

## CURRICULUM SUMMARY – April to June 2010

SUBJECT: ICT

YEAR GROUP: Reception

TEACHER: Mr Geoff Valiente

Week	Learning objectives	Activities (in brief)
1	Starting programs	Students will be free to choose either educational game software or graphics software. They will practice starting the programs on their own.
2	Graphics software – Tux Paint	Demonstration of new graphics software package – starting the program, navigation, and features. Students will begin to use the program.
3	Graphics software – Tux Paint	Students will continue to explore the graphics program
4	Graphics software – Tux Paint	Students will continue to explore the graphics program
5	Graphics software – Tux Paint	Students will continue to explore the graphics program
6	Graphics software – Tux Paint	Students will continue to explore the graphics program
7	Graphics software – Tux Paint	Students will continue to explore the graphics program
8	Introduction to the internet	Explanation of the internet and introduction to browser software concentrating on the keyboard and addresses. Students will attempt to enter an address <a href="http://www.pbskids.org">www.pbskids.org</a>
9	Use of the Internet	Demonstration on how to navigate within a web site. Students will enter an address ( <a href="http://www.pbskids.org">www.pbskids.org</a> ) and use the site to play educational games
10	Use of the Internet	Students will continue to use the internet to play educational games
11	Use of the Internet	Students will continue to use the internet to play educational games

SUBJECT: ICT

YEAR GROUP: 1

TEACHER: Mr Geoff Valiente

Week	Learning objectives	Activities (in brief)
1	Microsoft Word	Students will start the program, set the font size and type a list of words provided by the teacher.
2	Microsoft Word	Students will start the program, set the font size and type a list of words provided by the teacher.
3	MS Word – full sentences	Students will be introduced to sentence forms (capitalization, spacing) and type sentences. Cross curricular vocabulary
4	MS Word – full sentences	Students will continue to work with Microsoft Word typing full sentences and using punctuation (.,?) Cross curricular vocabulary
5	MS Word – full sentences	Students will continue to work with Microsoft Word typing full sentences and using punctuation (.,?) Cross curricular vocabulary

6	MS Word – full sentences, basic editing	Students will continue to work with Microsoft Word typing full sentences and using punctuation (.,?) Cross curricular vocabulary. Students will then be given a demonstration on highlighting text and practice will follow
7	MS Word – full sentences, basic editing	Students will continue to work with Microsoft Word typing full sentences and using punctuation (.,?!). Cross curricular vocabulary. Students will then be given a demonstration of the cut and paste editing tools and practice will follow
8	MS Word – full sentences, basic editing	Students will continue typing sentences and practice highlighting, cutting and pasting. Introduction to copying and practice
9	Using a word bank	Students will participate in Interactive Whiteboard activity reading words and classifying them (also basic spelling)
10	MS Word – paragraph form	Students will type a short paragraph after a demonstration showing that MS Word formats the page. Students will also be introduced to proper spacing after punctuation.
11	MS Word – paragraph form	Students will continue practice with another paragraph; 2 if they're working well

SUBJECT: ICT

YEAR GROUP: 2

TEACHER: Mr Geoff Valiente

Week	Learning objectives	Activities (in brief)
1	To understand that information can be sorted and classified using a range of simple criteria.	Students will brainstorm how to sort different items and then will be given a number of pictures and items to classify. Students will then have to reclassify the same items according to a different set of criteria.
2	To practice sorting and classifying	Students will receive a handout containing different animals and classify them as living on land, in the sea or both.
3	To understand and explain data that is presented graphically	Students will learn how information is collected using tally marks, converted to data and represented (pictogram and bar chart).
4	To understand and explain data that is presented graphically	Students look at graphic representation of data and will discuss it in small groups. Each group will then have to explain what information the graphs represent.
5	To present data on a simple graph	Students will gather information counting blocks of different colours and then produce a graphic representation of the data.
6	To use buttons to navigate a CD ROM	Teacher demonstration on how to navigate a CD ROM (Amazing Animals) using buttons. Children will be introduced to the CD and learn how to launch the program.
7	Green Camp – No formal ICT lessons	
8	To use the internet to gather information	Demonstration on how to locate information in Google using a key word. Show that misspelled words or the use of words such as 'kitty' are not recognized. Children work in pairs to find pictures of animals using a key word to search.
9	To use hot links or hyperlinks to navigate a web site	Teacher demonstration on how to use hot links to find further information on a subject. Students will then work in pairs to find information on a subject (e.g. Wawel Castle)

10	To use appropriate search techniques to find information	Revision on search techniques. In small groups, the children will find information on a given subject.
11	To put information into a presentable form	Children compile the information gathered and transfer it into MS Word for a presentation.

