

Strands/ Learning Outcomes The children will be able to...	Activities	Resources (Common Network Resources)	Teacher Comments / Assessment Notes
USING THE TECHNOLOGY See the 'Using the Technology' P5 sheet for further details		List of computer terminology	
CREATING AND PRESENTING Graphic Manipulation <i>5-14 C "Create a document...copy and paste graphics...change size of graphic...add text"</i> Use all the main tools in Colour Magic Reinforce and practise skills in copying graphics from a variety of sources into a Word Processing or Desktop Publishing document (eg Word, Publisher), using menus, tools or keyboard shortcuts (CTRL and C to copy, CTRL and V to paste) Make a picture frame in MS Publisher and change its shape, size and position Independently find/search for and insert suitable clipart Confidently re-position and re-size graphics from a variety of sources (including clipart) and text to create a document for a specific purpose	Activities here can support Maths work. With topic work, the emphasis should be on creating graphics that are subsequently going to be used in another document. Graphics can be copied from: Colour Magic, Internet, Picture Banks (see Curriculum Topic folder), Information Magic, Number Magic Design the framework of a Publisher document, by dragging out picture and text frames first For example: poster, information sheet, report, advert, illustrated poem, brochure, letter, instructions, notice, book cover, label, postcard, bookmark	Activities related to Heinemann Maths 4 and 5 [W] http://www.educationict.org.uk/pdf/colmaghein4.pdf [W] http://www.educationict.org.uk/pdf/colmaghein5.pdf [CTB] 'How to Pix Gallery' in the Publisher folder of the Curriculum Topic Bank 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 lots of opportunities in a variety of situations to practise this. [CTB] The 'LessonPlan Culloden' in Jacobite folder in the Curriculum Topic Bank in the School Shared Area exemplifies this. See also MSPubExample Recycling, page 2. [CTB] 'MSPub Example' files in eg Recycling, Materials, France, Flight, Jacobites folders An example set of lessons covering some of these skills:	

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<p>CREATING AND PRESENTING Text Handling</p>	<p>MS Word is a good choice if you are planning a document which is mostly</p>	<p>It is worthwhile to try to explain this to pupils at this stage so that they know</p>	<p>Avoid using the computer to make 'fair copies' of written work unless the</p>

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<p>CREATING AND PRESENTING Text Handling <i>5-14 C "Create and edit a document...extend word processing skills..."</i></p> <p>Continue entering text with increasing speed and accuracy, using two hands</p> <p>Confidently, using MS Word, MS Publisher and PowerPoint:</p> <ul style="list-style-type: none"> • Insert/delete text using both mouse and arrow keys • Highlight text to format, ie change size, font, colour, style (B, <i>I</i>, <u>U</u>) • Highlight text to copy and paste • Use the centre tool • Use WordArt (not so easy in Publisher) 	<p>MS Word is a good choice if you are planning a document which is mostly text based.</p> <p>MS Publisher 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>Teacher input on how to use the spell checker may be very useful for certain pupils</p> <p>For example: poster, information sheet, report, advert, poem, brochure, letter, instructions, notice, book cover, label, postcard, bookmark</p> <p>Also short pieces of imaginative, personal and functional writing, showing careful choice of layout, font and size, a centred title, 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>[CTB] 'editing 1-6' files in the 'Using MS Word' folder in the Curriculum Topic Bank (from B. Heatley, Stirches)</p> <p>An MS Word practice tutorial for formatting text: [W] http://www.educationict.org.uk/pdf/formattingtutorial.doc</p> <p>[CTB] 'Formatting Text Harry Potter' file in the 'Using MS Word' folder in the Curriculum Topic Bank</p> <p>The above can be used as assessment tools</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</p>
<p>CREATING AND PRESENTING Multimedia <i>5-14 C "Create a simple presentation... incorporate graphics, text, background..."</i></p> <p>Using PowerPoint:</p> <ul style="list-style-type: none"> • Create blank slide • Drag out text box, enter and format text (see above) • Use WordArt 	<p>Teacher explains task in terms of a planning structure for each slide, which takes account of content, purpose, focus and audience. Discussion and planning on paper can be done away from the computer.</p> <p>The nature of working on separate slides in PowerPoint can focus pupils on structuring their content carefully.</p>	<p>[CTB] 'PlanSheet Dinosaurs', in the Curriculum Topic Bank, gives ideas of how a presentation could be planned</p>	

