



Unit 1C: The information around us

About this Unit:

In this unit children learn that information exists in a variety of forms, including text, still and moving pictures, charts and sounds and that different media are used for different purposes. They learn that ICT can be used to communicate and handle information in a variety of ways. Children should be able to apply what they have learned in this unit when they are looking for and presenting information.

Where this Unit fits in:

This is an introductory unit about information and how it is communicated. It builds on experience of using software such as a painting program and a word processor. It provides a foundation for Units 1E 'Representing information graphically: pictograms', 2C 'Finding information', 2E 'Questions and answers', as well as Units 2A 'Writing stories: communicating information on using text', 3A 'Combining text and graphics' and 4A 'Writing for different audiences'.

Vocabulary:

Button/icon | Information | Text | Text/font styles |
Graphics/pictures | Sound | Multimedia

Resources:

Sound tapes | Assorted pictures | Multimedia program, *e.g. talking book, adventure game* | Samples of text from different sources and for different purposes | Pictures of signs and symbols in everyday life | tape recorder

Expectations: at the end of this unit,

Most pupils will be able to: know that information exists in a variety of forms and be able to gather it from a variety of sources.

Some pupils will only be able to: have had opportunities to collect information in various forms and from various sources.

Some pupils will also be able to: recognise that computer programs use sounds, text and pictures to communicate information; begin to recognise some of the conventions used to communicate information.

These units have been adapted from material available on the QCA Schemes of Work website



Learning Objectives <i>Pupils should learn...</i>	Possible Activities	Learning Outcomes <i>Pupils can...</i>	Consider
Setting the Scene			
<ul style="list-style-type: none"> • key idea: that information can be presented in a variety of forms. • key idea: that information comes <i>from</i> a variety of sources. 	<ul style="list-style-type: none"> • Discuss with the children that materials 'tell' us things, <i>e.g. pictures show us what things look like, maps show where things are, labels describe what things are, sounds, such as bells and whistles, can tell us that something is about to happen.</i> • Discuss with the <i>children</i> where we might find things out and introduce the idea of a variety of sources, <i>e.g. asking questions, books, television, software, internet, people.</i> 	<ul style="list-style-type: none"> • <i>Recognise</i> that different materials can provide information. • Know <i>that</i> they can find information from various sources. 	<ul style="list-style-type: none"> • It might be possible to extend the discussion to include categories of information, <i>e.g. warnings (as in road signs and traffic lights), instructions or entertainment.</i> • Children should be encouraged to think <i>about</i> different types of books, <i>e.g. dictionaries, encyclopedias.</i>
Short Focused Tasks			
<ul style="list-style-type: none"> • key idea: <i>that</i> sounds convey information. • key idea: that microphones, recording devices, computers and tape recorders can be used to record and store sounds. 	<ul style="list-style-type: none"> • Prepare a tape recording of sounds that carry information, e.g. a bell indicating the end of playtime, a television theme tune indicating that a programme is about to start, a baby crying indicating it is hungry, a police car or ambulance siren. Ask the children to close their eyes, listen to the sounds and describe what the sounds are 'telling' them. • Children should tape record an interview with an adult, perhaps to collect information to support their topic work. Prior to the interviews they should decide on the questions that they <i>want</i> to ask. Topics will vary, e.g. transport, houses, what it was like when they were children. The recordings can then be played to the whole class. Children should then use the information gathered for other activities. 	<ul style="list-style-type: none"> • Recognise that <i>sounds</i> convey information. • Use a cassette recorder to collect and store information as sound. • Use a computer <i>microphone</i> to record sounds. 	<ul style="list-style-type: none"> • There are simple cassette recorders available that can record using a single key press. Most children would be able to record <i>information</i> using such a device. Children should be encouraged to record each question as well as the response. It might be appropriate to pair a less-confident child with one who has prior experience of using a microphone. • Having listened and discussed what they hear, children could identify and match pictures to the sounds.

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Learning Objectives <i>Pupils should learn...</i>	Possible Activities	Learning Outcomes <i>Pupils can...</i>	Consider
Short Focused Tasks (cont.)			
<ul style="list-style-type: none">• key idea: that pictures provide information	<ul style="list-style-type: none">• Show the class a selection of poster-sized pictures, including photographs, representational drawings, abstract pictures, signs and maps. Ask the children to describe what each picture is 'telling' them, <i>e.g. it shows some of the types of animals that live in the sea, it shows how big a dinosaur is compared to a house.</i>	<ul style="list-style-type: none">• Explain what information a picture provides.	<ul style="list-style-type: none">• Try to include pictures that include text and encourage children to distinguish between the information that the text and picture provides.
<ul style="list-style-type: none">• key idea: that information is all around us in a variety of forms	<ul style="list-style-type: none">• Ask the children to look around the classroom and point out anything that provides them with information. Discuss how the information is communicated. Extend the search beyond the classroom walls but still within the school grounds. Ask the children to collect samples and sort them into text, pictures and sound. They may have samples that include pictures <i>and</i> text - this will provide the foundation for a multimedia group under the next activity.	<ul style="list-style-type: none">• Identify materials that provide information.	<ul style="list-style-type: none">• If a digital camera is available, children should be able to use it to record topic-related information, <i>e.g. different types of houses, transport, our school, experiential learning activities.</i>
	<ul style="list-style-type: none">• Ask the children to consider how information is communicated in the wider world, <i>e.g. road signs - Welsh and English, traffic lights, shop signs, road directions, instruction labels such as 'PUSH' and 'PULL'</i>. Record the findings, perhaps by drawing pictures. Sort these out into text, pictures, sound and multimedia.		<ul style="list-style-type: none">• More-able children could be encouraged to record the type of information that they provide.• Take a walk and capture digital photographs and record sounds of the area around the school. Link with Geography.

