

## How can you support your year 2 child in ICT?

The different strands we teach are:

<b>Multimedia:</b> Combine text, data, graphics, video and sound
<b>Digital Imagery:</b> Creating and manipulating digital imagery , animation and video
<b>Sound and Music:</b> Recording, creating and manipulating music and sound
<b>Communicating and Publishing:</b> E-safety, electronic communication and using web2.0
<b>Finding Things out:</b> Research using electronic data and the Internet
<b>Finding Things out:</b> Collecting, using, manipulating, presenting and interpreting data

Strand and the objectives that are covered over the year	How can you help your child with this?
<p><b>Multimedia</b></p> <ul style="list-style-type: none"> <li>To know how to express their ideas using a range of ICT tools</li> <li>To save and retrieve work independently</li> <li>To share ideas in different forms including text, tables, images and sound</li> <li>To recognise that changes can be made at a later stage to improve the look and to improve their ideas</li> <li>To use the skills and techniques learnt to organise, reorganise and communicate ideas for a specific purpose in different contexts</li> <li>To talk about their use of ICT and their choices.</li> </ul>	<ul style="list-style-type: none"> <li>Practise saving, printing, opening and editing work using appropriate keys and icons.</li> <li>Edit their work using tools such as crop, rotate, resize, etc.</li> <li>If you don't have Microsoft office at home download a free version of open office which is very similar from <a href="http://www.openoffice.org">www.openoffice.org</a></li> <li>Use Word and PowerPoint or the free open office versions</li> </ul>
<p><b>Digital Imagery</b></p> <ul style="list-style-type: none"> <li>To begin to use their graphics in different software DTP or multimedia packages to communicate an idea</li> <li>To enable children to explain the advantages and disadvantages of using a graphics package over paper based art activities</li> <li>To understand there are a variety of tools and techniques which can be used to create different styles and effects for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>Use digital cameras to take pictures and edit them using free software like <a href="http://www.lunapic.com">www.lunapic.com</a></li> <li>Download the free painting program tux paint from <a href="http://www.tuxpaint.org/download/">http://www.tuxpaint.org/download/</a> to use at home</li> </ul>

<ul style="list-style-type: none"> <li>• To understand that digital still or video cameras, webcams, mobile phones, visualisers or scanners can capture an image to store and these images can be shared</li> <li>• To retrieve images to use in other software</li> <li>• To understand that animation is a sequence of still images</li> <li>• To understand they can publish their work electronically.</li> </ul>	
<p><b>Music and Sound</b></p> <ul style="list-style-type: none"> <li>• To understand they can compose music using icons to represent musical phrases</li> <li>• To understand that they can locate, listen, play sounds and add them to their presentations</li> <li>• To know they can record sound using ICT that can be stored and played back</li> <li>• To begin to understand that adding music and or a sound can affect mood and atmosphere of their work</li> </ul>	<p>Use websites like <a href="http://www.findsounds.com">www.findsounds.com</a> and <a href="http://www.freeplaymusic.com">www.freeplaymusic.com</a></p>
<p><b>Communicating and Publishing – Electronic Communications</b></p> <ul style="list-style-type: none"> <li>• To understand that an invited group /individual can comment on a blog including people from the global community</li> <li>• To understand that work published online can be viewed by a global audience</li> <li>• To share ideas with others using, messaging, email and blogs.</li> </ul> <p><b>E-Safety</b></p> <ul style="list-style-type: none"> <li>• To understand the schools e-safety policy: appropriate to their age</li> <li>• Understand passwords are used to log in to computer systems and why these should be kept private</li> <li>• To have a awareness of copyright of images age appropriate and relevant to their use.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a go at using a blog on the VLE (in the my space area)</li> <li>• Go into a discussion group on the VLE (go to the classes section)</li> <li>• Talk about the school’s E-Safety rules by looking at the E-Safety section of the VLE together</li> </ul>
<p><b>Finding Things Out: Research</b></p> <ul style="list-style-type: none"> <li>• To talk about the different forms of information (text, images, sound, multimodal) and understand some are more useful than others</li> <li>• To understand and talk about how the information can be used to answer specific questions</li> <li>• To begin to develop key questions and find information to answer them</li> <li>• To recognise the layout of a web page, recognise web addresses, menu buttons and</li> </ul>	<ul style="list-style-type: none"> <li>• Talk to your child about how not all information found on the internet is useful or true</li> <li>• Navigate within a website using hyperlinks and menu buttons to locate information</li> <li>• Use copy and paste</li> <li>• Talk about the fact that web sites have a specific address e.g. <a href="http://www.bbc.co.uk">www.bbc.co.uk</a></li> </ul>

<p>links</p> <ul style="list-style-type: none"> <li>• To understand that the internet contains a large amount of information and recognise the need to use search tools and search engines to begin to find information</li> <li>• To understand the schools e-safety policy with respect to using the Internet.</li> </ul>	
<p><b>Finding Things Out: Handling Data</b></p> <p><b>Simple Graphing</b></p> <ul style="list-style-type: none"> <li>• To understand that information can be represented as block graphs or pictograms</li> <li>• To use ICT to organise, present and understand data</li> <li>• To understand that if data has not been entered accurately it cannot be used to provide the answers to questions</li> <li>• To talk about how they use ICT in relation to organising and charting information.</li> <li>• To recognise that ICT allows quick changes</li> </ul> <p><b>Branching Database</b></p> <ul style="list-style-type: none"> <li>• To understand that some questions have only yes or no answers.</li> <li>• To use a branching database and to know that it can be used to find out the answers to questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Use free software like <a href="http://www.handygraph.com/download.php">http://www.handygraph.com/download.php</a> (30 day free trial) to make graphs</li> <li>• Use interactive websites like <a href="http://www.crickweb.co.uk/ks1numeracy.html">www.crickweb.co.uk/ks1numeracy.html</a></li> <li>• and <a href="http://www.bbc.co.uk/schools/ks1bitesize/numera/cy/">www.bbc.co.uk/schools/ks1bitesize/numera/cy/</a></li> <li>• and <a href="http://www.woodlands-junior.kent.sch.uk/maths/index.html">http://www.woodlands-junior.kent.sch.uk/maths/index.html</a></li> </ul>
<p><b>Developing ideas and making things happen: Control, modelling and simulations</b></p> <ul style="list-style-type: none"> <li>• To understand that devices or on screen turtles are controlled by sequences of instructions</li> <li>• To understand they can plan predict, estimate and create a set of instructions to control devices for a specific outcome</li> <li>• To apply sequencing skills to other devices</li> <li>• To understands computer simulations can represent real or imaginary situations and talk about the differences</li> <li>• To explain how a computer simulation allows them to, test predictions and make changes responding to feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Control an on screen character using a program like <a href="http://scratch.mit.edu/">http://scratch.mit.edu/</a></li> </ul>