



ICT
Curriculum
Team
Tim
Cwricwlwm
TGC



Unit: Communicating Ideas

ICT Year 2

Overview of this Unit:

Children will use the computer to write simple sentences including full stops and the Shift key for capital letters. They will learn how to use the Enter key and can add and delete words and go back to text to make changes. They can change the size, colour and style of Font and talk about the differences between hand writing and using the computer for written text.

They can use images and sounds to enhance text and understand the need to save work. They can Save and Retrieve with assistance, print independently and talk about their work and share ideas with others.

Children will learn that a computer can be used to send and receive messages via e-mail and that some websites can be used to send messages or e-greetings.

Expectations at the end of this unit:

Most pupils will be able to: Create a piece of written text on the computer using appropriate keyboard skills including Shift key and Enter keys, and can edit and correct work using Backspace and Delete. They can talk about their work and use images and sounds to enhance their writing and save and retrieve work with assistance. They know that computers can be used to send and receive messages and can send and receive an e-mail with help.

Some pupils will only be able to: Create simple sentences and will need reminding about using the Shift key to create capital letters. They may need help to use images and sounds and edit and save their work.

Some pupils will also be able to: Create a piece of written text on the computer using appropriate keyboard skills and can change font style, size and colour. They can use images and sounds to enhance text and Save and Retrieve with assistance. They can print and talk about their work and share ideas with others. They show confidence to work independently and can make choices on an appropriate application to do their work.

KEY:

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|--|--|---------------------------|
| 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) |














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 2 **Creating and presenting Information and Ideas**











Communicating ideas

| ICT Skills | Areas of Learning | Suggested Activity | Vocabulary | Resources | Skills across the curriculum |
|--|-------------------|--|---|---------------------------|------------------------------|
| Can use the computer to write simple sentences including full stops and the Shift key for Capital letters. | | Children create a piece of text about their experiences as part of normal class work. This can be related to indoor, outdoor experiences, class trip etc. Ensure the children understand the need to structure their writing into sentences, inserting full stops and capital letters. Ask children working in pairs to punctuate a sample piece of writing and to print out work. | Full stops Capital letters Text Font | Word processor Printer | |

| ICT Skills | Areas of Learning | Suggested Activity | Vocabulary | Resources | Skills across the Curriculum |
|--|---|--|--|--|---|
| <p>Can use images to enhance text.</p> |  | <p>Look at magazines, books, poems and talk about how images have been used.</p> <p>Use images from a prepared Picture Bank in their work.</p> <p>Capture pictures using a digital camera from around the school  and grounds.</p> <p>Insert a picture and write about it in a word processor.</p> <p>Use images and text combined to create a class book in English or Welsh linked to a theme or topic.</p> | <p>Pictures</p> <p>Text</p> <p>Images</p> <p>Symbols</p> <p>Icons</p> <p>Graphics</p> <p>Signs</p> | <p>Assorted pictures , magazines books, poems</p> <p>Digital camera</p> <p>Word processor</p> <p>Picture banks</p> |     |
| <p>Can use sound to enhance text.</p> |  | <p>Using a variety of sound recording devices children capture sound from both the indoor and outdoor environment e.g. MP3 players, 'Talking Tins' or tape recorders and talk about the recordings.  </p> <p>Record speech and/or sounds with a microphone, into an appropriate programme to enhance text.</p> <p>Children can record speech to illustrate their writing in a poem, story or a photograph.</p> | <p>Sound</p> <p>Record</p> <p>Microphone</p> <p>MP3 player</p> <p>Tape recorder</p> | <p>Talking Tins</p> <p>Sounds</p> <p>Microphone</p> <p>Tape Recorder</p> <p>MP3 Player</p> <p>Software that allows speech to be recorded</p> |     |

