

Strands/ Learning Outcomes The children will be able to...	Activities	Resources (Common Network Resources)	Teacher Comments / Assessment Notes
<b>USING THE TECHNOLOGY</b>  See the 'Using the Technology' P4 sheet for further details		List of computer terminology	
<b>CREATING AND PRESENTING</b> <b>Graphic Manipulation</b> <i>5-14 B/C "...continue graphics manipulation skills by confidently using features and showing ability to change attributes. Create a document...add graphics to a word processing program"</i> Confidently explore/use the main tools in Colour Magic, including symmetry  Gain confidence and skill in copying graphics from a variety of sources into a Word Processing or Desktop Publishing document (eg Textease, Word, Publisher), using menus, tools or keyboard shortcuts (CTRL and C to copy, CTRL and V to paste)  Show the ability to re-position and re-size graphics and text to create a document for a specific purpose  Gain confidence in accessing suitable clipart	Reinforce use of Colour Magic as a way of exploring and achieving different artistic effects on a theme, rather than focussing on a pupil's ability to draw/paint realistic pictures  Introduce tools such as symmetry, colour picker, transformations and special tools (eg jigsaw) in a topic related context. Save printer ink by copying to a 'gallery' of work. (See P3)  Use selection tool in Colour Magic, then copy/paste to WP or DTP document  Copy graphs from Starting Graph, Number Magic or Information Magic and paste in the same way.  Copy pictures from a Picture Bank or from the Internet (right click, copy).  For example: poster, information sheet, report, advert, illustrated poem, brochure, letter, instructions, notice, book cover, label, postcard, bookmark  Show pupils how to search/find appropriate MS Office clipart by using	List of computer terminology  <b>(CTB)</b> 'How to animal camouflage' file in the Colour Magic folder of the Curriculum Topic Bank  Keyboard shortcuts display sheet <b>(W)</b> <a href="http://www.educationict.org.uk/pdf/pupilkeybdshortcuts.pdf">http://www.educationict.org.uk/pdf/pupilkeybdshortcuts.pdf</a>  <b>(CTB)</b> 'How to Pix Gallery' in the Publisher folder of the Curriculum Topic Bank  <b>Copying and pasting could be described as a crucial generic skill which plays an increasingly important part in all Creating and Presenting work. Pupils should be given opportunities in a variety of situations to practise this.</b>  <b>(CTB)</b> Pixbank files from the Curriculum Topic Bank in the School Shared Area <b>(CTB)</b> MS Publisher frameworks in Publisher folder from the Curriculum Topic Bank in the School Shared Area	

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<p><b>CREATING AND PRESENTING</b> <b>Text Handling</b> <i>5-14 B/C "Create a piece of text..."</i></p>	<p><b>MS Word</b> is a good choice if you are planning a document which is mostly text based.</p>	<p>It is worthwhile to try to explain this to pupils at this stage, so that they know why they are using a particular</p>	<p>Avoid using the computer to make 'fair copies' of written work unless the pupil has already developed</p>

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<p><b>CREATING AND PRESENTING Text Handling</b> 5-14 B/C "Create a piece of text... ...extend word-processing skills by using additional text-handling features..."</p> <p>Type a piece of text with increasing speed and accuracy, using two hands</p> <p>Using Textease (if appropriate) continue to:</p> <ul style="list-style-type: none"> <li>• Insert/delete text using both mouse and arrow keys</li> <li>• Highlight text to format, ie change size, font, colour, style (<b>B</b>, <i>I</i>, <u>U</u>)</li> <li>• Highlight text to copy and paste</li> <li>• Use the centre tool</li> </ul> <p>Transfer the above skills to MS Word and Publisher</p> <p>Create a text box / text frame</p> <p>Gain confidence in using WordArt</p>	<p><b>MS Word</b> is a good choice if you are planning a document which is mostly text based.</p> <p><b>MS Publisher or Textease</b> should be used if you are planning a document where there is to be a combination of text and graphics (from a variety of sources).</p> <p>Use to support language and topic work, eg Typing practice of topic words Highlighting and formatting nouns, verbs and adjectives Stories, poems, reports, letters, instructions Restaurant menus are a good way of practising the centre tool.</p> <p>Teach pupils how to make text frames in Publisher and then re-position and re-size them.</p> <p>Use WordArt for titles, signs, notices, etc.</p>	<p>It is worthwhile to try to explain this to pupils at this stage, so that they know why they are using a particular program.</p> <p>MS Word ideas sheet on electricity, which can be adapted for other topics. (W)<a href="http://www.educationict.org.uk/pdf/mwordlevbideassheetelectricity.pdf">http://www.educationict.org.uk/pdf/mwordlevbideassheetelectricity.pdf</a></p> <p>MS Publisher set of lessons (W)<a href="http://www.educationict.org.uk/pdf/mspubcr&amp;preslevelcdpart1.pdf">http://www.educationict.org.uk/pdf/mspubcr&amp;preslevelcdpart1.pdf</a></p> <p>Find the drawing toolbar in MSWord from the View &gt; Toolbars &gt; Drawing</p>	<p>Avoid using the computer to make 'fair copies' of written work unless the pupil has already developed increased speed and accuracy through regular typing practice exercises (see Resources)</p>
<p><b>CREATING AND PRESENTING Multimedia</b> 5-14 B "Create a multimedia page"</p> <p>Experience some aspects of multimedia (text, graphics, animated clipart and sound)</p> <p>View the slide show</p>	<p>Use ready-made Stage4 PowerPoint presentation.</p> <p>Children are given slides with ready-made sounds and animated clipart. The task is to add text that describes, in a short paragraph, the characters and what is happening in the pictures. They then view the show and read the</p>	<p><b>(CTB)</b> Stage4 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>	

