

**- 1 -Stubbin Wood School**

<p align="center"><b>NC Area of Study Learning Objectives Including Links to QCA units of work</b></p> <p><b>1B Using a word bank 1D labelling and classifying</b></p>	<p align="center"><b>Content</b></p>	<p align="center"><b>Suggested Activities</b></p>	<p align="center"><b>ICT links</b></p> <p align="center"><u>ECM - Enjoy and Achieve</u> Achieve stretching National Educational standards at Primary School</p>	<p align="center"><b>Learning Outcomes I CAN...</b></p>
--	--------------------------------------	---	---	---

**Topic: Buildings and Places**

**Subject: ICT**

**Key Stage 1**

<p align="center"><b>NC Area of Study Learning Objectives Including Links to QCA units of work</b></p>	<p align="center"><b>Content</b></p>	<p align="center"><b>Suggested Activities</b></p>	<p align="center"><b>ICT links</b></p>	<p align="center"><b>Learning Outcomes I CAN...</b></p>
<p><b>Finding things out</b></p> <ul style="list-style-type: none"> <li>•Access information in a variety of ways</li> <li>•Store data in different forms, for example by using switches, touch pads, and screens, electrically operated toys.</li> </ul> <p><b>Developing Ideas and making things happen</b></p> <ul style="list-style-type: none"> <li>•Use a variety of equipment to control a range of situations</li> </ul> <p><b>Exchanging and sharing information</b></p> <ul style="list-style-type: none"> <li>•Produce and present work that is of high quality and understood by others. For example work that can be displayed on a classroom wall or a story, graph or chart that can be read by others</li> </ul> <p><b>Reviewing modifying and evaluating work as it progresses</b></p> <ul style="list-style-type: none"> <li>•Identify the uses of ICT in their own lives. For example understand</li> </ul>	<p>Use a range of ICT equipment. Lights, sensors, buzzers, software animations and music, Photocopiers, scanners, video recorders, and tape recorders</p> <p>Computers and software</p> <p>Communication machines, tape recorders, microphones, and karaoke machines,</p>	<ul style="list-style-type: none"> <li>•Pupils will experience /explore/ play games to engage interest and promote responses.</li> <li>•Pupils will use/experience/respond to sound of own voice/picture of familiar places and people.</li> <li>•Pupils will experience / use a range of ICT equipment used in identifying and recognising themselves and others.</li> <li>•Pupils will select/experience/use a range of software appropriate for the purpose to encourage preferences of choice,</li> <li>•Pupils will experience/respond/use a range of stimuli- sounds pictures of own home /address. Use colours and texts to produce pictures and create images, editing and saving work.</li> <li>•Pupils will experience combine /use sounds and graphics</li> </ul>	<p><b>Science</b>-copying /enlarging/ using acetates. different interactive whiteboard taking photo's of investigations and activities - Using microscope to examine bricks , wood and different materials</p> <p><b>Maths</b>- how many pictures have we copied OHP and interactive whiteboard to show maths calculations, how many bricks how high was the tower</p> <p><b>English</b>- annotating/ discussing images speaking and listening following stories the three little pigs</p> <p><b>Geography</b>- taking photos, downloading, re-sizing, making videos, scanning images, photocopying images of buildings and countries</p> <p><b>History</b> - listening to commentaries and sound games</p> <p><b>All areas</b>- looking for information, making charts and</p>	<p>P levels</p> <p>P1(i) I will Show simple reflex responses e.g. startling at sudden noises or movements</p> <p>P1(ii) I am Showing emerging awareness of activities and experiences.</p> <p>P2(i) I can accept and engage in coactive exploration, e.g. being encouraged to handle fibre-optic strands.</p> <p>P2(ii) I can recognise familiar people events and objects, e.g. moving towards the television in a familiar room.</p> <p>P3(i) I will request events or activities, e.g. pushing another persons hand towards a switch or touch pad</p> <p>P3(ii) I can apply potential solutions systematically to problems, e.g.</p>

**- 2 -Stubbin Wood School**

<p align="center"><b>NC Area of Study Learning Objectives Including Links to QCA units of work 1B Using a word bank 1D labelling and classifying</b></p>	<p align="center"><b>Content</b></p>	<p align="center"><b>Suggested Activities</b></p>	<p align="center"><b>ICT links</b></p>	<p align="center"><b>Learning Outcomes I CAN...</b></p>
--	--------------------------------------	---	--	---

<p>that traffic lights control pedestrians and the traffic, know that the controls on a television can be used to change what happens, understand the electrical controls of a wheelchair</p> <p><b>Knowledge skills and</b></p>	<p>Switches buzzers, musical instruments, floor turtle, and remote controlled toys,</p> <p><b>Use a range of ICT equipment.</b></p>	<ul style="list-style-type: none"> <li>•Pupils will respond/give instructions for games. Listen record and respond to familiar sounds in everyday life and those of familiar others.</li> <li>•Pupils will select/ use /respond to a variety of switches to control toys, games, software, sounds, and keyboard activities.</li> <li>•Control and monitor toys games and musical instruments</li> </ul> <p>•Pupils will <b>experience /explore/</b></p>	<p>pictures, using software to support lessons,</p> <p><b>Science-copying /enlarging/ using</b></p>	<p>pressing a switch repeatedly after the power source has been turned off.</p> <p>ICT P Levels</p> <ul style="list-style-type: none"> <li>•P4 I can intentionally make a selection to communicate meanings e.g. identifying a symbol or creating a sound.</li> <li>•P5 I can pick out shapes, symbols and characters on a communication aid or keyboard.</li> <li>P6 I can operate some devices independently</li> <li>•P7 Express ideas by choosing photographs or video clips for own profile.</li> <li>P8 Present my ideas by recording sounds</li> </ul> <p><b>NC levels</b></p>
--	---	---	---	---

