

How can you support your year 5 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 create multi-layered texts, including use of hyperlinks and linked web pages within a chosen topic To use ICT, such as email, to obtain information related to a presentation To show an awareness of the intended audience and task when making decisions about the application chosen to present their multimedia text Use a variety of DTP/word processing packages and web 2.0 resources to present multimedia text To design, create and evaluate their own and others presentations and multimedia texts Develop criteria for evaluating theirs and other work Understand the potential of multimedia to inform or persuade. 	<ul style="list-style-type: none"> In PowerPoint (or the free open office version from www.openoffice.org) insert action buttons (these can take you from one slide to another without going in order, use the help section to find out more about them) Think about the purpose of their PowerPoint presentations – discuss how they can be used for different reasons (e.g. inform, persuade) Insert hyperlinks to other slides (CTRL and K) in PowerPoint and to websites in Word
<p>Digital Imagery</p> <ul style="list-style-type: none"> To generate, amend and combine digital images from different sources for a specific audience or task To know that images from different sources 	<ul style="list-style-type: none"> 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

<p>(stills, video, graphics, animation) are used to enhance a presentation or communicate an idea</p> <ul style="list-style-type: none"> • To recognise and abide by relevant copyright laws • Routinely evaluate and improve as part of a design process • To have an understanding of a variety of image manipulation packages including object based packages/ photo manipulation packages / paint packages and their appropriate use. 	<ul style="list-style-type: none"> • 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 ICT to compose music or sounds considering specific audience and purpose • To select and use suitable software and hardware to produce a multimedia soundtrack • Begin to recognise the different layers of sound in a professional broadcast • To begin to manipulate music and sound and refine for a given audience or project • To use the podcasting tools to share their work with a wider audience • To understand sound files exist in a variety of formats. 	<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) • Listen to podcasts that are free to download from itunes (http://www.apple.com/itunes/download)
<p>Communicating and Publishing – Electronic Communications</p> <ul style="list-style-type: none"> • To share and exchange their ideas using appropriate methods of electronic communication • To use collaboration tools to work together to produce a joint piece of work • To use formal and informal language appropriately depending on method of electronic communication and intended audience • To understand what a wiki is and how they can be edited. <p>E-Safety</p> <ul style="list-style-type: none"> • To understand the schools e-safety policy: appropriate to their age • To abide by copyright laws. 	<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 • Make their own web pages using http://www.j2e.com/
<p>Finding Things Out: Research</p> <ul style="list-style-type: none"> • To recognise that information must be read carefully before it can be understood and interpreted for others 	<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

<ul style="list-style-type: none"> • To understand and interpret information • Use a range of sources to check validity and recognise different viewpoints and the impact of incorrect data • To locate, save and import pictures, text, video and sound into another document appropriate to the task • Recognise that the Internet may contain material that is irrelevant, bias, implausible and inappropriate • To be able to describe how they found information and the choices they made in its presentation • 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). 	<p>write a report in word</p> <ul style="list-style-type: none"> • Discuss how to check information using more than one website • Use image searches in google and save images that are found • 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"> • Understand that different programs present and examine data in different ways, and that they each have suitable uses • To be able to create different types of graphs and charts and use them to interpret and answer a specific questions • To interrogate a database using suitable questions • Recognise the consequences of data not being accurate, relate to outside world (E.g. Police / doctors / banks/ school database) • Understand there are different ways in finding anomalies in data; graphs, sorting, searching • To create a simple database to store and search relevant information • Discuss how ICT enables you to search and sift through large amounts of different types of information and describe the advantages of using the tools and the need for accuracy. 	<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
<p>Developing ideas and making things happen: Control</p> <ul style="list-style-type: none"> • To collect relevant data using a data-logger • To understand and predict patterns of graphical data collected from data-loggers • To investigate and refine sequences of commands and procedures to control real / virtual devices • To become familiar with inputs as well as outputs • To use a range of calculations and functions 	<ul style="list-style-type: none"> • Discuss real-world data loggers like pedometers • 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

<p>in a spreadsheets</p> <ul style="list-style-type: none">• To investigate a spreadsheet that models a real life problem and edit / change the data to answer queries / compare solutions• To create a simple spreadsheet model of a real life problem and use it to explore possible solutions• To understand the need to be accurate when entering and organising data in a spreadsheet	<p>automatically change the answer</p> <ul style="list-style-type: none">• Control an on screen character using a program like http://scratch.mit.edu/
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