| ICT Skills | Areas of Learning | Suggested Activity | Vocabulary | Resources | Skills across the Curriculum |
|--|---|---|---|---|---|
| Can talk about the differences between hand writing and using the computer for text. |   | <p>Show the children examples of text using a word processor.</p> <p>Ask the class to discuss how the work is different from handwritten work, e.g. <i>Is it easy to read? Are there any spelling mistakes? Are there any crossings out?</i></p> <p>Introduce the idea that writing layouts can be planned with various font styles and sizes depending on the intended audience.</p> | <p>Text</p> <p>Word processor</p> <p>Cursor</p> <p>Font styles</p> <p>Font size</p> | <p>Word processor</p> <p>Desk top publishing package</p> <p>Text samples</p> |    |
| Can change the size, colour and font style of text. |    | <p>Enter a poem or rhyme and demonstrate how to change the size, colour, and font.</p> <p>Allow children working in pairs to practice making changes.</p> <p>Print out work and talk about likes and dislikes of their changes.</p> | <p>Font style</p> <p>Colours</p> <p>Font size</p> <p>print</p> | <p>Poems</p> <p>Rhyme</p> <p>Word processor</p> <p>Desk top publishing package</p> <p>Printer</p> |     |
| Can move text up and down the page. |   | <p>Practice entering the text of a short poem or rhyme. Using Up and Down keys, Back Space and Enter to see how text can move and how lines can change.</p> <p>Talk about how the poem has changed.</p> | <p>Text</p> <p>Mouse</p> <p>cursor</p> <p>Back space</p> <p>Enter</p> | <p>Word processor</p> <p>Desk top Publishing Package</p> <p>Poems</p> |     |

| ICT Skills | Areas of Learning | Suggested Activity | Vocabulary | Resources | Skills across the Curriculum |
|---|---|---|---|---|--|
| <p>Can add and delete words and go back to text to make changes.</p> |  | <p>Type an extract from a familiar children's book. Replace the full stops with the word 'and'.</p> <p>Talk about the extract with the class and explain that the repeated use of 'and' makes it repetitive and difficult to read.</p> <p>Demonstrate how to delete an 'and', insert a full stop and change the following letter to upper case.</p> <p>Working in pairs, ask the children to edit a piece of prepared text.</p> | <p>Font</p> <p>Text</p> <p>Delete</p> <p>Repeat</p> <p>Full stop</p> <p>Letters</p> <p>Uppercase</p> <p>Edit</p> <p>Backspace</p> | <p>Prepared text</p> <p>Word processor</p> |   |
| <p>Understands the need to save work.</p> |  | <p>Talk about why it is important to save work.</p> <p>As part of their normal work children will come across some computer programmes that have a simple save procedure.</p> <p>Practice saving with these programmes.</p> | <p>Save</p> <p>Icons</p> <p>Title</p> <p>File</p> | <p>Word processor</p> <p>Assorted programmes</p> |  |
| <p>Can save and retrieve work with assistance.</p> <p>Can print their work.</p> |  | <p>Encourage children to save their work with assistance. (<i>Software that enables pupils to save their own work, without navigating to their pupil work folder falls into this category.</i>)</p> <p>Ask the children to print out their work.</p> | <p>Save</p> <p>Retrieve</p> <p>File</p> <p>Print</p> | <p>Word processor</p> <p>Printer</p> <p>Assorted programmes</p> |  |

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|--|---|--|--|---|---|
| Can talk about work and share ideas with others. |  | <p>Working in small groups, take on the role of reporters. The focus is to report on a school issue.</p>  <p>Each group presents their report to the class.</p> | Project specific words. | Word processor desk top publisher Multimedia Interactive whiteboard Digital camera |  |
| Able children should be encouraged to make choices on an appropriate application to present their ideas. |  | <p>Children will use a Word-processor or Desk Top publishing program, to express their thoughts and ideas. This could include combining text, images and sound.</p>  | Text Images Sound | Word processor Desktop publisher |  |
| Knows that the computer can be used to send and receive messages via e-mail. |  | <p>Demonstrate how to send and receive a message to and from another class within the school.</p> <p>Working in groups or pairs, practice sending a simple message to another class in the school and to open the reply email.</p> | Message Internet e-mail send receive | Internet Interactive Whiteboard PC computer |  |
| Can use a website to send messages e.g. An e-greeting. |  | <p>Create a special message, invitation or card using a website such as Santa's workshop to send to another class or school.</p> | Internet Website Message e-greeting | Internet http://www.northpole.com/Mailroom/ |  |