**- 3 -Stubbin Wood School**

<p align="center"><b>NC Area of Study Learning Objectives Including Links to QCA units of work 1B Using a word bank 1D labelling and classifying</b></p>	<p align="center"><b>Content</b></p>	<p align="center"><b>Suggested Activities</b></p>	<p align="center"><b>ICT links</b></p>	<p align="center"><b>Learning Outcomes I CAN...</b></p>
--	--------------------------------------	---	--	---

<p><b>Understanding Finding things out 1a</b> ▪Gather information from a variety of sources <i>e.g. people books databases, CD-ROMs, videos and TV</i> Builds on English 2/2a-2c</p> <p><b>Developing ideas and making things happen 2b</b> ▪To select from and add to information they have received for particular purposes</p> <p><b>Exchanging and sharing information 3a</b> ▪To present their completed work effectively <i>e.g. for display</i></p> <p><b>Reviewing and modifying and evaluating work as it progresses 4b</b> ▪Describe the effects of their actions.</p> <p><b>Breadth of Study 5c</b></p>	<p>Lights, heat and sound sensors, buzzers, software animations and music, Microscope Photocopiers, scanners, video recorders, and tape recorders</p> <p><b>Communication machines</b>, tape recorders, microphones, and karaoke machines,</p> <p><b>Computers and software Switches buzzers, musical</b></p>	<p><b>play</b> games to engage interest understand associate sounds of the environment and how they are related to different buildings and places. -links with</p> <ul style="list-style-type: none"> <li>•Materials of different buildings</li> <li>What ICT equipment do we associate with different buildings</li> <li>Shop-till</li> <li>Café- microwave</li> <li>Bank- cash machine</li> <li>• Record over presentation of work on buildings and places.</li> </ul> <p>•Pupils will <b>respond/give</b> instructions for games. Listen record and respond to familiar sounds in everyday life. Sound of transport/doors opening and closing,</p> <ul style="list-style-type: none"> <li>•Eng - speaking and listening</li> </ul> <p>•Pupils will <b>experience / use</b> a range of ICT equipment used in identifying and recognising buildings and places. Pictures of buildings and places, using the camera,</p> <p>•Pupils will <b>select/experience/use</b> a range of software appropriate</p>	<p>interactive whiteboard taking photos of investigations and activities. How electrical things-work-circuits Investigations using sensors and data loggers Microscopes, interactive whiteboard looking at different materials under the microscope to examine bricks , wood and different materials</p> <p><b>Maths-</b> how many pictures have we copied OHPand interactive whiteboard to show maths calculations, how many bricks how high was the tower</p> <p><b>English-</b> annotating/ discussing images speaking and listening following stories the three little pigs labels, posters, different ways of displaying text. Using labels and word banks</p> <p><b>Geography-</b> taking photos, downloading, re-sizing, making videos, scanning images,</p>	<ul style="list-style-type: none"> <li>•Level 1 I can recognise that many everyday devices respond to signals and instructions. I can talk about my use of ICT</li> <li>•Level 2 •I can use ICT to explore what happens in real and imaginary situations</li> <li>•I can talk about my experiences of ICT both inside and outside school.</li> <li>•Level 3 I can share and exchange my ideas with others I can describe my use of ICT and its use outside school</li> </ul> <p><b>Links should be made to the QCA units of work 1B Using a word bank 1D labelling and classifying</b></p> <p>ICT links <a href="http://www.ncaction.org.uk">www.ncaction.org.uk</a></p>
--	---	---	---	--

**- 4 -Stubbin Wood School**

<p align="center">NC Area of Study Learning Objectives Including Links to QCA units of work 1B Using a word bank 1D labelling and classifying</p>	<p align="center">Content</p>	<p align="center">Suggested Activities</p>	<p align="center">ICT links</p>	<p align="center">Learning Outcomes I CAN...</p>
---	-------------------------------	--	---------------------------------	--

<p>▪Talking about the uses of ICT inside and outside school</p>	<p><b>instruments, floor turtle, and remote controlled toys,</b></p>	<p>for the purpose to encourage preferences of choice, using My World to make a street scene Maths -counting houses, shape •Pupils will <b>experience/respond/use</b> a range of stimuli- sounds pictures of own home /address. Use colours and texts to produce pictures and create images, editing and saving work.</p> <p>•Pupils will <b>experience combine /use</b> sounds and graphics</p> <p>•Pupils will <b>select/ use /respond</b> to a variety of Electronic equipment to understand how things work in everyday life. How traffic lights work How an automatic door opens by breaking the beam</p>	<p>photocopying images of buildings and countries</p> <p><b>History</b> - listening to commentaries and sound games</p>	
---	--	--	---	--