

Strands/ Learning Outcomes The children will be able to...	Activities	Resources (Common Network Resources)	Teacher Comments / Assessment Notes
<p><b>USING THE TECHNOLOGY</b></p> <p>See the 'Using the Technology' P7 sheet for further details</p>		List of computer terminology	
<p><b>CREATING AND PRESENTING</b> <b>Graphic Manipulation</b> <i>5-14 D "Using a range of drawing/painting facilities, extend graphic manipulation skills"</i></p> <p>Using Colour Magic, explore the menu options, eg Image menu – Colour Effects, Image Filters. Options menu – Snap To Grid, Grid Settings</p> <p>Add special effects to alter the appearance of a graphic</p> <p>Save a Colour Magic image as a gif or jpg, where possible, showing awareness of file size</p> <p>Appreciate the importance of file size and use Image &gt; Resize (Colour Magic) to reduce this</p> <p>Using MS Word, Publisher and PowerPoint, create documents showing confident use of:</p> <ul style="list-style-type: none"> <li>inserting/pasting graphics</li> </ul>	<p><b>Where practical, pupils should be encouraged to design their own illustrations in preference to constant use of clipart</b></p> <p>Explore the different effects possible in Colour Magic. Relate to Topic and Maths eg enterprise logos</p> <p>In Colour Magic, open (File menu) a previously saved digital camera photo, or other graphic, and add Colour Effects or Image Filters</p> <p>If pupils have been using some of the image effects and filters, it is not always possible to save them as .jpps in Colour Magic. Therefore pupils must use Image &gt; Resize before copying or saving the graphic</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Annotated labelled diagrams of European countries or the digestive tract</li> <li>World War II illustrated timeline</li> </ul>	<p>Suitable exercises exploring the menus in Colour Magic:</p> <p>[W] <a href="http://www.educationict.org.uk/pdf/colmaghein6.pdf">http://www.educationict.org.uk/pdf/colmaghein6.pdf</a></p> <p>[W] <a href="http://www.educationict.org.uk/pdf/colmaglevcduppprimary.pdf">http://www.educationict.org.uk/pdf/colmaglevcduppprimary.pdf</a></p> <p>Adding special effects to images is also possible with the QX3 Computer Microscope</p> <p>[CTB] Help Sheet – 'How To Make Files Smaller' file in the Colour Magic folder of the Curriculum Topic Bank in the School Shared Area</p>	

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Melrose Education Centre ICT Resources		<b>PRIMARY 7 SECTION</b>	

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<p><b>CREATING AND PRESENTING</b> <b>Text Handling</b> <i>5-14 D/E "Using appropriate software, extend WP skills by using more sophisticated text-handling features..."</i></p> <p>Know when and why to choose particular WP/DTP programs</p> <p>Create and edit documents by:</p> <ul style="list-style-type: none"> <li>• selecting appropriate Page Setup option</li> <li>• confidently using text-formatting tools, including 'Fill' and 'Fill Effects'</li> <li>• incorporating a range of graphics, if appropriate</li> <li>• using spell check, grammar check and synonym tools</li> </ul> <p>Use the 'Highlight' tool</p> <p>Use the 'Word Count' tool (Tools menu)</p> <p>Use the 'Bullets' and 'Numbering' tools</p> <p>Use the 'Hanging Indent' to indent blocks of text (as in a drama script)</p>	<p>See Graphic Manipulation section above for other examples of documents combining text and graphics</p> <p>For example: poster, information sheet, report, advert, poem, brochure, letter, instructions, notice, book cover, label, postcard, bookmark</p> <p>Use text formatting to support language activities</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Highlight a topic sentence in a piece of writing</li> <li>• Teacher sets a writing task which demands a certain number of words</li> <li>• Bullet points or numbering for functional writing or structuring a piece of writing</li> <li>• Use of hanging indent to write short drama scripts or to support teaching of direct speech</li> </ul>	<p>[CTB] 'How To Make a Hanging Indent' file in the 'Using MS Word' folder in the Curriculum Topic Bank</p>	

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<p><b>CREATING AND PRESENTING</b> <b>Multimedia</b> <i>5-14 D/E "Create a presentation or web pages, using more sophisticated software, incorporating text, graphics, sound"</i> Using PowerPoint, plan and create a presentation incorporating text, graphics from a variety of sources, WordArt, background, arrows, autoshapes, animation, sound</p> <p>Learn the difference between linear and non-linear (hyperlinked) presentations</p> <p>Plan and create a simple non-linear (hyperlinked) presentation</p> <p>Add short video clips to presentations (if facilities exist in the school)</p>	<p>Revise a simple linear presentation to recap on skills – topic or interest based</p> <p>View the 'Planning a Hyperlinked Presentation' show. Teacher shows demo files.</p> <p>For example: Present a product for a Mini-Enterprise topic. Home slide could have links to other slides on Production, Manufacturing Process, Personnel, Costing, Sales, etc</p> <p>Note 1: Do not try to put Custom Animation onto a hyperlinked presentation Note 2: In order for a hyperlinked presentation to work properly, uncheck the 'Advance on Mouse Click' option in the Slide Transition' window (in the Slideshow menu)</p> <p>Pupils save video files into their My Work folders from floppy, microscope software or Internet (Internet files must be mna video files for</p>	<p>[CTB] 'PptShow Planning Hyperlinked' file in the 'PowerPoint' folder in the Curriculum Topic Bank</p> <p>[CTB] 'NonLin+notes' file in the 'PowerPoint' folder in the Curriculum Topic Bank</p> <p>The following are examples of non-linear (or hyperlinked) presentations [CTB] 'Ppt Demo The Body' file in the 'Health' folder and 'Ppt Endangered Spec' file in the Animals folder in the Curriculum Topic Bank</p> <p>Web authoring and hyperlinks in Word are other ways of approaching the idea of presenting information in a non-linear way</p> <p>Some Sony Mavica models are capable of taking short movies (approx 10 seconds)</p>	