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<p>CREATING AND PRESENTING Multimedia 5-14 C "Create a simple presentation... incorporate graphics, text, background..."</p> <p>Using PowerPoint:</p> <ul style="list-style-type: none"> • Create blank slide • Drag out text box, enter and format text (see above) • Use WordArt • Insert clipart (plus movie clips) • Copy and paste graphics (see Graphic Manipulation section) • Add background (with support) • Insert new slide <p>Create a minimum 3-slide presentation, incorporating text and graphics</p>	<p>Teacher explains task in terms of a planning structure for each slide, which takes account of content, purpose, focus and audience. Discussion and planning on paper can be done away from the computer.</p> <p>The nature of working on separate slides in PowerPoint can focus pupils on structuring their content carefully. For example:</p> <p>Topic-related work where a different aspect is dealt with on each slide, incorporating graphics from the Internet and Picture Banks (see Curriculum Topic Bank)</p> <p>A story-line (beginning, middle, end) approach, where slide 1 introduces character and place, slide 2 develops the action and slide 3 reaches a conclusion.</p>	<p>[CTB] 'PlanSheet Dinosaurs', in the Curriculum Topic Bank, gives ideas of how a presentation could be planned</p> <p>[CTB] There are some 'PptDemo' files in the Curriculum Topic Bank, eg in Christmas Europe, Europe, France, Electricity, Road Safety</p> <p>This activity could: Be tied into an existing familiar story, ie fairy tale, class novel Start from a piece of clipart (eg robot, ghost), round which the story is based</p>	
<p>COLLECTING AND ANALYSING Spreadsheet 5-14 B/C "Enter data into a simple spreadsheet"</p> <p>Recognise the grid layout of a spreadsheet program. Use terms: rows, columns, cells, formula builder, sum</p> <p>Enter simple data, highlight data and make simple bar charts</p>	<p>Use progressive set of activities outlined in the booklet:</p> <p>'An Introduction to Using Spreadsheets with RM Number Magic', Level B activities 6-10 Part 2, Level C activities 1-8</p>	<p>Publication from MEC, circulated to all schools, September 2002 and in [CTB] Number Magic folder in the Curriculum Topic Bank</p>	

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<p>COLLECTING AND ANALYSING Spreadsheet <i>5-14 B/C "Enter data into a simple spreadsheet"</i></p> <p>Recognise the grid layout of a spreadsheet program. Use terms: rows, columns, cells, formula builder, sum</p> <p>Enter simple data, highlight data and make simple bar charts</p> <p>Enter a formula to find totals, using the 'Sum' feature</p> <p>Use selected ready-made spreadsheets</p>	<p>Use progressive set of activities outlined in the booklet:</p> <p>'An Introduction to Using Spreadsheets with RM Number Magic', Level B activities 6-10 Part 2, Level C activities 1-8</p> <p>Open the 'Exercises' file within Number Magic to access ready-made spreadsheets</p>	<p>Publication from MEC, circulated to all schools, September 2002 and in [CTB] Number Magic folder in the Curriculum Topic Bank</p> <p>[CTB] 'Data Fish Shop' file in 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>COLLECTING AND ANALYSING Database <i>5-14 C "Define fields...search databases... interpret the output"</i></p> <p>Continue to browse pre-defined datafiles to extract information and answer questions</p> <p>Use the terms record, field, fieldnames, navigation arrows</p> <p>Extend data-handling skills by sorting, listing and searching</p>	<p>Use simple Information Magic (Green Level) ready-made datafiles on topic such as Survey, Birds, Rivers, Minibeasts, Sweets</p> <p>Browse records, answer simple questions, make simple bar graphs and talk about them.</p> <p>Teach pupils to answer queries by sorting, then listing, then searching (simple searches on one field)</p>	<p>[CTB] DataWorksheets (and answers) for Survey Level C and Sweets Level C can be found in the Information Magic folder in the Curriculum Topic Bank</p> <p>[CTB] Also a Minibeasts set of worksheets in the Minibeasts folder</p> <p>An overview of Collecting and Analysing, Levels A-E is at: [W] http://www.educationict.org.uk/pdf/coll&analyseabcde.pdf</p>	