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Learning Objectives Pupils should learn...	Possible Activities	Learning Outcomes <i>Pupils can...</i>	Consider
Short Focused Tasks (Cont.)			
<ul style="list-style-type: none">• key idea: that computers use icons to provide information and instructions.	<ul style="list-style-type: none">• On paper, children should record various objects that communicate information in different ways, <i>e.g. fold a sheet of paper into six sections and ask children to draw, or collect, pictures of things that communicate information using text, sound, still pictures, icons, text and pictures together, or symbols, which might include pictures of books, magazines or newspapers, alarm clocks, kitchen timers, microwave ovens, computer icons for printers, word processors, painting programs, comics, social signs, television cartoons or videos, warning signs. Pupils should be encouraged to take note of any bilingual signs seen in the environment.</i>• Introduce the children to a multimedia program such as a talking book or an adventure game. Ask them to look at the icons on the screen and to suggest what information or instruction they might provide. Encourage the children to check and see if they were right.• Children should explore the program and see how many different ways the computer can communicate information.	<ul style="list-style-type: none">• Know what information is conveyed by some of the icons used in computer software.	<ul style="list-style-type: none">• Discuss with the children what the electronic book provides when compared to the traditional paper-based version.• (Children could create display cards for the computer area showing what the icons mean.)

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Learning Objectives <i>Pupils should learn...</i>	Possible Activities	Learning Outcomes <i>Pupils can...</i>	Consider
Short Focused Tasks (Cont.)			
<ul style="list-style-type: none">• key idea: that certain 'rules' (or conventions) are applied in communicating and presenting information.	<ul style="list-style-type: none">• Collect paper-based samples of text that are used for different purposes. Discuss why different styles and sizes of text or font are used, <i>eg a label in the classroom needs to be large so that everyone can see it - this might be the date on the board or the list of who is responsible for specific tasks</i>. Children might notice that a newspaper uses different sizes of writing on a page. They should be encouraged to express their ideas about why this might be. Some children may notice that colour is used to convey meaning, <i>e.g. red for stop or danger and green for go</i>. If drawers are labelled in the classroom and all of the labels are the same size, children might be asked why they have been prepared in such a way.• Present a set of prepared text files to the children. Each should be set up for a specific purpose, <i>e.g. a suitable font size with a box or frame around it to produce labels for pictures for a display, a warning sign with large red text in a frame, a layout suitable for a poster with sufficiently large text to be read from a few feet away</i>. Children could suggest what they would use each one for. Some could demonstrate and others be given time to experiment later.	<ul style="list-style-type: none">• Know that large writing is needed if the information needs to be seen by everyone and that some colours are used for particular purposes, <i>e.g. red is used to warn us of danger</i>.• Know that a computer can manipulate the appearance of text for a particular purpose.	<ul style="list-style-type: none">• Children might look at a selection of books from the school library. These books should span as wide an age range as possible. They might notice that the books for younger children contain more pictures than text but that as the reader audience gets older there tend to be fewer and fewer pictures. Children should be encouraged to suggest that the pictures are there to provide additional information and that they can make a significant contribution to a story or to non-fiction material.

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Learning Objectives <i>Pupils should learn...</i>	Possible Activities	Learning Outcomes <i>Pupils can...</i>	Consider
Assessment Task <ul style="list-style-type: none"><li data-bbox="226 475 562 627">• to show that information <i>can</i> be presented in a variety of forms and collected from a variety of sources.<li data-bbox="607 475 1323 627">• Ask the children to work in groups to collect information about an agreed topic e.g. The area around our school. Encourage them to think about what they want to find out <i>about</i> the subject (but they should be prepared to find out other things).<li data-bbox="607 667 1317 754">• Ask the children to think about where and how they will find out the information and <i>how</i> they will collect and present it.<li data-bbox="607 799 1272 919">• Encourage the children to collect information in a variety of forms, e.g. <i>representational</i> pictures, interviews, books, photographs. Ask them to make a simple display of the materials they collect.<li data-bbox="1357 475 1720 563">• Select an appropriate style of presentation for a particular task.			

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