

# Research & e-Awareness

## Levelled Examples



5

4

3

2

Level 1

## Suggested resources:

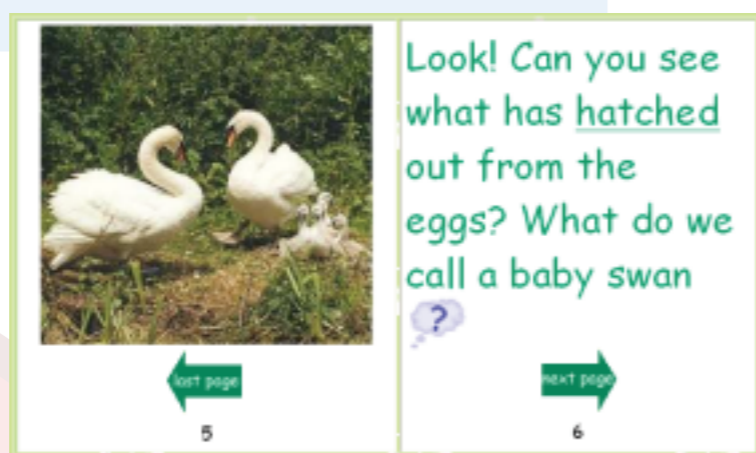
KS1 friendly websites related to topics e.g. Sebastian Swan: [www.sebastianswan.org.uk](http://www.sebastianswan.org.uk)  
See [www.kented.org.uk/ngfl/subjects](http://www.kented.org.uk/ngfl/subjects) for useful websites linked to each subject  
Multimedia books e.g. 2Stories To Tell  
Video / sound recording equipment e.g. digital camera / camcorder, computer microscope, MP3 player, microphone, digital voice recorder

## Context:

The teacher modelled the use of the big book on the Interactive White Board. The children worked in pairs in an ICT suite to explore the book independently.

## What the children did:

The children explored the Sebastian Swan website to find information about swans. They clicked on the buttons to move forwards and backwards between pages. They used the glossary to find out what tricky words meant.



## What the children said:

I looked at the picture to find out where cygnets come from.

Mrs Jones helped me read the glossary.

## Pupils should:

Know that computers use sounds, pictures and text to show what is happening.

## Next steps:

Be able to read information and use it for a caption.  
Be able to present my information using the computer.  
Be able to save and retrieve resources.

## Example Cross Curricular Activities:

In guided or shared reading, use an online or multimedia book and talk about how it compares to a paper-based book (Literacy).  
Use the Barnaby Bear website to find information about one of the places Barnaby visited (Geography).  
Explore a given internet page to find out information about toys or a famous person from the past (History).  
Model how to pose questions and encourage children to ask their own questions linked to a class topic (Science / History / Geography / RE).  
Use Sebastian Swan website to find answers, exploring how to use index and web links (Science).

## Attainment target for ICT

### Early Years Foundation Stage

Pupils show an interest in ICT. They know how to operate simple equipment. They complete a simple program on the computer and/or perform simple functions on ICT equipment. They find out about and identify the uses of everyday technology and use information and communication toys to support their learning.

### Level 1

Pupils explore information from various sources, showing they know that information exists in different forms. They use ICT to work with text, images and sound to help them share their ideas. They recognise that many everyday devices respond to signals and instructions. They make choices when using such devices to produce different outcomes. They talk about their use of 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.