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<p><b>CREATING AND PRESENTING Multimedia</b> <i>5-14 B "Create a multimedia page"</i></p> <p>Experience some aspects of multimedia (text, graphics, animated clipart and sound)</p> <p>View the slide show</p> <p>End slide show</p> <p>Learn a few skills relating to PowerPoint</p>	<p>Use ready-made Stage4 PowerPoint presentation.</p> <p>Children are given slides with ready-made sounds and animated clipart. The task is to add text that describes, in a short paragraph, the characters and what is happening in the pictures. They then view the show and read the text, clicking to hear the sounds (if sound is available)</p> <p>Make a slide with WordArt, text boxes (see Text Handling section above) and clipart (including movie clips) Eg 'About Me', an advert,</p>	<p><b>(CTB)</b> Stage4 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>P4s can be taught some basic features of PowerPoint. This is best approached as a 'teacher-intensive' activity towards the end of the session</p>	
<p><b>COLLECTING AND ANALYSING Spreadsheet</b> <i>5-14 B/C "Use simple spreadsheets and show an understanding of the information displayed"</i></p> <p>Recognise the grid layout of a spreadsheet program. Start using terms: <b>rows, columns, cells</b></p> <p>Enter simple data, highlight data and make simple bar charts</p> <p>Use selected ready-made</p>	<p>Use Number Magic, Yellow Level, 'Start a new file'.</p> <p>Introduce the spreadsheet by practising: Clicking on cells, moving to different cells (eg with arrow keys, enter key, mouse), highlighting a block of cells, entering text and numbers using the number pad, changing the content of the cell</p> <p>Use 'An Introduction to Using Spreadsheets with RM Number Magic', Level B activities 1-5</p> <p>Open the 'Exercises' file within</p>	<p>RM Number Magic booklet from the RM Teachers Toolkit explains how the software works</p> <p><b>(CTB)</b> Publication from MEC, circulated to all schools, September 2002, and all files now in the Number Magic folder in the Curriculum Topic Bank.</p> <p>List of ready-made activities suitable</p>	

