

## ICT SKILLS/TEACHING POINTS CHECKLIST

<b>Breadth of study</b>			
<b>Pupils should in all areas:</b>		<b>in addition at KS2 children should:</b>	
review what they have done, talk about possible changes		work with others to explore a variety of information	
investigate different ways information can be presented		sources and tools	
explore a variety of ICT tools		investigate and compare the uses of ICT inside and	
talk about the use of ICT		outside school	
<b>COMMUNICATING</b>			
<b>Graphics</b>			
1	Response to mouse action and monitor	3	Use a range of visual effects such as reflection or symmetry.
	Mouse to change colour		Use stamps and/or copy tool or "Clip Art"
2	Select and use different paint tools		Select CAD tools of line, new line, grid
	Select and use different brush sizes	4	Increasing awareness of intended audience
	Use of lines, hollow, filled rectangles and circles		Repeat patterns - using copy, move, translate, re-size etc
	Use of rub out and undo		Text features
	Filename for saving. Use Save as		Panning/zoom in CAD
	Save print and retrieve with help		Import and paste from other applications
3	Add to picture with attention to changes to effect, tone, depth, shading, pixel size		CAD tools of circles, arcs, text etc (object based graphics package)
	Using editing such as zoom	5	Increasing awareness of intended audience
	Select areas, copy and resize		CAD tools of arc, circle, zoom, pan, hunt
<b>Word Processing</b>			
1	Response to keyboard/mouse and monitor	3	Cut & paste within applications to reorder
	Familiarisation with keyboard		Combine text and graphics
	Word wrap at line end (not pressing enter)		Amend text using find and replace
2	Develop basic editing skills - delete and insert	4	Reinforce formatting of text to indicate relative importance
	Shift key for upper case		Justification where appropriate
	backspace key to delete mistakes (not Del key)		Use of minimise and maximise on windows programs
	Space after punctuation and not before		Cut and paste between applications
	Filename for saving		delete/insert and replace text to improve clarity and create mood
	Save print and retrieve with help		Work in columns
	Use return/enter to insert line breaks		Word Art if available
	Use shift key to type characters such as question marks	5	Various display features/communicate to audience, eg: Fact boxes, definition boxes
3	Basic drafting - insert words or sentence, save changes		Annotated illustrations
	Centre titles		Leaflet layout
	different font or font size and colour		
	Spell check		
<b>Email</b>		3	read, annotate and reply to email
2	read and send email	4	to add an attachment to an email (send and retrieve)
<b>Music</b>			
1	play and listen to music phrases	2	Save print and retrieve with help
2	Use IT to record sounds	3	basic drafting, add, delete or alter musical phrases or notes
	Filename for saving		Use IT to create, organise/reorganise sounds
<b>Multimedia Authoring</b>			
4	Increasing awareness of intended audience - recognise features of good page design	4	produce a diagram that shows the links between different pages
	Choose elements to use in a presentation		to create buttons to link pages
	Integrate elements (text, graphics, sound) into their presentation	5	Choose the elements for the presentation and develop the organisation and structure to convey their intentions efficiently in relation to audience

<b>FINDING THINGS OUT</b>			
1	Select and listen to text using a mouse Objects can be divided according to criteria Use buttons to navigate a CD ROM	3	To type in a URL to locate a web page Search using key words To enter labels and number into a spreadsheet
2	Classify sets of objects using a branching database Search using menus, index or internet favourites list Enter data (using multiple choice fields) Look at records Use simple sort and display block graphs To use pictograms to answer simple questions	4	To use a spreadsheet to draw a graph Use hot/hyperlinks to navigate a CD ROM or hyperlinks to trail an idea on the internet To design a simple questionnaire to record numbers, text and choices Annotate tables Add records and fields to a file Choose/create appropriate graphs (bar, simple line, simple histogram) Queries using and/or =< => (complex searches). Internet searches using and
	Save, print and retrieve with help To send an email using an address book		To skim read and sift information to modify a search pattern Recognise possible errors in data and in graphical representations
3	Choose appropriate displays (frequency tables, bar charts, simple pie charts) Simple queries Use search engines and URL's Manage and use bookmarks	5	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 a presentation
<b>MODELLING</b>			
1	Response to keyboard/mouse and monitor Using mouse to choose or make something happen	3	To enter data into a computer simulation
2	Mouse to drag and reposition Arrow keys and space bar to move between options, enter to select Predict sequences of instructions to control a Roamer and test results	4	Begin to make accurate predictions Develop awareness and understanding of variables in spreadsheet models Graphical models can be used to explore patterns and relationships
3	Increasingly aware of consequences of decisions	5	Design, construct, evaluate and modify simple model, eg enter data, enter formulae, copy cells Increasing use of formulae - change data to answer "what if" questions
<b>CONTROL AND MEASUREMENT</b>			
1	Response to keyboard/mouse and monitor Understand devices can be controlled - TV, tape recorder, CD player Use spoken command language - repeat, STOP	3	Attach a sensor to a device connected to a computer to take readings To use the repeat command To control simple devices (small motors, light bulbs by giving direct instructions)
2	Roamer actions in a sequence Roamer turn quarter and half turns	4	To use datalogging program set-up features to set variables, to choose appropriate sensor and type of recording To build a procedure and name it
3	Understand that a Roamer and Logo use common language Increasingly sophisticated sequence of instructions with Roamer or Logo program Write a list of commands to produce a pre-drawn shape Record instructions	5	Use sensors and data logging to detect and record changes in the environment To use simple control language to activate multiple devices concurrently Refine, modify and amend a procedure Build complex procedures (integrating simpler ones) To use, and program, two input devices

**NB Levels are for guidance, however, the level frequently depends on the context and the activity.**

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