How can you support your year 3 child in ICT?

The different strands we teach are:

Multimedia: Combine text, data, graphics, video and sound
Digital Imagery: Creating and manipulating digital imagery , animation and video
Sound and Music: Recording, creating and manipulating music and sound
Communicating and Publishing: E-safety, electronic communication and using web2.0
Finding Things out: Research using electronic data and the Internet
Finding Things out: 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?
Multimedia • To be able to combine text, sound and graphics to communicate information for a given audience • To recognise the key features of different layouts and how these can be used to meet the needs of the audience • To use editing facilities to create and edit work quickly • To understand that information comes in a variety of forms and they can use these to communicate an idea (including text, movie, sound and graphic) • To understand that evaluation and improvement is a vital part of a design process and ICT allows changes to be made quickly and efficiently • To understand that ICT can allow different people to contribute on the same file.	• Write sentences and insert pictures into Word (or the free open office version from www.openoffice.org) • Use features in Word like text boxes, columns and borders • Practise saving, opening, printing and editing work • Use tools like the spell checker and thesaurus • Use cut, copy and paste
Digital Imagery • To understand a digital image can be captured from a number of different devices and it can be stored, developed and enhanced • To understand that animation is created	• Take pictures with digital cameras and transfer them from the camera to the computer • Use photo manipulation software like www.lunapics.com and www.paint.net • Talk to your child about copyright and who

from a series of still images • To use their enhanced graphics in different software DTP, multimedia packages, or on the learning platform as part of a wider presentation • To understand that evaluation and improvement is a vital part of a design processes and ICT allows for to make changes quickly and efficiently • To be aware of the copyright issues when using images from other sources.	owns the images in the internet • Download a simple program to use to do animation from http://www.snapfiles.com/GeT/sTiCKFiGuRe.html
Music and Sound • To understand they can use ICT to compose music or record sounds • To understand ICT allows easy creation manipulation and change • To choose, listen and play appropriate sound files to fit a given context • To select appropriate sounds to embed in a page to support an idea or concept • To understand how podcasts and audio files are used in everyday life • To be aware of the copyright issues when using third party sound / music files.	• Use websites like http://www.jamstudio.com/Studio/index.htm to make their own music • Download sounds from websites like www.findsounds.com and www.freeplaymusic.com • Put sounds into PowerPoint (or the free version of PowerPoint from open office)
Communicating and Publishing – Electronic Communications • To share ideas with others by publishing them online • To understand that email has to be sent to a specific email address • To understand the learning platform can allow multiple people to contribute and view pages depending on login • To understand that a blog is designed for one person to share / publish their ideas and that they have control over the comments on their posts. **E-Safety** • To understand the schools e-safety policy: appropriate to their age • Understand passwords are used to log in to access some web content and why these should be kept private • To have an awareness of copyright of digital content such as images, music and video	• Have a go at using a blog on the VLE (in the my space area) • Go into a discussion group on the VLE (go to the classes section) • Talk about the school's E-Safety rules by looking at the E-Safety section of the VLE together • Talk about what they could use emails for and why adults use them
Finding Things Out: Research • To follow a simple search to find specific information from a web site	• Use a search engine with supervision • Talk to your child about how not all information found on the internet is useful or

• To find and use appropriate information • To identify how different web pages are organised e.g. graphics, hyperlinks, text • To navigate a web page to locate specific information • To know that ICT enables access to a wider range of information and tools to help find specific information quickly • To understand a website has a unique address • Children should be aware of responsible internet use and abide by the rules of the school and AUP including copyright (see relevant information in other sections).	true • Navigate within a website using hyperlinks and menu buttons to locate information • Use copy and paste • Talk about the fact that web sites have a specific address e.g. www.bbc.co.uk
Finding Things Out: Handling Data • To understand that collecting and organising information using ICT makes it easier to find answers to questions • To understand that ICT can be used to create different graphs that show data for different purposes across the curriculum • To talk about the use of ICT and describe how it supports learning • To understand that 'yes/no' questions can be used to divide a set of objects into sub-sets and that a sequence of 'yes/no' questions can identify an object • To understand that questions are key to organising data efficiently in a branching database to solve problems • To understand that control systems often use a branching structure to their questions (e.g. cash machine, vending machine, doctors symptoms database).	• Use free software like http://www.handygraph.com/download.php (30 day free trial) to make graphs • And other interactive software like www.crickweb.co.uk/ks2numeracy.html • And www.bbc.co.uk/schools/ks2bitesize/maths/ • and http://www.woodlands-junior.kent.sch.uk/maths/index.html
Developing ideas and making things happen: Control • To create, edit and refine sequences of instructions for real and virtual programmable devices. • To apply and test sequencing skills in a variety of contexts • Know how computer simulations can represent real or imaginary situations and how this can help in the wider world • Know that not all simulations are computer based (search and rescue simulations) • Identify opportunities to use a simulation whether it be computer based or not	• Control an on screen character using a program like http://scratch.mit.edu/

• Discuss computer simulations and understand how ICT can allow you to make quick changes easily and compare with real situations • Know that simulations are controlled by a set of rules.	