

Subject: Computing – INFORMATION TECHNOLOGY	Year group: Year 4	Topic: Information Technology- Communication	Initiation & activation activities:
Prior knowledge required: know how to log into learning platform and school domain independently		Vocabulary:	
Programme of Study: Year 3 & 4	Implementation:	Impact –lesson sequence:	Evaluations and assessments:
<ul style="list-style-type: none"> • Use search technologies effectively • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p><u>MULTIMEDIA AND WORD PROCESSING</u></p> <ul style="list-style-type: none"> • Evaluate a range of electronic multimedia, appropriate to task e.g website, photostory, leaflet, and recognise key features of layout and design • With support, plan structure and layout of document/ presentation • Select and import graphics from digital cameras, graphics packages and other sources and prepare it for processing using ICT • If project is multimedia, select and import sounds (eg own recording, sound effects bank created by teacher) and video/ visual effects • Through peer assessment and self evaluation, evaluate work both during and after completion, and make suitable improvements • Develop increasing sense of audience <p><u>MESSAGING</u></p> <ul style="list-style-type: none"> • Communication and Collaboration • select from your best work to save and share through an e-portfolio • use at least two online communication methods (eg online discussion, surveys, quizzes, blogs, wikis, shared online folders, web quests) through the Learning Platform in topic work • discuss advantages and disadvantages of these communication methods 		

	<ul style="list-style-type: none">• To start to think about the different styles of language layout and format of online communications sent to different people (eg. when it is appropriate to use “text language”).• <u>Knowledge skills and understanding</u><ul style="list-style-type: none">• Do they appreciate the benefits of ICT to send messages and communicate?• Can they use the automatic spell checker to edit spellings?• Can they create a lengthy presentation that moves slide to slide and is aimed at a specific audience?• Can they insert sound recording into a multi media presentation?• Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder? <p><u>GD</u></p> <ul style="list-style-type: none">• Can they use photo editing software to crop photographs and add effects?• Can they copy and paste the graph/chart and use it in a word processing document?		
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