



Unit: Communicating Ideas

ICT Year 1

Overview of this Unit:

Children will explore and talk about the words, images and numbers they see around them and will understand that they all give us information. They will learn that words and numbers come in different shapes and sizes and languages. They will be given opportunities to discuss why different styles and sizes of text or font are used and encouraged to express their ideas about why this might be. They will become familiar with the letters and numbers on a computer keyboard and learn how to use the Space bar, Enter, Backspace and Shift keys in order to develop their word-processing skills. They will be able to choose words and numbers from a word bank in both Welsh and English to complete labels, lists, sentences etc and use these skills to produce a piece of simple text linked to a theme or topic. Children will explore a variety of literacy and numeracy activities that allow images to be moved around the screen and talk about the uses of sounds, pictures, numbers and text in multimedia resources.

Expectations at the end of this unit:

Most pupils will be able to: Enter words and create simple sentences using a computer keyboard and word bank. They will make use of the Space bar, Enter, Backspace and Shift keys. They can move words, numbers, or pictures on screen for a selected task and respond to a range of ICT stimuli including media and texts. They can print their work.

Some pupils will only be able to: Enter single letters and words using a computer keyboard and select words from a word bank with adult support. They will make some use of the Space bar, Enter, Backspace and Shift keys. They can move words, numbers, or pictures on screen for a selected task and when encouraged will respond to ICT stimuli including media and texts. They can print their work with assistance.

Some pupils will also be able to: Enter sentences and text confidently using a computer keyboard and word bank making use of the Space bar, Enter, Backspace and Shift keys. They are beginning to change colour and size to create effects and use images and/or sounds to enhance their work. They respond confidently to a range of ICT stimuli including media and texts and understand the importance of saving work. They can print their work independently.

KEY:

Personal and Social Development, Well-Being and Cultural Diversity (PSDWBCD)	Welsh Language Development (WLD)	Creative Development (CD)
Language, Literacy and Communication Skills (LLC)	Knowledge and Understanding of the World (KUW)	Outdoor Play (OP)
Mathematical Development (MD)	Physical Development (PD)	Role Play (RP)

ICT Skills

Areas of Learning

Suggested Activity

Vocabulary

Resources Skills across the Curriculum










Teacher Assessment: The skills demonstrated by the children should form part of continuous assessment. Tracking and recording pupils' progress should be done in line with the schools assessment policy and used to inform future planning. Recording sheets are provided for schools as an optional part of this Scheme of work.


















Year 1 Create and Communicate Information















Communicating Ideas


ICT Skills	Areas of Learning	Suggested Activity	Vocabulary	Resources	Skills across the Curriculum
<p>Knows that words, images and numbers give us information.</p>		<p>Ask the children to consider how information is communicated in the wider world, e.g. road signs – Welsh and English, traffic lights, shop signs, road directions, instruction labels such as 'PUSH' and 'PULL'. Record the findings, perhaps by drawing pictures. Sort these out into text, pictures, sound and multimedia. Draw attention to bilingual signs or signs that include other languages. Ask them why the text is there and what it tells them. Explain to the children that they are going to produce a piece of text using the computer. They could create labels for classroom resources or a role play area. </p> <p>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.</p> <p>Ask the children to look around the classroom and point out anything that provides them with information. Draw attention to bilingual signs or signs that include other languages. Discuss how the information is communicated. Extend the search beyond the classroom walls but still within the school grounds. Take a digital camera to photograph the signs. </p>	<p>Signs Labels Information Icon Text Words Numbers Pictures Symbols Font styles Graphics Pictures</p>	<p>Assorted pictures/signs/ photographs. Digital camera. Word processor. Printer Samples of text from different sources and for different purposes. Pictures of signs and symbols in everyday life. Multimedia program, e.g. talking book, adventure game. Internet for images and/or suitable activities.</p>	   

ICT Skills	Areas of Learning	Suggested Activity	Vocabulary	Resources	Skills across the Curriculum
		<p>Ask the children to collect samples and sort them into text, pictures or samples that include pictures <i>and</i> text.</p>		<p>Signs around us.</p> <p>Slide show signs.</p> <p>Sebastian Swan Big Books.</p> <p>Different types of shops.</p>	

