

ANNOTATION SHEET: Finding Things Out (Handling Information)

Level Descriptions: Curric. 2000	End of Y2, 4, 6 Expectations	Skills check list*
<p>Level 1 (Exploration)</p> <ul style="list-style-type: none"> Pupils explore information from various sources, showing they know that information exists in different forms <p>Level 2 (Purposeful use)</p> <ul style="list-style-type: none"> Pupils organise and classify information present their findings enter, save and retrieve work 	<p>End of Y2 (Level 2)</p> <p><i>Key characteristic:</i> <i>Work purposefully and confidently with ICT to achieve specific outcomes. Children investigate options and describe the effects of their actions and experiences of using ICT.</i></p> <p>Use ICT to sort and classify information, such as sorting lists alphabetically, sorting into categories, and enter and store information.</p>	<p>Select and listen to text using a mouse Objects can be divided according to criteria Use buttons to navigate a CD ROM Classify sets of objects using a branching database Search using menus or index Enter data (using multiple choice fields) Look at records Use simple sort and display block graphs To use pictograms to answer simple questions Save, print and retrieve with help To send an email using an address book</p>
<p>Level 3 (Specific Outcomes)</p> <ul style="list-style-type: none"> Pupils use ICT to save information find and use appropriate information, following straightforward lines of enquiry. <p>Level 4 (Interpret)</p> <ul style="list-style-type: none"> Pupils understand the need for care in framing questions when collecting, finding and interrogating information They interpret their findings, question plausibility and recognise that poor-quality information leads to unreliable results They add to, amend and combine different forms of information from a variety of sources. 	<p>End of Y4 (Level 3)</p> <p><i>Key characteristic:</i> <i>Use ICT to develop ideas. Children follow lines of enquiry, make decisions and take the results of those decisions into account in successive steps and describe the use of ICT.</i></p> <p>Use IT to save data and to access stored information following straight forward lines of enquiry. For example, searching a data base to find all the animals that are able to fly, or entering data on themselves into a prepared database.</p>	<p>Choose appropriate displays (frequency tables, bar charts, simple pie charts) Simple queries Search using key words To enter labels and number into a spreadsheet To use a spreadsheet to draw a graph Use hot/hyperlinks to navigate a CD ROM To design a simple questionnaire to record numbers, text and choices Annotate tables Add records and fields to a file Use search engines and URL's Manage and use bookmarks</p>
<p>Level 5 (Increased rigour)</p> <ul style="list-style-type: none"> Pupils select the information they need for different purposes check its accuracy organise it in a form suitable for processing structure, refine and present information in different forms and styles for specific purposes and audiences exchange information and ideas with others in a variety of ways, including using e-mail. 	<p>End of Y6 (Level 4)</p> <p><i>Key characteristic:</i> <i>Interpret the information obtained from an information system and question its plausibility and compare use of ICT with other methods.</i></p> <p>Add to, amend and interrogate information that has been stored, for example, recognising the need to add I, II, VIII etc. to 'Henry' when searching a database of Kings and Queens.</p>	<p>Choose/create appropriate graphs (bar, simple line, simple histogram) Queries using and/or =< => (complex searches) Internet searches uses +, and etc. To skim read and sift information to modify a search pattern Recognise possible errors in data and in graphical representations Access or collect data when undertaking an enquiry for specific purpose Display results suitable to audience (pie charts, average, range as a measure of spread, scattergraphs) Download and save documents and images and import into a document for presentation</p>

* - Skills are **not** associated with specific levels of achievement. Children's ICT Capability is about the application of ICT skills in a particular context. However, the ICT skills listed in this column might be typical of the types of skills children might employ when working at a particular level.