SUBJECT: ICT

YEAR GROUP: Year 3

TEACHER: Mrs Wajs

Week	Learning objectives	Activities (in brief)
1	<b>Key idea:</b> initiation to Excel	Simple Additions, subtractions, divisions and multiplications using formulae.
2	<b>Key idea:</b> initiation to PowerPoint	<b>Communicating Information using text combined with graphics</b>  Discover the power of custom layouts  Inserting new slides, background, pictures
3		Browse to insert a customized template into a presentation Create your first presentation
4		Add sound and visual effects to a presentation
5		Personalize your slide design
6-11	<b>Key idea:</b> initiation to Publisher	Use of text boxes, insert pictures from clipart and the internet  Format background and scheme colour. Use design sets and master sets. Choose one template to produce a "Bake a Cake Day" leaflet  Produce a birthday invitation using the templates

SUBJECT: ICT

YEAR GROUP: Year 4

TEACHER: Mrs Wajs

Week	Learning objectives	Activities (in brief)
	<b>E-mail - Using Address Book, Attachments and Digital Cameras</b>	
1-2	<b>Key idea:</b> that e-mail can be used to send attachments with messages over distances.	Discuss the experiences that the children have had using e-mail. Show the children that an e-mail can contain an attachment. Demonstrate by opening some attachments to show the class. Make certain you have a variety of file types eg. a digital photograph, a picture created in a graphics package, and some examples of word processed documents.
3	<b>key idea:</b> that e-mails are sent to addresses.	Prepare an address book with a number of e-mail addresses. Stress the importance of the need for accuracy in entering an address. This could be demonstrated by sending an e-mail to the class computer with a keying error in the

	<b>technique:</b> to send an e-mail using an address book	address. The children would see that they would get a returned mail message telling them the email address was incorrect. Remind them that they can check their Sent box to view the record of mail sent.
4	<b>key idea:</b> that a digital camera can be used to take images that can be sent as attachments to communicate information.  <b>technique:</b> to be able to use a digital camera to take images and save the images as files on a computer	Show the children how to use a digital camera. Ask them to take pictures of the school and to send to friends or relatives.  Once the children have taken the photographic images they can be shown how to transfer them onto a computer. They should then be shown how to give the images sensible file names, so they can be located at a later date to use as attachments.
5-6-7	<b>Key idea:</b> initiation to Publisher	Communicating Information using text combined with graphics. Creation of a birthday invitation using different templates
8-9-10	<b>Key idea:</b> initiation to PowerPoint	Communicating Information using text combined with graphics

SUBJECT: ICT

YEAR GROUP: Y5

TEACHER: FN

Week	Learning objectives	Activities (in brief)
1	a) <b>Saving Planet Earth</b> - In order to solve a problem use ICT to collect and process data and present the findings. - Analyse information and ask questions using complex searches. - Refine instructions to improve the efficiency (procedure) of the instructions they have created. - Use ICT based models to explore variables and to solve problems. - Design, create and evaluate their own presentations maximising the use of ICT to present information in different ways.	Carry out an investigation into recycling. The aim would be to see if, with a little thought and effort, the school community could throw away less and recycle more! <a href="http://www.recyclenow.com/schools/index.html">www.recyclenow.com/schools/index.html</a> is a good reference point as is <a href="http://www.recycling-guide.org.uk/activities.html">www.recycling-guide.org.uk/activities.html</a>  Extension: Find out what happens to recycled materials and present that information in an interesting and engaging way.
2	a) Continued – Litter Litter is waste disposed of in the wrong place rather than in the bin. This can be anything from small items like sweet wrappers, large collections of waste or scatterings of litter dispersed around public places outdoors.	Plan and produce materials using a range of ICT media designed to discourage littering and reach a range of audiences.  Extension: Monitor littering in and around the school and use this data to evaluate the quality of the materials and their impact on the campaign.
3	a) continued – creating a school grounds	Use graphical modelling software to create a school ground showing what they would make in order to make it more appealing.
4	a) continued – Biodiversity Biodiversity is defined as the number and variety of plant and animal species that exist in a particular	Research how people effect the environment. Investigate/Carry out research into what changes could be made to encourage the survival of certain animal/plant.

