

Strands/ Learning Outcomes The children will be able to...	Activities	Resources (Common Network Resources)	Teacher Comments / Assessment Notes
<p>USING THE TECHNOLOGY 5-14 A "Use a mouse to point/click and navigate through suitable applications"</p> <p>See the 'Using the Technology' P2 sheet for further details</p>	<p>My World is still relevant for click and drag activities.</p>	<p>My World</p>	
<p>CREATING AND PRESENTING Graphic Manipulation 5-14 A/B "...continue graphics manipulation skills..."</p> <ul style="list-style-type: none"> change the size and shape of the brush spray stamps add text <p>Reposition graphics and add simple text, as appropriate</p>	<p>Use Colour Magic Red Level – progressive sheet of activities to practise skills.</p> <p>Make hazy landscape pictures using the spray tool only</p> <p>Investigate the stamps to support topic work</p> <p>Use the stamps to make a collection of transport or animal pictures for use as a data collection activity</p> <p>Use the text tool for simple words / names / labels</p> <p>Use a Textease page with graphics already there. Drag the graphics to re-position them and add labels, sentences, etc</p>	<p>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>(CTB)The following documents cover the P2 learning outcomes, and can be adapted to suit other topics: 'ColMagTheme HeatLight' and ColMagTheme Local Study' from the Curriculum Topic Bank</p> <p>(CTB)Pixstarter files from the Curriculum Topic Bank in the School Shared Area</p>	
<p>CREATING AND PRESENTING Text Handling 5-14 A/B "Create one or more sentences without teacher support" "...insert/delete text using mouse or arrow keys"</p> <p>Make independent use of: Space, backspace, enter, shift, arrow keys.</p>	<p>Continue exercises to improve familiarity with entering text from keyboard, using two hands.</p> <p>Use Clicker 4 words with ready-made pictures to support word recognition and phonic/spelling patterns.</p>	<p>Clicker 4 Log on as 'Picture User' (or 'On-screen Keyboard' and use the 'Hide Grid' tool).</p> <p>(CTB)List of Clicker words that give pictures – 'PictureWordList' in the Clicker4 folder in the Curriculum Topic</p>	



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<p>CREATING AND PRESENTING Multimedia 5-14 A/B "Create a multimedia page" Experience some aspects of multimedia (text, graphics, animated clipart)</p>	<p>Use ready-made Stage2 PowerPoint presentation.</p> <p>Children complete the sentence with adjectives, nouns, verbs and full stops, and then view/end the show</p>	<p>(CTB) Stage2 PowerPoint file from 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>Children working with text, non-animated graphics and sound (eg with Textease, Clicker and Talking First Word) are also experiencing the foundations of multimedia</p>	
<p>COLLECTING AND ANALYSING 5-14 A "Use simple pre-defined databases... and interpret the output"</p> <p>Click to enter data on the Pick a Picture screen</p> <p>Enter and display data using Starting Graph sample files</p> <p>Interpret the graph by answering questions</p>	<p>Use the Weather or Minibeasts options in Pick a Picture, to make a selection from the choices available.</p> <p>Use Sample Files from Starting Graph in Yellow Level (Touch Mode – mouse-click only) to make graphs on eg eye colour, hair colour, transport</p> <p>Use the 'Print Report' tool to answer simple questions on screen</p>	<p>Pick a Picture</p> <p>RM Starting Graph booklet from the RM Teachers Toolkit explains how the software works</p> <p>Switch to Green Level (entering data from the keyboard) as soon as pupils are ready.</p>	
<p>SEARCHING AND RESEARCHING 5-14 A/B "Look at websites with teacher help"</p> <p>Click on link in Word document or Favourites file, to access websites</p> <p>Click on links within a website</p> <p>Use the Back button on a website page</p>	<p>Watch the Level A PowerPoint show about the Internet</p> <p>Visit simple sites that are appropriate to age. Boowa and Kwala is useful for a first independent Internet visit, because pupils cannot leave the site by clicking on a link</p>	<p>(CTB) 'PptShow S&R Level A' from the Searching & Researching folder in the Curriculum Topic Bank in the School Shared Area</p> <p>(W) http://www.boowakwala.com</p> <p>Click on the Boowa & Kwala link or the 'Games 6-10' link</p> <p>(W) http://www.kidspych.org/index2.html</p>	

