can a Reader Scan It? Whole-class pause. Ask a few pupils to point and name the topics a stranger would spot in two seconds. If many pages are one long column, model two coloured boxes inside a row on the board.
7. Finish and Check It Reads Well. This is polish, not new building. Nudge anyone still decorating to stop and read their page like a stranger. Move the important thing up if it is stuck low down.
8. Make Sense. Short spoken recap. Tie it back to the checkpoints: what a visitor sees first, and whether a stranger can scan the topics without reading every word.
9. Reflect. Ask the three questions aloud as talking points. A brief pair share is enough. Pupils do not write or save anything.
10. What You Covered. Short recap aloud. Celebrate finished sites and remind the class their work has been saving as they go.

WHAT TO WATCH FOR

- Pupils add a second banner to a page that already has one, thinking they are creating the title. Stop them and say edit the banner that is already there. One banner per page, at the very top. Point at where it sits on Your web page.
- Pupils try to recolour a banner or box from the CSS tab and cannot make it work. Redirect them to the colour dropdown on the block itself. Name it once fully, then just say use the dropdown on the block.
- Pupils treat a full page as a finished page and leave the most important thing stuck at the bottom. At the checkpoints, have them open Your web page and squint. A full page is not the same as a page a reader can scan. Move the key thing up.

DIFFERENTIATION

- Emerging: Help them name the site in a few words for the banner, then point them at the Done list one line at a time. If their earlier work is thin, tell them the starting site in the interactive is enough to finish from: change the words and one colour to make it theirs.
- Developing: Keep them to the build order, Home first then the second page, so they do not drift between pages half-finishing both. At the checkpoint, have them say aloud what a visitor sees first before they build on.
- Proficient: Once they meet the Done list, send them to polish the words so the pages sound like them, not the sample sentences. Offer the optional seat-swap: a partner gives feedback looking at the top of the page alone.