	environmental area or in the world generally. This includes the wealth of wildlife around us ranging from insects and mammals, to wetlands	They could also look into planting a garden (e.g. using <a href="http://www.greenfingers4kids.co.uk/">http://www.greenfingers4kids.co.uk/</a> ).
5	a) continued - Introduction: Water Water is a very precious resource and one that we tend to take for granted. However water is not as abundant as we think. In England and Wales we have only 1334 cubic metres (m3) per person a year	Produce and conduct a survey into water use within the school community. Using research tools (and common sense) investigate ways of reducing water usage. Communicate those suggestions in an interesting, accurate and engaging way.  Extension: Children could also look at areas of the world where water is not readily available and investigate a) what impact this has of those communities effected and b) what measures are taken e.g. via <a href="http://www.wateraid.org/uk">http://www.wateraid.org/uk</a> to make water more readily available.
6	a) continued - Energy The amount of energy the world uses every day has trebled over the past century. To keep up with the growing demand for energy to heat and light our homes and power our industries, power stations are burning more and more fossil fuels.	Activity: Children could use an energy meter to discover how much energy a device uses and calculate the difference between leaving it on overnight and switching it off.  Children could go on to create programs, using control software and external devices, which switch appliances (or bulbs!) off after a period of time. Schools may find <a href="http://www.carbondetectives.org.uk/content/home/index.html">www.carbondetectives.org.uk/content/home/index.html</a> useful.  Extension: Pupils could write a report outlining the programming sequence and/or a presentation designed to persuade other pupils to be a bit 'greener' in their energy use.  Pupils could also carry out research into fossil fuels and alternative forms of energy.
7	Green Camp	Green Camp
8	a) continued - Transport Our growing use of cars has a variety of environmental, social and health consequences. Some are highly visible and directly relevant to everyday life. For example, accident statistics show that our roads are dangerous, while traffic congestion has adverse effects on our health and well-being. Other impacts are less immediately obvious but no less important. For example, the gases and chemicals released by engines make a large contribution to global warming and air pollution	Children could carry out research into the link between cars, air pollution and global warming and present their findings in an interesting, accurate and engaging manner.  Extension: Children could survey traffic near the school. How many cars, for example, at hometime are parked with their engines still running? Can they help the school to tackle this issue?
9	a) continued – healthy eating The importance of healthy eating and how it has an effect on us and the environment	Activity: Children could carry out research into the recommended daily allowances for different foods and use modelling tools (e.g. spreadsheets and online calorie counters which also look at other nutritional factors) and food labels to design simple, nutritious recipes.  Extension: Children could take a look at <a href="http://kitchencrew.net/">http://kitchencrew.net/</a> and submit their suggested recipes.
10	a) continued A Global Perspective Young people need the knowledge, skills, values and attitudes that will enable them to participate as full members of a global society. As global citizens, they need to consider rights and responsibilities and the role of citizens in a democratic society.	Activity: Children could carry out research into the work of organisations such as UNICEF ( <a href="http://www.unicef.org/crc/">http://www.unicef.org/crc/</a> or Global Footprints ( <a href="http://www.globalfootprints.org">http://www.globalfootprints.org</a> ).
11	a) continued – a conclusive	Integrated Task: Children should, by telling another person, designing a presentation/quiz/broadcast or through role

	understanding of each of the pupils regarding our environment	play, be able to demonstrate that they have met each of the objectives identified.
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SUBJECT: ICT

YEAR GROUP: Y6

TEACHER: FN

Week	Learning objectives	Activities (in brief)
1	a) Learn how to create a website on MS FrontPage : <ul style="list-style-type: none"> <li>• Layout</li> <li>• Inserting Pictures / Graphics</li> <li>• Inserting text</li> <li>• Positioning of content</li> <li>• Embed Videos / games</li> </ul>	A group task: Students will take responsibility in creating a section of the site and learn to have a consistent layout through out to ensure a professional website is produced
2	a) continued	Continue with the website creation – show students how to insert images / graphics and how to embed videos / games
	a) continued	Continue with the website creation – Ensure a consistent layout
4	a) continued	Put the website together and test the website
5	b) Understand how to name cells, conditional formatting and use functions on a Spreadsheet	Students will attempt to use the SUM, IF and COUNTIF function on Microsoft Excel
6	c) Learn how to work with different sheets on a spreadsheet	Using a template on Microsoft Excel, students will reinforce what they learnt the previous week but also learn to work in different sheets on the same workbook
7	Green Camp	Green Camp
8	c) continued create graphs and presenting information graphically	Creating graphs and comparing different types of graphs Formatting a spreadsheet
9	d) Introduction: E-safety Remind the children that while the internet, mobile phones etc. can be useful tools in the right hands they can be dangerous and even harmful in the wrong hands!	Activity: Introduce the ThinkUKnow website ( <a href="http://www.thinkuknow.co.uk/">http://www.thinkuknow.co.uk/</a> ) . Demonstrate to them that it offers support and guidance to internet users young and old, including how to report inappropriate online behaviour. Focus on the section aimed at 8-10 year olds.  Extension: Discuss why such a website might have been set up, its purpose, audience and usefulness.
10	d) continued : Review – What have we learned?	What do we do now? Invite the class to think about how they, as the most senior pupils in the primary school, could help their younger colleagues to stay safe online and to use the internet responsible. This could lead to the integrated task. Do the rules need updating? Could they present a school assembly on the subject or a presentation for parents, perhaps modelled on the ThinkUKnow materials?
11	d) continued	Continue with the group presentation.

