

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' P6 sheet for further details		List of computer terminology	
CREATING AND PRESENTING Graphic Manipulation <i>5-14 C/D "Using a range of drawing/painting facilities, extend graphic manipulation skills"</i> Using Colour Magic, refine graphic details using the zoom tool Save a Colour Magic image as a gif or jpg Save graphics files from a variety of sources into their My Work folder Insert a saved picture from file into a document (eg Word, Publisher, PowerPoint) Continue to use skills in copying graphics from a variety of sources into a document (eg Word, Publisher, PowerPoint), using menus, tools or keyboard shortcuts (CTRL and C to	Use Victorian art as a starting point for various Colour Magic activities 'Zoom In' tool allows pupils to make tiny alterations to improve the accuracy of their design. Use the 'Actual Size' tool to return Teacher explains reasons (see Help Sheet) for saving as a gif or jpg to make a much smaller file, rather than just copying the graphic Some websites require graphics to be saved rather than copied Saved pictures (as above) are inserted into documents. Insert Picture > From File is also used to transfer photos from digital cameras Graphics can be copied from: Colour Magic, Internet, Picture Banks (see Curriculum Topic folder), Information Magic, Number Magic	[CTB] 'ColMagTheme Victorians' file in the Victorians folder of the Curriculum Topic Bank in the School Shared Area An idea to practice control and accuracy [W] http://www.educationict.org.uk/pdf/colmagicgraffiti.pdf [CTB] Help Sheet – 'How To Make Files Smaller' file (p1-3) in the Colour Magic folder of the Curriculum Topic Bank in the School Shared Area For users of Sony Mavica cameras, this document explains how to insert a picture from floppy disc [W] http://www.educationict.org.uk/pdf/importtomspub.pdf or find it in the [CTB] Sony Mavica folder in the Curriculum Topic Bank	

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<p>CREATING AND PRESENTING Text Handling <i>5-14 D "Using appropriate software, extend WP skills by using a range of advanced text-handling features..."</i></p> <p>Continue entering text with increasing speed and accuracy, using two hands</p> <p>Choose the most suitable program for the intended purpose (from Word, Publisher, PowerPoint)</p> <p>Use 'Page Setup' to set Portrait or Landscape option</p> <p>Create and edit documents by confidently using text-formatting tools and incorporating graphics, if appropriate Use 'Fill' and 'Fill Effects' on frames in Publisher</p> <p>Use simple column layout in Word</p> <p>Use spell check and grammar check</p>	<p>By this stage, pupils should be continually demonstrating good habits, eg posture, two hands, keyboard familiarity and shortcuts</p> <p>Discuss reasons for program choice based on consideration of purpose and audience</p> <p>Choose appropriately, according to purpose</p> <p>For example: poster, information sheet, report, advert, poem, brochure, letter, instructions, notice, book cover, label, postcard, bookmark</p> <p>Also pieces of imaginative, personal and functional writing, showing a focus on content and structure supported by good use of text formatting</p> <p>Presenting information as a single page 2-column news sheet, as a group or individual For example: Report on a class visit Personal interests sheet Collaborative group report "Our Year in Primary 6"</p>	<p>[CTB] Help Sheet – 'How to Columns' file in the Using MS Word folder of the Curriculum Topic Bank in the School Shared Area</p>	

