

Strands/ Learning Outcomes The children will be able to...	Activities	Resources (Common Network Resources)	Teacher Comments / Assessment Notes
<p>USING THE TECHNOLOGY <i>5-14 A "Use a mouse to point/click and navigate through suitable applications"</i></p> <p>Hold a mouse properly and use it accurately to click once with left (select) mouse button</p> <p>See the 'Using the Technology' P1 sheet for further details</p>	<p>Continue from nursery activities – My World screens are still applicable at this stage if not already covered at Nursery stage</p> <p>Colour Magic, Pick a Picture, Clicker 4 and the Internet all focus on using the mouse to point/click – see the different strands below*</p>	<p>My World</p>	
<p>CREATING AND PRESENTING Graphic Manipulation <i>5-14 A "Use some basic features of simple art software"</i></p> <ul style="list-style-type: none"> • brush – click and drag • change colour • clear screen • fill 	<p>Use Colour Magic Yellow Level for exploration – clicking to select tools and fill, and dragging to paint lines and shapes</p> <p>*Practise single and double-clicks in Colour Magic, eg make different coloured dots and double dots</p> <p>Use the P1 introductory activities sheet - progressive series of activities to practise skills</p> <p>Practise letter formation and fill.</p> <p>Topic related exercises, focussing on mouse control and shape, line and colour, not on drawing an identifiable picture</p>	<p>RM Colour Magic</p> <p>The following website has a selection of progressive exercises using Colour Magic for Graphic Manipulation and mouse control: (W) http://www.educationict.org.uk/teacher_resources.htm</p> <p>The following document covers the P1 Graphic Manipulation learning outcomes: (W) http://www.educationict.org.uk/pdf/nursprimary1.pdf</p>	
<p>CREATING AND PRESENTING Text Handling <i>5-14 A "Begin word-processing skills and become familiar with the keyboard: Spacebar, back space, enter, shift, arrow keys"</i></p>	<p>Use an on-screen keyboard:</p> <ul style="list-style-type: none"> • Point to letters, numbers, arrows, words • Use the mouse to click on letters to type. Use to support 	<p>Clicker 4 'On-screen keyboard' option</p> <p>The real keyboard can be used at the same time as the on-screen keyboard,</p>	

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<p>CREATING AND PRESENTING Multimedia 5-14 A "Add text to a picture"</p> <p>Use a simple animation activity</p>	<p>Use ready-made Stage1 PowerPoint presentation. Children add a word to complete a sentence and then view/end the show</p> <p>Drag the animated fish into the fish tank.</p>	<p>(CTB) Stage1 PowerPoint file from the PowerPoint folder in the Curriculum Topic Bank in the School Shared Area <i>(Microsoft clipart animations only function with PowerPoint 2000, ie in Hawick, Jedburgh and Peebles areas. Other areas will be upgraded – some time!)</i></p> <p>My World – Fish Tank <i>(My World update available to all in Session 2003-2004)</i></p>	
<p>COLLECTING AND ANALYSING 5-14 A "Understand that information in a database has a consistent format"</p> <p>Click to enter data on the Pick a Picture screen</p>	<p>Click to make a selection of "myself" choices, eg boy/girl, age, favourite food</p>	<p>Pick a Picture</p>	
<p>SEARCHING AND RESEARCHING 5-14 A "Look at websites with teacher help"</p> <p>Learn from the teacher features that show they are accessing the Internet</p> <p>Participate in a discussion on an Internet searching activity</p>	<p>Use selected websites with teacher</p> <p>Teacher draws attention to the address line and the spinning globe in the top right corner.</p> <p>Teacher initiates discussion: What are we trying to find out? What have we found out? Is it what we wanted to know?</p>	<p>Comprehensive lists of websites suitable for Early Years (W)http://www.educationict.org.uk/pdf/websitesearlyyears.doc</p>	
<p>COMMUNICATING AND COLLABORATING</p> <p>Understand that there are different ways of sending a message</p>	<p>Discuss different ways of sending a message:</p> <ul style="list-style-type: none"> • phone, text • deliver in person • letter • email • fax <p>Visit school office if not already done in Nursery.</p>	<p>(CTB) Simple draw and write worksheet: 'Worksheet Messages' file in the Developing Informed Attitudes folder in the Curriculum Topic Bank</p>	

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<p>COMMUNICATING AND COLLABORATING</p> <p>Understand that there are different ways of sending a message</p>	<p>Discuss different ways of sending a message:</p> <ul style="list-style-type: none"> • phone, text • deliver in person • letter • email • fax <p>Visit school office if not already done in Nursery. Simple role-play activities</p>	<p>(CTB) Simple draw and write worksheet: 'Worksheet Messages' file in the Developing Informed Attitudes folder in the Curriculum Topic Bank</p>	
<p>CONTROLLING AND MODELLING 5-14 A "Understand the following words related to movement/direction:</p> <ul style="list-style-type: none"> • forwards/backwards • up/down" <p>Use Roamer commands: CM, forwards, backwards and GO, giving single-step instructions (one instruction at a time)</p> <p>Make a connection between the arrow keys and the position and movement of the cursor on screen</p>	<p>Introductory Roamer 'Go' activities: Preface Roamer activities with simple instructions games</p> <p>Follow Roamer introductory activities, Eg CM CM Forwards 5 GO eg CM CM Backwards 3 GO</p> <p>Use the arrow keys to move the cursor about in blocks of text (see Text Handling section)</p>	<p>The Roamer GO Game (Like 'Simon Says or Do this..Do that..) "Put finger on nose, GO" "Stand up, GO" Pupils only follow instruction when teacher says GO</p> <p>(W) http://www.educationict.org.uk/pdf/roamerintroactivities.pdf Activities 1-6 Note – the command cards referred to can be bought from TTS catalogue (W) http://www.tts-shopping.com</p>	
<p>DEVELOPING INFORMED ATTITUDES 5-14 A "Know where, how and why ICT is used in the home"</p> <p>List household items that 'control themselves' and have 'computers' inside them</p>	<p>Draw attention to technology used in the home.</p> <p>Discuss the use of computers in:</p> <ul style="list-style-type: none"> • TV Remote • phones • washing machines • toys • cars 	<p>Old catalogues – cut out pictures of items with computers inside them</p> <p>Compare with 1950s (Gran's Attic topic)</p>	
<p>At the end of P1, pupils following this programme are working towards 5-14 ICT Level A in all strands.</p>			