SUBJECT: ICT

YEAR GROUP: Y7 - ICT

TEACHER: FN

Week	Learning objectives	Activities (in brief)
1	a) Completion of the websites	Finish the websites
2	a) Evaluation of websites and the reliability of WWW	Comparison of their website with that of a professional website Looking at reliability of web sources and how to ensure reliability
3	b)Introduction to databases	Creating a simple database. Creating different tables. Comprehension of flat databases and relational databases
4	b) continued	Sorting and filtering the database
5	b) continued	Creating queries
6	b) continued	Creating reports
7	Green Camp	Green Camp
8	c) Introduction to advanced spreadsheets	Introduction to spreadsheet modelling
9	c) continued	Introduce functions
10	c) continued	Graphs, inserting graphics, working on different sheets.
11	c)continued	Conditional formatting, formatting of spreadsheets

SUBJECT: ICT

YEAR GROUP: Y8/9

TEACHER: FN

Week	Learning objectives	Activities (in brief)
1	a) Learn the use of DTP and how to make an effective leaflet	Research and text write-ups
2	a) continued	Creating a leaflet on MS Publisher
3	a) continued	Maintaining house styles, continue with the leaflet
4	a) continued	Continue work with the leaflets  Extension: For pupils who finish their leaflets early, they are to create other promotional material such as posters
5	b)Word processing skills	Use of tabs, margins, inserting pictures, inserting tables, columns
6	b) continued	continued
7	Green Camp	Green Camp
8	c) introduction to some advance features of Presentation Software	- constructing a master slide, font styles, slide consistency, insertion of pictures, graphics and transitions
9	c) continued	continued
10	d) end of year examination	End of year examination
11	b) continued	c) continued

SUBJECT: ICT

YEAR GROUP: Y10

TEACHER: FN

Week	Learning objectives	Activities (in brief)
1	a) Learn to create a structured website with style sheets, tables and hyperlinks	Looking at other websites and understanding what makes a professional website Creating a structure for a website Creating layouts for each page
2	a) continued – Use of tables	Different use of tables on webpages
3	a) continued – Inserting images and embedding videos	Insert image Place image relative to text Use tags to adjust size Use software to resize image / adjust colour depth Embed videos
4	a) continued – Use of stylesheets	Create external stylesheet Create styles for common tags Specify font appearance
5	b) Use of the internet and communicating with other ICT users	Find information from a given URL Find information through a search engine Download and save specified information
6	b) continued	Read Email & Send email : Open message, new message, address, subject, reply, forward, carbon copy, blind carbon copy, Attach files, Save attached files
7	Green Camp	Green Camp
8	c) Learn Presentation authoring	Presentation format is setup as specified: master slide Font styles, Heading styles, colour scheme, logos, footers, slide numbering
9	c) continued	Consistency within the presentation: consistently applied font styles, point sizes and colour schemes. Chart created as required, lines / arrows inserted
10	Practical exam	Practical exam
11	Review / revision of practical tasks	Review / revision of practical tasks

SUBJECT: ICT

YEAR GROUP: Y11

TEACHER: FN

Week	Learning objectives	Activities (in brief)
1	Mock practical Exam	A mock practical exam in preparation for the exams the following week
2	Practical Exams	2 x IGCSE Practical exams
3	Revision of Theory	Revision
4	Revision of Theory	Revision

5	Revision of Theory	Revision
6	Revision of Theory	Revision

SUBJECT: ICT

YEAR GROUP: IB2

TEACHER: FN

Week	Learning objectives	Activities (in brief)
1	Developing research material for the Case study	Gathering Research material and reviewing what's found
2	Learn to answer questions based on the case study	Variety of questions that are similar to exam questions