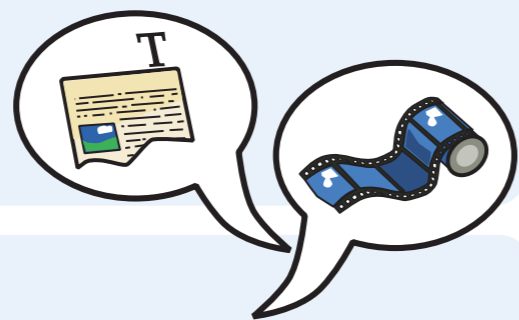


Communication

Levelled Examples



Context:

The children had visited Crabble Mill as part of their History topic. They took pictures with their digital cameras and presented the information in a PowerPoint Presentation.

What the children did:

The children were asked to create five slides using the images that they captured on the visit. They worked individually, chose the images that they wanted to use and entered their own text. They chose their own font, size and colour. They chose animation and sound effects.



What the children said:



Pupils should:

- Know how to use ICT to generate, develop, organise and present work.
- Be able to share and exchange ideas with others in different ways using ICT.
- Know how to change words by overtyping, and by using the spell checker.
- Know how to create a multimedia page.
- Know how to import images from the Internet / scanner / digital camera.
- Know how to amend work to target a particular audience.
- Know how to use Find and Replace to make changes automatically.

Next steps:

Know how to link pages in a presentation or story book.

Suggested resources:

Authoring / publishing software e.g. 2Create, Textease Presenter, PowerPoint, Kar2ouche, Word, Publisher, Clicker 5, 2Publish+, Photostory, Windows Movie Maker, j2e

Example Cross Curricular Activities:

- Produce a presentation on a Greek God they have been researching (History).
- On a school trip collect digital images, video, and sound samples and use these to produce a multimedia presentation (History / Geography / Science / RE).
- Create an explanation text with hyperlinks, an audio recording of poems they have written or a persuasive trailer for a film / book (Literacy).
- Create a photomontage of parts of faces from a variety of sources and cultures (Art / Geography).
- Children record vocals and sound effects to accompany a multimedia story book (Literacy / Music).

Attainment target for ICT

Level 2
Pupils use ICT to organise and classify information and to present their findings. They enter, save and retrieve work. They use ICT to help them generate, amend and record their work and share their ideas in different forms, including text, tables, images and sound. They plan and give instructions to make things happen and describe the effects. They use ICT to explore what happens in real and imaginary situations. They talk about their experiences of ICT both inside and outside school.

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.