

How can you support your year 4 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?
<p>Multimedia</p> <ul style="list-style-type: none"> To recognise that published electronic materials contain a variety of written and visual effects To discuss features of good page design and multimedia presentations To understand that ICT can automate a manual process (e.g. find and replace) discuss advantages and disadvantages To collect, create and insert appropriate graphics and sound files to enhance the presentation To understand the different contributions sounds, words and images can make in a presentation To be able to choose elements for a presentation, review & develop the organisation and structure to convey intention to an audience To understand that images sounds and text can be copyrighted and abide by copyright rules when creating a presentation. 	<ul style="list-style-type: none"> Use PowerPoint (or the free open office version from www.openoffice.org) Use the find a replace tool (CTRL and F) Put pictures and sounds into a presentation from websites like www.findsounds.com and www.freeplaymusic.com Talk about copyright and who owns images on the internet
<p>Digital Imagery</p> <ul style="list-style-type: none"> To use suitable software packages to create, develop, amend and present their ideas for 	<ul style="list-style-type: none"> Take pictures with digital cameras and transfer them from the camera to the computer

<p>a specific audience</p> <ul style="list-style-type: none"> • To begin to understand how images from different sources (stills, video, graphics, animation) are used to enhance a presentation or communicate an idea • 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 understand the differences between object based graphic packages and paint / photo manipulation packages • To understand that images, sounds and video can be copyrighted and abide by copyright rules when using them. 	<ul style="list-style-type: none"> • Use photo manipulation software like www.lunapics.com and www.paint.net • Talk to your child about copyright and who owns the images in the internet • Download a simple program to use to do animation from http://www.snapfiles.com/GeT/sTiCKFiGuRe.html
<p>Music and Sound</p> <ul style="list-style-type: none"> • To use music and notation packages to create, develop, amend and present their ideas for a specific audience • To understand that evaluation and improvement is a vital part of a creative process and ICT allows for to make changes quickly and efficiently • To use ICT to compose music or sounds including creating melodies • To locate, listen to, import and use appropriate sound files in multimedia software • To know that sound files can be uploaded on the learning platform / Internet and shared across a wider audience • To understand sounds can be copyrighted and abide by copyright rules when using them. 	<ul style="list-style-type: none"> • 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)
<p>Communicating and Publishing – Electronic Communications</p> <ul style="list-style-type: none"> • To be able to present information and share it with others through e-mail, forums, blogs, learning platform and other suitable web 2.0 resources • Think about intended audience and its possible effects on their work • To understand the rules and possible implications of e-safety when collaborating on projects • To understand forums are designed for discussions where a wide group of people can view, create or add to the debate <p>E-Safety</p> <ul style="list-style-type: none"> • To understand the schools e-safety policy: 	<ul style="list-style-type: none"> • 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

<p>appropriate to their age</p> <ul style="list-style-type: none"> • To abide by copyright laws appropriate to the content they develop / publish 	
<p>Finding Things Out: Research</p> <ul style="list-style-type: none"> • To carry out relevant searches developing keywords from a question • To be able to skim read and sift information to check its relevance and modify their search strategies if necessary • To be able to use appropriate information to produce a report for a particular audience • To evaluate different search engines and explain their choices for using these for different purposes • To understand that many search engines have specific searches for specific media • To recognise that anyone can author on the Internet and therefore content can be inaccurate, offensive, rude or upsetting • To be aware of responsible internet use and abide by the rules of the school and AUP including copyright (see relevant information in other sections). 	<ul style="list-style-type: none"> • Use a search engine with supervision • Discuss use of key words and leaving out unnecessary words • Use the information found from a search to write a report in word • Use image searches in google • Talk to your child about how not all information found on the internet is useful or 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
<p>Finding Things Out: Handling Data</p> <ul style="list-style-type: none"> • To know that ICT can create different graph types for different purposes and some are more appropriate and easier to read than others • To understand what a spreadsheet is and how information can be structured and presented in a spreadsheet • To talk about the use of ICT to create, present, organise and amend data and how it automates the process • To understand what a database is and how data is structured in a database • To recognise information can be held as numbers, choices or words • To understand that questions can be turned into search criteria and that database tools can be used to find answers • To recognise similarities between the computer and paper-based systems • To understand that if data has not been entered it cannot be used to provide the answers to questions • To talk about the use of a database to sort, classify and chart different types of information quickly. 	<ul style="list-style-type: none"> • Use Microsoft Excel (or the free version from open office) as an example of spreadsheet • Talk about how databases are used in the real world e.g. a database in school of the pupils or in the doctors surgery of the patients • Look at databases of information on the internet together that relate to their topics

**Developing ideas and making things happen:
Control, modelling and simulations**

- To understand that devices can sense and record sound, temperature and light.
- To understand that data can be collected more efficiently by a data logging device compared with manual methods
- Understand senses can be used to solve problems and answer specific lines of enquiry
- Understand that a specific programming language can be used to program software and other devices
- To understand that sequences of commands can be combined or condensed to create more complex or efficient routines
- To understand what a spreadsheet is and how to enter data in a spreadsheet
- To know how to enter formula into a spreadsheet
- Understand one element of the spreadsheet can be changed and this can have effects on the other calculations.

- Use Microsoft Excel (or the free version from open office) as an example of spreadsheet
- Try out simple formula in Excel
- In cell (box) A1 write 5, in cell A2 write 7, in cell A3 write:
 - =SUM(A1+A2)
- When you press enter the value in cell A3 will be the total of 5 and 7
- If you change the numbers in the sum it will automatically change the answer
- Control an on screen character using a program like <http://scratch.mit.edu/>