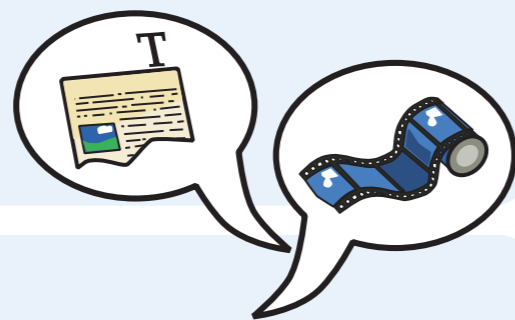


Communication

Levelled Examples

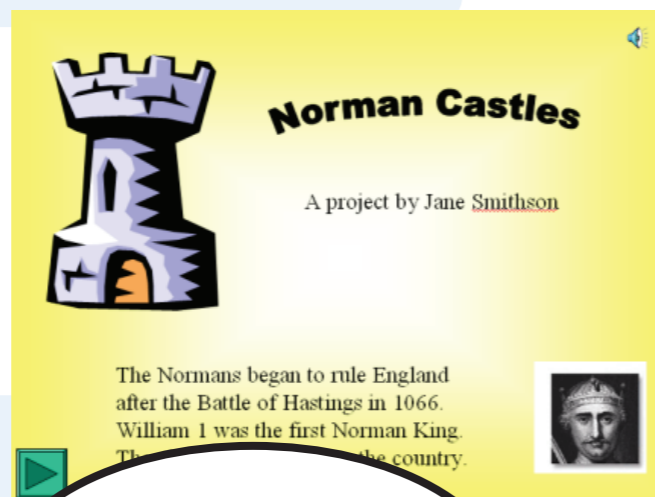


Context:

The children have been learning about the Normans in History. They worked independently to research one aspect of the topic that was of interest to them.

What the children did:

Children designed a Power Point presentation based on the class topic The Normans. They were asked to include no more than five slides and incorporate a variety of media. Some children emailed experts to find out more. They used this presentation to give a talk to the class.



What the children said:

I used my digital camera to take pictures of Rochester Castle.

I interviewed a visitor to the castle and included the sound clip.

Pupils should:

- Be able to use digital video and online media for presenting information.
- Be able to adapt a presentation for different audiences.
- Know how to present information to an audience in a clear and interesting way.
- Know how to structure the information which they have collected, and plan sections within a presentation.
- Be able to choose, and use different ways of presenting multimedia.

Next steps:

- Be able to use a variety of digital image and audio materials, incorporating them in presentations.
- Recognise the need to consider purpose and audience in presenting ideas.

Suggested resources:

- Painting software e.g. 2Paint A Picture, Colour Magic, Dazzle, Revelation Natural Art, Fresco
- Graphics software e.g. 2Draw, Aspects Draw, Textease
- Video / sound recording equipment e.g. digital camera / camcorder, microphone, sound recorder
- Authoring / publishing software e.g. 2Create, Textease Presenter, PowerPoint, Kar2ouche, Word, Publisher, Clicker 5, 2Publish+, Photostory, Windows Movie Maker
- Animation software: 2Animate, Pivot Stick Animator, Kar2ouche, 2Create

Example Cross Curricular Activities:

- Create a presentation on Britain since 1948, with sounds, voice-overs, photos and video (History).
- Produce an anti-bullying poster using image manipulation (PSHE).
- Design an image for a book cover, editing the photograph to develop the book's atmosphere (Literacy / DT).
- Film and edit video clips to develop a TV advertising campaign on a local issue (Literacy).
- Use animation to illustrate scientific concept e.g. lifecycles or changes of state (Science).

Attainment target for ICT

Level 3

Pupils use ICT to save information and to find and use appropriate stored information, following straightforward lines of enquiry. They use ICT to generate, develop, organise and present their work. They share and exchange their ideas with others. They use sequences of instructions to control devices and achieve specific outcomes. They make appropriate choices when using ICT based models or simulations to help them find things out and solve problems. They describe their use of ICT and its use outside school.

Level 4

Pupils understand the need for care in framing questions when collecting, finding and interrogating information. They interpret their findings, question plausibility and recognise that poor quality information leads to unreliable results. They add to, amend and combine different forms of information from a variety of sources. They use ICT to present information in different forms and show they are aware of the intended audience and the need for quality in their presentations. They exchange information and ideas with others in a variety of ways, including using email. They use ICT systems to control events in a predetermined manner and to sense physical data. They use ICT based models and simulations to explore patterns and relationships, and make predictions about the consequences of their decisions. They compare their use of ICT with other methods and with its use outside school.

Level 5

Pupils select the information they need for different purposes, check its accuracy and organise it in a form suitable for processing. They use ICT to structure, refine and present information in different forms and styles for specific purposes and audiences. They exchange information and ideas with others in a variety of ways, including using email. They create sequences of instructions to control events, and understand the need to be precise when framing and sequencing instructions. They understand how ICT devices with sensors can be used to monitor and measure external events. They explore the effects of changing the variables in an ICT based model. They discuss their knowledge and experience of using ICT and their observations of its use outside school. They assess the use of ICT in their work and are able to reflect critically in order to make improvements in subsequent work.