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<p>CREATING AND PRESENTING Multimedia <i>5-14 D "Create a presentation or web pages, using more sophisticated software, incorporating text, graphics, sound"</i></p> <p>Plan a presentation, taking account of content, purpose, focus and audience</p> <p>Using PowerPoint, create a presentation incorporating text, graphics from a variety of sources, WordArt, background, arrows and autoshapes</p> <p>Add 'Custom Animation' effects</p> <p>Add sound to slides (clipart sounds and Custom Animation sounds)</p>	<p>View the 'Planning a Linear Presentation' show</p> <p>Starting from the teacher's outline specification, pupils plan presentation on paper first</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>Use PowerPoint to present a story related to the teaching of paragraphing, with a new paragraph on each slide. Eg Slide 1 introduce character and place Slide 2 introduce second character and a piece of action Slide 3 change place/time of action, etc</p> <p>Be prepared to let pupils explore these fully before suggesting that animation and sound effects can be more powerful if used sparingly!</p>	<p>[CTB] 'PptShow Planning Linear' file in the 'PowerPoint' folder in the Curriculum Topic Bank</p> <p>[CTB] 'LinearPlanSheet' and 'Linplan+notes' files in the 'PowerPoint' folder in the Curriculum Topic Bank</p> <p>This could be a task to devise a presentation for younger children, with audience awareness one of the learning outcomes</p>	
<p>COLLECTING AND ANALYSING Spreadsheet <i>5-14 C/D "Set up a simple spreadsheet. Create suitable charts from the spreadsheet data"</i></p>	<p>Use RM Number Magic Blue Level</p>	<p>At Red Level, decimal Number Functions are too complex. There is also no access to the ready-made</p>	

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<p>COLLECTING AND ANALYSING Spreadsheet <i>5-14 C/D "Set up a simple spreadsheet. Create suitable charts from the spreadsheet data"</i></p> <p>Use terms: rows, columns, cells, formula, sum, total, maximum, minimum, average</p> <p>Set up a spreadsheet including labels, data and formulae (sum, + add, - subtract, *multiply, /divide)</p> <p>Select appropriate graph/chart type</p> <p>Format graphs/charts to include titles, axis labels, colour, legend (key) for pie chart</p> <p>Copy and paste graphs/charts to WP / DTP programs and interpret the output in a short report</p> <p>Use selected ready-made spreadsheets</p>	<p>Use RM Number Magic Blue Level</p> <p>Use progressive set of activities outlined in the booklet:</p> <p>'An Introduction to Using Spreadsheets with RM Number Magic', Part 3, Level D activities 10 - 15</p> <p>This reinforces Maths activities at this level</p> <p>See Graphic Manipulation section above</p> <p>Open the 'Exercises' file within Number Magic to access ready-made spreadsheets</p>	<p>At Red Level, decimal Number Functions are too complex. There is also no access to the ready-made Exercises files</p> <p>Publication from MEC, circulated to all schools, September 2002 and in [CTB] Number Magic folder in the Curriculum Topic Bank</p> <p>Other resources: [CTB] 'Worksheet Using Spreadsheets1' file in Number Magic folder in the Curriculum Topic Bank</p> <p>[CTB] 'Worksheet Number Puzzle' 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/D "Use the basic structure of a database, different field types...Define fields...Search and sort databases...Produce reports"</i></p> <p>Continue to browse pre-defined datafiles to extract information and answer questions</p>	<p>Use simple Information Magic (Blue or Red Level) ready-made datafiles on topic such as Survey, Birds, World Rivers, Planets, Minibeasts, Sweets. (Find these files by using the grey Resources tab in the left margin, and then clicking on Class Files)</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>SEARCHING AND RESEARCHING <i>5-14 D "Use keywords...Use a search engine...Use bookmarks (favourites)...Save text and graphics...Compare websites"</i></p> <p>Confidently go to selected websites, navigate, find information, copy graphics</p> <p>Copy text from a website (highlight text, then right click to copy)</p> <p>Show an awareness of copyright by crediting text sources</p> <p>Enter specific URLs and add them to their 'Favourites'</p> <p>State clearly what it is they are trying to find out and list possible keywords for a search</p> <p>Use Google Images search as an introduction to using search engines</p>	<p>Support topic-based research and Creating and Presenting work</p> <p>Use this to create a research 'scrapbook' in Word, collecting graphics and text as background information for use in a document or presentation. Pupils must be made aware of copyright and plagiarism. Text copied from the Internet should be used for research purposes only. If it is put into a pupil's document or presentation, it should be fully credited as someone else's work</p> <p>Pupils enter URLs for specific search engines and add them to Favourites, as preparation for using search engines</p> <p>Discuss and plan, as a class initially</p> <p>Go to Favourites and access Google search engine. Click on 'Images' tab. Enter keyword(s) in the search box. Note: This is a quick way of finding images, and also a simple</p>	<p>Visit pupil-oriented websites that are appropriate to different topic themes [W] http://www.educationict.org.uk/bpt/ OR [CTB] Use any of the 'Websites' Word files from the Curriculum Topic Bank in the School Shared Area. A list of all the 'Websites' Word files in the CTB can be found in the 'ReadMe First' Word document in the CTB folder.</p> <p>Suggested search engine URLs: [W] www.google.co.uk [W] www.ajkids.com [W] www.yahooligans.com</p> <p>[CTB] 'PlanSheet' and 'Factbank' and 'PptShow S&R Level D' from the Searching & Researching folder in the Curriculum Topic Bank in the School Shared Area</p> <p>Online searching tutorial at: [W] www.welcometotheweb.org.uk</p>	