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<p>COLLECTING AND ANALYSING Database <i>5-14 C "Define fields...search databases... interpret the output"</i></p> <p>Continue to browse pre-defined datafiles to extract information and answer questions</p> <p>Use the terms record, field, fieldnames, navigation arrows</p> <p>Extend data-handling skills by sorting, listing and searching</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 datafiles on topic such as Survey, Birds, Rivers, Minibeasts, Sweets</p> <p>Browse records, answer simple questions, make simple bar graphs and talk about them.</p> <p>Teach pupils to answer queries by sorting, then listing, then searching (simple searches on one field)</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 (This task will reintroduce and reinforce similar activities done in P4)</p>	<p>[CTB] DataWorksheets (and answers) for Survey Level C and Sweets Level C can be found in the Information Magic folder in the Curriculum Topic Bank</p> <p>[CTB] Also a Minibeasts set of worksheets in the Minibeasts folder</p> <p>An overview of Collecting and Analysing, Levels A-E is at: [W] http://www.educationict.org.uk/pdf/coll&analyseabcde.pdf</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 [W] http://www.educationict.org.uk/environmental_studies.htm and in the Curriculum Topic Bank</p>	
<p>SEARCHING AND RESEARCHING <i>5-14 C "Use links within a website to search for</i></p>	<p>Watch the Level C PowerPoint show</p>	<p>[CTB] 'PPTShow S&R Level C' from the Searching & Researching folder in</p>	

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<p>COMMUNICATING AND COLLABORATING 5-14 C "Open, read, type and send a simple email message. Type an appropriate response as a reply to a received message"</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>Add addresses/contacts, if available</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, replying to an email</p> <p>Send class emails – thank you messages, enquiries, invitations and requests for information (A situation may arise where an attachment is included with an email – teacher explains and demonstrates)</p> <p>Email 'with a purpose', eg partners (or small groups) swap messages. For example: Vikings – transported back by a Time Machine to report on Viking life Wars of Independence – war correspondent, 100 word report</p> <p>Pupils will find emailing easier and faster if they have a functioning address book</p> <p>Corresponding with other classes and schools can be very rewarding, provided that a clear purpose is set beforehand For example: Britain (compare two places) – 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 An imaginative approach like this lends itself to many topic themes</p> <p>Schools can elect to have this facility available to pupils as part of the network optimisation procedure (Aug/Sept 2003)</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>CONTROLLING AND MODELLING</p>			

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<p>CONTROLLING AND MODELLING <i>5-14 C "Draw a square, rectangle, etc, on screen ... Use a mobile robot and control it to follow a precise path on the floor"</i></p> <p>Use Roamer or on-screen Roamer World commands: CM, forwards, backwards, left, right, wait and GO</p> <p>Explore 'pen up' and 'pen down' command</p> <p>Use 'repeat' command</p>	<p>Either Roamer or on-screen Roamer World are suitable for the following activities. Pupils need to get used to distances and turning with the on-screen Roamer. Revisiting earlier Roamer activities is recommended</p> <p>Example – draw selected capital letters, eg F, L, P, H, T</p> <p>Teach 'repeat' command to move Roamer round a square or other repeated patterns with right angles, ie stairs, battlements</p> <p>Follow the Roamer Introductory Activities 19-21</p>	<p>Some resources are at [W] http://www.educationict.org.uk/teacher_resources.htm but also in the [CTB] Roamer folder of the Curriculum Topic Bank</p> <p>A good way of introducing the repeat command (including printable worksheet) can be found here: [W] http://www.teachingideas.co.uk/ict/logo.htm</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>DEVELOPING INFORMED ATTITUDES <i>5-14 B/C "Have appreciation of the positive value computers bring to people... Know and give some examples of places where these positive values can be seen"</i></p> <p>Survey family members/friends on their computer use</p>	<p>Collect information from other people on how, where, when, why they use computers. Produce a report on their findings</p>	<p>[CTB] 'Worksheet Survey of ICT Use' in the 'Developing Informed Attitudes' folder in the Curriculum Topic Bank</p>	

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At the end of P5, pupils following this programme are working towards 5-14 ICT Level C in all strands and have completed Level C in 'Creating and Presenting – Text Handling and Multimedia' and 'Searching and Researching'