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<p><b>COLLECTING AND ANALYSING Spreadsheet</b> <i>5-14 B/C "Use simple spreadsheets and show an understanding of the information displayed"</i></p> <p>Recognise the grid layout of a spreadsheet program. Start using terms: <b>rows, columns, cells</b></p> <p>Enter simple data, highlight data and make simple bar charts</p> <p>Use selected ready-made spreadsheets</p>	<p>Use Number Magic, Yellow Level, 'Start a new file'.</p> <p>Introduce the spreadsheet by practising: Clicking on cells, moving to different cells (eg with arrow keys, enter key, mouse), highlighting a block of cells, entering text and numbers using the number pad, changing the content of the cell</p> <p>Use 'An Introduction to Using Spreadsheets with RM Number Magic', Level B activities 1-5</p> <p>Open the 'Exercises' file within Number Magic to access ready-made spreadsheets</p>	<p>RM Number Magic booklet from the RM Teachers Toolkit explains how the software works</p> <p><b>(CTB)</b> Publication from MEC, circulated to all schools, September 2002, and all files now in the Number Magic folder in the Curriculum Topic Bank.</p> <p>List of ready-made activities suitable for this level can be found in above booklet.</p>	
<p><b>COLLECTING AND ANALYSING Database</b> <i>5-14 B "Use pre-defined databases...Enter data into a database...Produce a simple report"</i></p> <p>Load and browse a more complex pre-defined datafile, using the terms <b>record, field, fieldnames, navigation arrows</b></p> <p>Copy and paste graph into DTP or WP program and add text</p> <p>Create a simple class database, with</p>	<p>Use simple Information Magic (Green Level) ready-made datafile on topic such as Survey.</p> <p>Browse records, answer simple questions, make simple bar graphs.</p> <p>Copy the graph (Edit menu)and paste into Word or Textease to produce a report.</p> <p>'Create a new file' 'use the simple</p>	<p>Survey is a ready-made datafile. Use the 'Load an existing file' option. There are other smaller datafiles available here that could be used for simple browsing, eg Scottish Rivers An overview of Collecting and Analysing, Levels A-E is at: <b>(W)</b> <a href="http://www.educationict.org.uk/pdf/coll&amp;analyseabcde.pdf">http://www.educationict.org.uk/pdf/coll&amp;analyseabcde.pdf</a></p> <p>This could be a class exercise on one</p>	

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<p><b>COLLECTING AND ANALYSING Database</b> <i>5-14 B "Use pre-defined databases...Enter data into a database...Produce a simple report"</i> Load and browse a more complex pre-defined datafile, using the terms <b>record, field, fieldnames, navigation arrows</b></p> <p>Copy and paste graph into DTP or WP program and add text</p> <p>Create a simple class database, with support, using a data collection sheet.</p>	<p>Use simple Information Magic (Green Level) ready-made datafile on topic such as Survey.</p> <p>Browse records, answer simple questions, make simple bar graphs.</p> <p>Copy the graph (Edit menu)and paste into Word or Textease to produce a report.</p> <p>'Create a new file', 'use the simple file setup', then 'Choose a topic'. Select from the list of topics, then choose the fieldnames. Class discussion on the scope of the datafile. Pupils collect data on a data collection sheet, ready to enter at computer.</p>	<p>Survey is a ready-made datafile. Use the 'Load an existing file' option. There are other smaller datafiles available here that could be used for simple browsing, eg Scottish Rivers An overview of Collecting and Analysing, Levels A-E is at: <b>(W)</b> <a href="http://www.educationict.org.uk/pdf/coll&amp;analyseabcde.pdf">http://www.educationict.org.uk/pdf/coll&amp;analyseabcde.pdf</a></p> <p>This could be a class exercise on one computer, or pupils can practise creating a datafile (in a suite situation). One datafile is then kept on one machine and is completed by each pupil taking their turn at adding data. A range of ready-made data collection sheets, matching many of the 'Choose a topic' options in Information Magic, are available at <b>(W)</b> <a href="http://www.educationict.org.uk/environmental_studies.htm">http://www.educationict.org.uk/environmental_studies.htm</a> <b>(CTB)</b> and in the Curriculum Topic Bank.</p>	
<p><b>SEARCHING AND RESEARCHING</b> <i>5-14 B/C "Recognise that many resources for acquiring information are now available electronically. Access, discuss, check information from CD-ROMs and websites. Enter a specific URL..."</i></p> <p>Click on link in Word document or Favourites file, to access websites</p>	<p>Steady reinforcement/practice of skills introduced in P3 encompassing a</p>	<p>Visit pupil-oriented websites that are appropriate to different topic themes</p>	