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<p>SEARCHING AND RESEARCHING <i>5-14 A/B "Look at websites with teacher help"</i></p> <p>Click on link in Word document or Favourites file, to access websites</p> <p>Click on links within a website</p> <p>Use the Back button on a website page</p> <p>Participate in a discussion on an Internet searching activity and visit websites with teacher</p>	<p>Watch the Level A PowerPoint show about the Internet</p> <p>Visit simple sites that are appropriate to age. Boowa and Kwala is useful for a first independent Internet visit, because pupils cannot leave the site by clicking on a link</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>(CTB) 'PPtShow S&R Level A' from the Searching & Researching folder in the Curriculum Topic Bank in the School Shared Area</p> <p>(W)http://www.boowakwala.com Click on the Boowa & Kwala link or the 'Games 6-10' link</p> <p>(W)http://www.kidspych.org/index2.html</p> <p>Some of these Early Years curriculum support websites may still be useful (W)http://www.educationict.org.uk/pdf/websitesearlyyears.doc Topic related websites School trip – visit the website before the trip (eg Deep Sea World) (W)www.deepseaworld.com Levels A-D Searching & Researching document from: (W)http://www.educationict.org.uk/5-14_progression.htm</p>	
<p>COMMUNICATING AND COLLABORATING <i>5-14 A "Open, read, type and send a simple email message"</i></p> <p>Recognise what an email address looks like.</p> <p>Find special character keys for email addresses and recognise the need for lower case.</p> <p>Participate in sending a class email</p>	<p>Teacher models activity – enter address, type email and send</p> <p>Pupils practise writing and typing their email address (or the class email address)</p> <p>Practise finding special characters like –dash, _underscore, @ and . full stop</p> <p>Send class emails – thank you</p>	<p>Printed and laminated individual cards, which show both the username, password and email address, pre-prepared. These could be made as part of the log-on cards for new entrants to P1</p> <p>For activities at this level a class email</p>	

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<p>COMMUNICATING AND COLLABORATING 5-14 A "Open, read, type and send a simple email message" Recognise what an email address looks like.</p> <p>Find special character keys for email addresses and recognise the need for lower case.</p> <p>Participate in sending a class email</p> <p>Send emails within school</p> <p>Send emails outwith school (if appropriate)</p>	<p>Teacher models activity – enter address, type email and send</p> <p>Pupils practise writing and typing their email address (or the class email address)</p> <p>Practise finding special characters like –dash, _underscore, @ and . full stop</p> <p>Send class emails – thank you messages, enquiries, invitations</p> <p>Send emails within school – to themselves, each other, teacher, HT, etc. Approach may vary depending on suite or classroom facilities</p> <p>If appropriate, teacher sends letter home and asks each family to provide an email address (for a family member) to whom the child can send an email and expect a prompt reply.</p>	<p>Printed and laminated individual cards, which show both the username, password and email address, pre-prepared. These could be made as part of the log-on cards for new entrants to P1</p> <p>For activities at this level, a class email address for contacting persons outwith the school is recommended. This could be in an imaginative context eg Castles topic – teacher prepares an email from "Queen Grumpy" (See Castles Writing Pack)</p> <p>Reinforcement of personal safety message – an email address should only be given out to family.</p>	
<p>CONTROLLING AND MODELLING 5-14 A "Understand the following words related to movement/direction: <ul style="list-style-type: none"> • forwards/backwards • left/right • up/down" Identify and use Roamer left and right turning arrows correctly Use Roamer commands: CM.</p>	<p>Introductory Roamer 'Go' activities: Develop simple instructions game from P1 to include quarter turns to left and right. (Pupils roll up left sleeve before starting!)</p> <p>Pupils position themselves behind Roamer when giving turning instructions. Teacher teaches 'secret code' for a quarter turn, ie 90</p>	<p>The Roamer GO Game "Quarter turn to the right, GO" (Lots of practice!) Ask pupils to predict where they will end up facing if they do, eg quarter turn to the right (W) http://www.educationict.org.uk/pdf/roamerintroactivities.pdf Activities 7-10</p>	

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<p>CONTROLLING AND MODELLING 5-14 A "Understand the following words related to movement/direction:</p> <ul style="list-style-type: none"> forwards/backwards left/right up/down" <p>Identify and use Roamer left and right turning arrows correctly</p> <p>Use Roamer commands: CM, forwards, backwards, left, right and GO</p> <p>Put together 2 instructions</p> <p>Record very simple sets of instructions</p>	<p>Introductory Roamer 'Go' activities: Develop simple instructions game from P1 to include quarter turns to left and right. (Pupils roll up left sleeve before starting!)</p> <p>Pupils position themselves behind Roamer when giving turning instructions. Teacher teaches 'secret code' for a quarter turn, ie 90</p> <p>Use Roamer floor mats for simple turning activities Eg CM CM Forwards 4, Right 90, GO</p> <p>CM CM  2  90</p>	<p>The Roamer GO Game "Quarter turn to the right, GO" (Lots of practice!) Ask pupils to predict where they will end up facing if they do, eg quarter turn to the right</p> <p>(W) http://www.educationict.org.uk/pdf/roamerintroactivities.pdf Activities 7-10</p> <p>These floor mats can be bought from the 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 society"</p> <p>List places and give some examples of where computers are used in society, eg shops, library, banks</p>	<p>Draw attention to technology used in society. Highlight advantages – speed, accuracy, information access</p> <p>Discuss the use of computers in:</p> <ul style="list-style-type: none"> supermarkets (bar codes) banks (cash dispensers) library garages travel agent on-line shopping 	<p>Local study topic</p> <p>Class visit – Compare with 1950s (Gran's Attic topic) or other appropriate comparison</p>	
<p>At the end of P2, pupils following this programme have completed 5-14 ICT Level A in all strands and are working towards Level B in 'Creating and Presenting' and 'Searching and Researching'</p>			