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<p><b>COLLECTING AND ANALYSING Spreadsheet</b> <i>5-14 D "Set up a simple spreadsheet. Create suitable charts from the spreadsheet data"</i></p> <p>Use terms: <b>rows, columns, cells, formula, sum, total, maximum, minimum, average, graph more than one data set</b></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 16-20</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 <b>[CTB]</b> Number Magic folder in the Curriculum Topic Bank</p> <p>Other resources: <b>[CTB]</b> 'Worksheet Enterprise Birthday/Xmas Cards' file in Number Magic folder in the Curriculum Topic Bank</p> <p><b>[CTB]</b> 'Worksheet WWII Evacuation Statistics' 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><b>COLLECTING AND ANALYSING Database</b> <i>5-14 D "Use the basic structure of a database, different field types...Define fields...Search and sort databases...Produce reports"</i></p> <p>Use the terms <b>record, field, fieldnames, navigation arrows,</b></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 arev</p>	<p>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>	

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<p><b>SEARCHING AND RESEARCHING</b> 5-14 D "Use keywords...Use a search engine...Use bookmarks (favourites)...Save text and graphics...Compare websites"</p> <p>Confidently go to selected websites, navigate, find information, copy graphics and text and show awareness of copyright issues</p> <p>Use Google Images search as a quick tool for finding images</p> <p>Before searching, state clearly what it is they are trying to find out and list possible keywords for a search</p> <p>Use search engines and search facilities within sites. Use keywords and refine the search if necessary</p> <p>Find suitable sites from search engine results, redirecting the search if necessary</p>	<p>Support topic-based research and Creating and Presenting work</p> <p>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>Discuss and plan, as a class, group or individual</p> <p>Use quotes to search for an exact phrase, + to add a second keyword, - (minus) to remove a word that you don't want, eg WWII -US will remove some of the many references to the USA presence in the war.</p> <p>Use higher order skills such as skimming, looking for clues in the descriptors and website addresses,</p>	<p>Visit pupil-oriented websites that are appropriate to different topic themes <b>[W]</b> <a href="http://www.educationict.org.uk/bpt/">http://www.educationict.org.uk/bpt/</a> <b>OR</b> <b>[CTB]</b> 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><b>[CTB]</b> 'PlanSheet' and 'Factbank' and 'PptShow S&amp;R Level D' from the Searching &amp; Researching folder in the Curriculum Topic Bank in the School Shared Area</p> <p>Online searching tutorial at: <b>[W]</b> <a href="http://www.welcometotheweb.org.uk">www.welcometotheweb.org.uk</a></p> <p>These are complex skills and teacher input and direction may still be necessary for many pupils</p>	

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<p><b>COMMUNICATING AND COLLABORATING</b> <i>5-14 D/E "Send a copy of a message...Attach a previously prepared file"</i></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 and receive attachments</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. If required, 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: Mini-enterprise – email attachment of publicity flier from your company Design birthday message and email as an attachment to a friend</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: Country beyond Europe – 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>'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>	
<b>CONTROLLING AND MODELLING</b>			

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<p><b>CONTROLLING AND MODELLING</b> 5-14 D "Use...repeat/loop commands to make a basic pattern on screen..."</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>Introduce 'Procedures', using either Floor Roamer or On-screen Roamer</p>	<p>These are activity 'challenges' for pupils, with ready-made backgrounds. Pupils program Roamer to visit different items on the background, eg Cave Roamer, Subway, Tortoise and Hare (all in Routes). Teachers may wish to use the backgrounds in different ways, without committing themselves to the story-line presented.</p> <p>Use MEC workcards 18-22. Learn how to write procedures to define simple shapes.</p>	<p>Open Roamer World then go to File menu &gt; Open &gt; Project Launcher. Explanations and Teacher's Notes for each project are found in Activities menu &gt; 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>[W] Workcards 18-22 (Sept 03) <a href="http://www.educationict.org.uk/pdf/RoamerGrids2.pdf">http://www.educationict.org.uk/pdf/RoamerGrids2.pdf</a></p>	
<p><b>DEVELOPING INFORMED ATTITUDES</b> 5-14 D "Have appreciation of the less desirable values computers might bring to people/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 plays. For example: Health – lack of fitness, RSI WWII – modern wars Mini-enterprise – security of information, employment PSE – personal safety, invasion of privacy</p>	<p>As an ongoing thread running through all the topics in P7, teachers should pause to discuss this with pupils</p>	
<p><b>At the end of P7, pupils following this programme are working towards 5-14 ICT Level D in all strands except 'Creating and Presenting – Text Handling and Multimedia' and 'Communicating and Collaborating' (working towards Level E)</b></p>			

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