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<p><b>COMMUNICATING AND COLLABORATING</b> <i>5-14 B "Open, read, type and send a simple email message. Type an appropriate response as a reply to a received message"</i></p> <p>Participate in sending a class email.</p> <p>Send and reply to messages with an email partner (or email partner group) within the class.</p> <p>Send emails outwith school (if appropriate).</p>	<p>Continued opportunities to reinforce emailing skills, which include entering an address, entering message 'subject' and message</p> <p>Send class emails – thank you messages, enquiries, invitations and requests for information, eg</p> <p>Email 'with a purpose', eg partners (or small groups) swap messages. For example: Victorians/Romans – transported back by a Time Machine to report on Victorian/Roman life.</p> <p>Corresponding with other classes and schools can be very rewarding, provided that a clear purpose is set beforehand For example: Local area study – teacher sets up contact with other school to exchange information.</p>	<p>For activities at this level, a class email address for contacting persons outwith the school is recommended.</p> <p>Make this a collaborative activity between groups if a computer suite is not available.</p> <p>An imaginative approach like this lends itself to many topic themes.</p> <p>Reinforcement of personal safety message – sending emails outwith the school should be done using the class email address rather than individual addresses.</p>	
<p><b>CONTROLLING AND MODELLING</b> <i>5-14 B/C "Understand and use: right 90, left 90..With assistance, use suitable application software to control the movement of a real or virtual object."</i></p> <p>Use Roamer commands: CM, forwards, backwards, left, right, wait and GO</p>	<p>Some pupils will still benefit from 'human robot' games and sequenced instructions (see P3)</p> <p>Follow the Roamer Introductory Activities 16-18</p>	<p>Some resources are at <a href="http://www.educationict.org.uk/teacher_resources.htm">http://www.educationict.org.uk/teacher_resources.htm</a> but also in the Curriculum Topic Bank</p> <p><b>(CTB)</b> Use the 'LessonPlansRoamer' and 'BlankProgGridP34' files from the Roamer folder in the Curriculum Topic Bank in the School Shared Area</p>	

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<p><b>CONTROLLING AND MODELLING</b> <i>5-14 B/C "Understand and use: right 90, left 90..With assistance, use suitable application software to control the movement of a real or virtual object."</i></p> <p>Use Roamer commands: CM, forwards, backwards, left, right, wait and GO</p> <p>Write very simple programs to make the Roamer carry out a longer sequence of instructions.</p> <p>Use simple on-screen control software activities</p>	<p>Some pupils will still benefit from 'human robot' games and sequenced instructions (see P3)</p> <p>Follow the Roamer Introductory Activities 16-18</p> <p>Pupils can also make up little 'journeys' for Roamer. This is a 'trial and error' activity, linked with problem solving 'guess, check and improve'. Pupils construct their program first, then try it out and amend if necessary</p> <p>Use MEC workcards, 1-5</p> <p>Commercially produced Roamer activity workcards are also available.</p> <p>Use Unit the Robot to introduce on-screen control activities</p>	<p>Some resources are at (W) <a href="http://www.educationict.org.uk/teacher_resources.htm">http://www.educationict.org.uk/teacher_resources.htm</a> but also in the Curriculum Topic Bank</p> <p>(CTB) Use the 'LessonPlansRoamer' and 'BlankProgGridP34' files from the Roamer folder in the Curriculum Topic Bank in the School Shared Area</p> <p>(CTB) Use 'BlankProgGridP34' file as above to record program.</p> <p>(CTB) Use the 'Workcards P3456 Grids' PDF file from the Roamer folder in the Curriculum Topic Bank in the School Shared Area</p> <p>From a free DfEE CD-ROM – 'Using ICT to support Mathematics in Primary Schools'. Information on how to obtain this circulated to schools, April 2002</p>	
<p><b>DEVELOPING INFORMED ATTITUDES</b> <i>5-14 B/C "Have appreciation of the positive value computers bring to people... Progressively show when and where it is not appropriate to use ICT for a task"</i></p> <p>Explore types of computer use by people who work in the community.</p>	<p>Collect information from other people (ie class visitors – police, fire service) on how, where, when, why they use computers.</p>	<p>Could be part of a local study / Our Community topic</p>	

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<p><b>DEVELOPING INFORMED ATTITUDES</b>  <i>5-14 B/C "Have appreciation of the positive value computers bring to people... Progressively show when and where it is not appropriate to use ICT for a task"</i></p> <p>Explore types of computer use by people who work in the community.</p> <p>Have an idea of when it is not appropriate to use a computer.</p>	<p>Collect information from other people (ie class visitors – police, fire service) on how, where, when, why they use computers.                      Produce a report on their findings, or use the electronic Publisher worksheets 'ICT&amp;Work'</p> <p>Discuss tasks where computer use is not needed, eg quick person-to-person communication, quick gathering together of ideas, where information is readily available in a book, etc</p>	<p>Could be part of a local study / Our Community topic</p> <p><b>(CTB)</b> Publisher 'Worksheets ICT&amp;Work' 1 &amp; 2 in 'Developing Informed Attitudes' folder in the Curriculum Topic Bank</p>	

**At the end of P4, pupils following this programme have completed 5-14 ICT Level B and are working towards Level C in all strands except 'Communicating and Collaborating' and 'Collecting and Analysing - Database'**