ICT Skills	Areas of Learning	Suggested Activity	Vocabulary	Resources	Skills across the Curriculum
<p>Knows that words and numbers come in different shapes and sizes.</p>		<p>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>e.g. 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. </p> <p>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.</p>	<p>Signs Labels Information Icon Text Words Numbers Pictures Symbols Font styles Font size Graphics Pictures</p>	<p>Assorted pictures/signs/ photographs.</p> <p>Magazines/ Newspapers/ Books</p> <p>Samples of text from different sources and for different purposes.</p> <p>Internet</p>	   
<p>Can use the Space bar, Enter and Backspace keys on a keyboard.</p>		<p>Demonstrate how to use the Delete/Backspace key if they have mistyped or repeated a letter and the Space bar. Use simple familiar sentences, such as I like... My name is... My favourite food is... etc. Welsh sentences can also be used, such as, Dw i'n hoffi <u>?</u> or <u>_</u> dw i..etc Appropriate clip art/images could also be added.</p>	<p>Delete Backspace Space bar Enter/Return Keyboard Cursor</p>	<p>Word processor.</p> <p>Digital camera.</p> <p>Clip art/images.</p> <p>Printer.</p>	 

ICT Skills	Areas of Learning	Suggested Activity	Vocabulary	Resources	Skills across the Curriculum
<p>Can use the Shift key to create a capital letter.</p>		<p>Explain to the children that they are going to type a sentence into the computer using the keyboard. Show the children how to create a capital letter using the Shift key.</p> <p>Print out a set of pictures with empty speech bubbles. Discuss how speech bubbles can be used to illustrate direct speech. Remind the class how to enter text and the use of the shift key to create a capital letter. Divide the children into pairs and give each pair a picture. Ask the children to discuss what might be being said, and use the word processor to type the speech. Ask the children to print their work, cut it out and stick it onto the speech bubbles or move their sentence onto a speech bubble prepared on screen.</p> <p>Appropriate Welsh questions and answers could be considered. Also the use of a microphone to record their sentences onto the computer.</p>	<p>Capital letter Shift Key Cursor Microphone Speech bubble Select Drag</p>	<p>Word processor/Desktop publishing program.</p> <p>Microphone</p> <p>Prepared screens with speech bubbles.</p> <p>Clip art.</p> <p>Digital images of the pupils.</p>	 
<p>Shows awareness and begins to change size and colour of font to present information.</p>		<p>Demonstrate how to select text and change the font size and colour. (Some software enables children to change font size and colour very simply without highlighting text.)</p> <p>Children could create some simple labels and experiment with changing the font size and colour and decide what they feel gives the best result. They can print out their labels to use.</p>	<p>Highlight Select Font size Font colour Effects</p>	<p>Word processor/Desktop publishing program.</p> <p>Printer.</p>	 

ICT Skills	Areas of Learning	Suggested Activity	Vocabulary	Resources	Skills across the Curriculum
<p>Can choose words or numbers from the computer word bank to write sentences.</p>		<p>Show the class how to select words from a word bank, using the mouse, and demonstrate how to make the computer say a word. Ask the children to select words from the word bank to complete sentences, e.g. 'Here is a cat/dog/mouse. Welsh words can also be used from a word bank (Nb. Welsh not so good for computer speech – better to record adult or pupils voices with a microphone).</p>	<p>Word bank Select Cursor Left Click Right Click Microphone</p>	<p>Word processor/Desktop publishing program. Prepared Word bank. Microphone.</p>	   
<p>Knows that images can be moved around the screen.</p>		<p>Various sorting/sequencing/matching type activities can be prepared such as dragging clipart/images together that begin with the same initial letter or matching groups of objects with the appropriate number, size or sound, or moving objects on screen to create a picture etc. Children could work with a partner to encourage discussion and collaboration. IWB could also be useful, particularly for class/group activities.</p>	<p>Select Drag Mouse Object Clipart Image Letter Number</p>	<p>Word processor/Desktop publishing program. Clipart/Images.</p>	 
<p>Knows that computers use sounds, pictures, numbers and text to show what is happening.</p>		<p>At the end of this unit pupils should be able to talk about different ways a computer uses sounds, pictures, numbers and text to show what's happening. Use of Electronic Big Books and the Internet could be used as stimuli for this discussion where multimedia is demonstrated. Also work that the pupils have created using digital images, recorded speech, clip art, text and numbers could be shared and discussed creating opportunities for re-count, reinforcement and reflection on activities that have taken place both in the indoor and outdoor environments.</p>  	<p>Signs Labels Information Icon Text Words Numbers Pictures Symbols Font styles Font size Graphics Pictures</p>	<p>Word processor/DTP program. Multimedia presentation. Clipart/Images. Sounds. Internet. Sebastian Swan Big Books. Baglan Big Books Number Time Snap Dragon</p>	  

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<p>Understands the importance of saving work.</p> <p>Knows how to print.</p>		<p>Children should be shown how to print their work. They should be made aware that the computer can also save their work. Show the children how to do this. The teacher could recall previous work when they revisit the computer in order to see that the work loaded is exactly the same as what was saved.</p>	<p>Computer Save File Folder Printer</p>	<p>Computer Printer</p>	