

# Eastfield Primary School



## Parent information booklet

# Information, Communication and Technology

## Areas covered in Information, Communication and Technology

The order in which topics are covered may vary.

Year	Autumn term	Spring term	Summer term
<u>Year 1½ cycle</u>	Autumn 1 - Introduction to modelling Unit 1A Autumn 2 - Using a word bank Unit 1b	Spring 1 – The information is around us Unit 1C Spring 2 – Understanding	Summer 1 - Representing information graphically: pictograms Unit 1E Summer 2 – Labelling and classifying Unit 1D
	Autumn 1 - Creating Pictures Unit 2B <small>Autumn 3 - Writing for different audiences Unit 2C</small>	Spring 1 – Communicating information using text Unit 2C <small>Spring 2 - Branching databases</small>	Summer 1 – Routes: controlling a floor turtle Unit 2D Summer 2 – Questions and answers unit 2E
<u>Year 3</u>	Autumn 1 – Combining Text and Graphics Unit 3A <small>Autumn 2 - Writing for different audiences Unit 3B</small>	Spring 1 – Electronic Mail: (skills) Unit 3E <small>Spring 2 - Branching databases</small>	Summer 1 – Introduction to Databases Unit 3C Summer 2 – Exploring simulations Unit 3D
<u>Year 4</u>	Autumn 1 – Writing for different audiences Unit 4A Autumn 2 – Writing for different audiences Unit 4A	Spring 1 - Developing images using repeating patterns Unit 4B Spring 2 – Branching databases	Summer 1- Modelling effects on screen Unit 4E Summer 2 - Collecting & presenting information: questionnaires and pie charts Unit 4D
<u>Year 5</u>	Autumn 1 – Graphical modelling Unit 5A Autumn 2 – – Analysing data and asking questions: using spreadsheets Unit 5B	Spring 1 - Introduction to spreadsheets Unit 5D Spring 2 – Introduction to spreadsheets Unit 5D	Summer 1 – Controlling devices Unit 5E Summer 2 – Monitoring environmental conditions and changes unit 5F
<u>Year 6</u>	Multimedia Presentation Unit 6A	Spring 1 – Spreadsheet modelling Unit 6B Spring 2 – Spreadsheet modelling Unit 6B	Summer 1 - Control and monitoring Unit 6C Summer 2 – Control and monitoring Unit 6C

Unit 6D. Using the internet to search large databases and to interpret information

### **Aims & Objectives**

- To know and be able to identify different uses of ICT within the environment.
- To be able to use ICT to communicate in words, pictures and sound.
- To be able to access and exchange information in a variety of ways.
- To know how to use technology to control events and equipment.
- To be able to plan appropriately for a given audience.
- To be able to talk about and evaluate work, identifying how it could be improved.

### **What are 'I.C.T' lessons like?**

Information, Communication and Technology (ICT) lessons are in four main areas. Not all the areas will necessarily be covered within each lesson. The four areas are as follows:

#### **1. Finding things out.**

Children learn how to save, arrange and check information.

#### **2. Developing ideas and making things happen**

The children learn about how to organise and develop their ideas using texts, charts, pictures and sound. They will be asked to plan and carry out instructions to make things happen and then review how well they have worked. The children will also be encouraged to answer "what if...?" questions.

### **3. Sharing information**

Your child will be encouraged to think about who is going to be looking at their work and therefore they will need to consider the audience when their work is being planned. Work will be displayed in a variety of ways for example, posters, e-mails, letters and charts.

### **4. Thinking about work as it is being done.**

Throughout an activity children will be encouraged to discuss their work so that they can develop their ideas, they will also be encouraged to describe how well their ideas have worked and talk about how they can be improved in future work

### **How can parents help to develop ICT skills?**

- Help your child identify different uses of ICT within the environment. (telephones, switches, cash machines, bar code readers etc)
- If possible give your child access to a computer. (libraries offer computer/internet services)
- Use appropriate software to develop skills.
- It's not just computers! Encourage the use of remote control and other programmable toys, video players and cameras, radios, CD, tape and MP3 players, phones etc
- Useful information and activities can be found on the BBC website.  
[www.bbc.co.uk/schools/4\\_11/](http://www.bbc.co.uk/schools/4_11/)