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<p>COMMUNICATING AND COLLABORATING 5-14 C/D "Open, read, type and send a simple email message. Type an appropriate response as a reply to a received message... Send a copy of a message"</p> <p>Participate in sending a class email and receiving attachments</p> <p>Send and reply to messages with an email partner (or email partner group) within the class</p> <p>Send a copy of a message (type another address into the CC box)</p> <p>Delete old messages where appropriate</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. Teacher sends an attachment to the class email address, for pupils to open</p> <p>Email 'with a purpose', eg partners (or small groups) swap messages. For example: Space – report back from a planet, send in a space job application Europe – send an e-postcard from a European country</p> <p>Clear out individual and class mailboxes regularly</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: Europe – teacher sets up contact with</p>	<p>For activities at this level, a class email address for contacting persons outwith the school is recommended</p> <p>'Ask an expert' email contacts from web sites, eg the 'Ticket to Space' online activity</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 could still be done using the class email address rather than individual addresses</p>	

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<p>CONTROLLING AND MODELLING 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"</p> <p>Use all basic on-screen Roamer World commands, including repeat and pen up/pen down</p> <p>Use selected Roamer Journeys and Routes Activities</p>	<p>Use MEC workcards, 6-10 (non-90 degree turns) and 11-17 (using repeat) Originally designed for floor Roamer, but equally suitable for on-screen Roamer World</p> <p>Follow the Roamer Introductory Activities 22-24</p> <p>These are activity 'challenges' for pupils, with ready-made backgrounds. Pupils program Roamer to visit different items on the background, eg Birthday Party, where a present is delivered, or Space Mail (both in Journeys), where a space 'postman' delivers to different planets. Cave Roamer, Subway, Tortoise and Hare</p>	<p>[W] Workcards 6-10 http://www.educationict.org.uk/pdf/RoamerGrids.pdf</p> <p>[W] Workcards 11-17 http://www.educationict.org.uk/pdf/RoamerGrids2.pdf</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>Open Roamer World then go to File menu > Open > Project Launcher. Explanations and Teacher's Notes for each project are found in Activities menu > Routes (or Journeys). <i>[The notes assume that pupils are programming a floor Roamer and then transferring the program to computer with a special link, but the activities can successfully be used on screen.]</i></p>	
<p>DEVELOPING INFORMED ATTITUDES 5-14 C ""Have appreciation of the positive value computers bring to people in society" Show awareness of the positive and negative impact of computers/ICT on the topic areas they are covering</p>	<p>As part of a topic evaluation exercise, pupils discuss / list / report on the role ICT has played in eg space exploration, travel, transport, communication, monitoring/predicting climate changes</p>	<p>As an ongoing thread running through all the topics in P6, teachers should pause to discuss this with pupils</p>	

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At the end of P6, pupils following this programme have completed Level C in all strands and are working towards Level D in all strands except 'Controlling and Modelling' and 'Developing Informed Attitudes'.